

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

**Memorandum**

**TO:** Curriculum and General Education Committee  
K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, D. Garza, T. Payne, M. Campos,  
B. Devine, A. Bledsoe, M. Oja, ASO Representative, and PTK Representative

**FROM:** Dr. Vicki Jacobi, Senate Co-Chairperson  
Dr. Leslie Minor, V.P. of Instruction, Co-Chairperson

**DATE:** October 9, 2024

**SUBJECT:** Next Meeting's Agenda

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The next meeting of the Curriculum and General Education Committee will be held on Friday, October 18<sup>th</sup> from 1:10 p.m. to 2:30 p.m. in the Cougar Conference Room

**AGENDA**

- I. **PUBLIC COMMENTARY**
- II. **APPROVAL OF MINUTES:** From the September 2024 Curriculum & General Education meeting
- III. **CONSENT - COURSE REVISIONS**
  - A. **Allied Health/Applied Technologies**
    - i. DNTL 1511 Oral Radiology (page 6)
    - ii. DNTL 1512 Head and Neck Anatomy (page 14)
    - iii. DNTL 2130 Periodontics I (page 19)
    - iv. DNTL 2133 Advanced Clinical Topics (page 24)
    - v. DNTL 2135 Community Oral Health I (page 29)
    - vi. DNTL 2242 Ethics, Law, & Practice Management (page 34)
    - vii. DNTL 2244 Community Oral Health II (page 38)
  - B. **Math & Science Division**
    - i. STAT C1000 Introduction to Statistics (page 42)
  - C. **English Language Arts**
    - i. ENGL C1000 Academic Reading and Writing (page 50)
    - ii. ENGL C1000E Academic Reading and Writing (page 57)
  - D. **Business, Arts, and Humanities**
    - i. COMM C1000 Introduction to Public Speaking (page 62)

**E. Social Science**

- i. POLS C1000 American Government and Politics (page 69)
- ii. PSYC C1000 Introduction to Psychology (page 77)

**F. Course Inactivations:**

- i. WTER 1510 Introduction to Water Distribution (page 84)
- ii. WTER 1610 Introduction to Water Treatments
- iii. WKEX 1014 General Work Experience (page 86)

**IV. ACTION ITEMS:**

- A. Clinical Medical Assisting – Certificate of Achievement (page 88)

**V. DISCUSSION ITEMS:**

- A. AP & BP 4050 Revision (page 97)
- B. Renumbering Degree Applicable/Non-transferable courses (page 100)
- C. Other

**VI. NEXT MEETING: November 15, 2024, 1:10-2:30pm in the Cougar Room**

**VII. Program Status, please see the table below:**

Program	Tech Review Approved	C & GE Approved	Board Approved	State Approved	Revisions
Certificate of Achievement: Administrative Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate of Achievement: Clinical Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate Of Achievement: Administrative and Clinical Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate Of Achievement: Paramedic	May 7, 2024	May 19, 2024	June 12, 2024	N/A	
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	N/A	Under Review
Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	N/A	Under Review
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	N/A	Under Review

\* New Program

**VIII. Adjournment**

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

**Minutes of the Curriculum and General Education Committee Meeting September 20, 2024.**

**Present:** M. Mayfield, T. Mendoza, J. Rangel-Escobedo, T. Payne, B. Devine, A. Bledsoe, V. Jacobi, L. Minor

**Absent:** K. Bandy, D. Garza, M. Campos, M. Oja

**Recorder:** N. Lopez

**Guests:** None.

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Minutes

**I. PUBLIC COMMENTARY**

*No public commentary.*

**II. APPROVAL OF MINUTES:** From the August 2024, Curriculum & General Education meeting

*Approved by consensus.*

**III. NEW BUSINESS:**

i. AP 4020

*Vicki shared the issues that come up when the charter is included in an AP. Committee agreed that we should make the AP look at the charter for curriculum process. Vicki to bring back to the committee other colleges AP 4020 to see how we might make the changes.*

ii. 2024-2025 C & GE Charter

*The committee reviewed and updated the charter. Revisions include adding the SLO and Distance Learning into the steps as well as clarification to the SLO committee's role in recommendations.*

iii. **Math & Science Division**

Biology: Associate in Science

*On a motion by J. Rangel-Escobedo, seconded by K. Bandy, and unanimously carried by all, the Biology AS degree was approved. This was a revision of the Life Science degree.*

**IV. CONSENT - COURSE REVISIONS -all items pulled from consent except Distance Learning CORs**

**A. Allied Health/Applied Technologies**

- i. DNTL 1510 Oral Biology
- ii. DNTL 1512 Head and Neck Anatomy--tabled
- iii. DNTL 2020 Local Anesthesia and Nitrous Oxide
- iv. DNTL 2021 General and Oral Pathology
- v. DNTL 2130 Periodontics I--tabled
- vi. DNTL 2132 Dental Materials
- vii. DNTL 2133 Advanced Clinical Topics--tabled

*All items were pulled from the consent agenda. The following courses were tabled: DNTL 1512, DNTL 2130, and DNTL 2133. On a motion by M. Mayfield and seconded by B. Devine and unanimously carried by all, DNTL 1510 was approved. On a motion by B. Devine, seconded by M. Mayfield, and unanimously carried by all, DNTL 2020 was approved. On a motion by K. Bandy, seconded by A. Bledsoe and unanimously carried by all, DNTL 2021 was approved. On a motion by K. Bandy, seconded by B. Devine, unanimously carried by all, DNTL 2132 was approved.*

**B. Program Revisions – Math & Science Division**

i. Mathematics: Associate in Science

*On a motion by M. Mayfield, seconded by T. Payne, and unanimously carried, AS in Mathematics was approved.*

ii. Physical Science: Associate in Science

*On a motion by T. Payne, seconded by M. Mayfield, with K. Bandy abstaining, AS in Physical Science was approved.*

iii. Liberal Arts: Area of Emphasis – Math & Science

*On a motion by B. Devine, seconded by T. Payne, and unanimously carried, Liberal Arts Area of Emphasis in Math & Science was approved.*

iv. Liberal Arts: Area of Emphasis - Natural Science - Life Science

*On a motion by K. Bandy, seconded by T. Payne, and unanimously carried, Liberal Arts Area of Emphasis in Natural Science – Life Science was approved.*

v. Liberal Arts: Area of Emphasis – Natural Science – Physical Science

*On a motion by T. Payne, seconded by A. Bledsoe, and unanimously carried, Liberal Arts Area of Emphasis in Natural Science – Physical Science was approved.*

**V. Distance Ed./Learning Proposals**

i. UDGE 3005 Research Methodology and Composition

ii. DNTL 3015 Multicultural Awareness within Healthcare

*On a motion by B. Devine, seconded by A. Bledsoe, and unanimously carried by all, the distance education proposals for UDGE 3005 and DNTL 3015 were approved.*

**VI. DISCUSSION ITEMS:**

**A. AP & BP 4050**

*V. Jacobi will be doing articulation work in the coming months. She will bring them forward when they are complete.*

**B. CCN AB 1111 rollout of 6 courses Faculty advised of timeline to get these courses to the next Curriculum meeting**

**C. Flexible course hours on Course Outline of Record Tabled**

**D. Other**

*Discussion was had regarding if CORs should go to the SLO committee even when SLOs aren't changing. Also, a program mapper presentation is in the works. More to come regarding that soon.*

VII. NEXT MEETING: October 18, 2024

VIII. Program Status, please see the table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	State Approved	Revisions
Certificate of Achievement: Administrative Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate of Achievement: Clinical Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate Of Achievement: Administrative and Clinical Medical Assisting	May 7, 2024	May 19, 2024	June 12, 2024	N/A	N/A
Certificate Of Achievement: Paramedic	May 7, 2024	May 19, 2024	June 12, 2024	N/A	
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	N/A	Under Review
Political Science ADT	March 14, 2024	March 22, 2024	June 12, 2024	N/A	Under Review
Kinesiology AA	March 14, 2023	June 14, 2023	June 14, 2023	July 17, 2024	Approved
Kinesiology: Sports Management	March 14, 2023	March 22, 2024	May 10, 2023	July 17, 2024	Approved
Kinesiology ADT	May 2, 2023	March 22, 2024	May 10, 2023	N/A	Under Review
Graphic Design: Certificate of Achievement	April 18, 2023	June 14, 2023	June 14, 2023	July 21, 2024	Approved
Court Reporting AS	Spring 2022	Spring 2022	Spring 2022	Fall 2024	Approved

\* New Program

IX. Adjournment

To: Dr. Leslie Minor Chief Instructional Officer  
 Dr. Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 8/29/2024

Re: Dental Hygiene COR updates

**Type of Curriculum Change:**

- |   |   |
|---|---|
| <input type="checkbox"/> New Course*                              | <input type="checkbox"/> Substantial Course Change* |
| <input checked="" type="checkbox"/> Nonsubstantial Course Change* | <input type="checkbox"/> 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): Update of the following Dental Hygiene COR's: Dental Hygiene (DNTL) 1511, Dental Hygiene (DNTL) 1512, Dental Hygiene (DNTL) 2130, Dental Hygiene (DNTL) 2133, Dental Hygiene (DNTL) 2135, Dental Hygiene (DNTL) 2242, and Dental Hygiene (DNTL) 2244.

**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:*

Click here to enter text.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

Dental Hygiene Associate of Science

SLOASC review date: \_\_\_\_\_

Distance Learning and Education Committee review date: \_\_\_\_\_ if requesting DLE.

**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.](#)

Prepared by: C. Adriano  
Reviewed by: ~~V. Kimbrough~~ D. Champion  
Reviewed by: R. Dodson  
Reviewed by: E. Hershkowitz  
Date prepared: ~~Spring 2020~~ Fall  
2024

Dental Hygiene (DNLT) 1511 Oral Radiology (2.5 Units) CSU  
[formerly Dental Hygiene 11]

Prerequisite: Acceptance into Dental Hygiene Program

Hours and Unit Calculations:

32 hours lecture. 64 Outside of class hours; 32 hours lab (128 Total Student Learning Hours) 2.5 Units

Catalog Description: ~~This course teaches the theory and basic principles of intraoral and extraoral dental radiographic techniques, including both conventional radiographs and digital imaging. Emphasis will be placed on controlling radiation exposure, hazards of radiation, radiation safety, and legal considerations associated with dental radiography. Clinical application includes exposing, processing, mounting and interpreting conventional radiographs and digital images.~~ This is a comprehensive course designed to equip students with the fundamental knowledge and practical skills required for proficient radiographic imaging and interpretation in the field of dentistry. Students will gain a thorough understanding of x-ray production, biological effects of radiation, radiation safety, and cultural and ethical considerations as they apply to radiographic imaging.

Type of Class/Course: Degree Credit

Text:

Iannucci, Joen M., and Laura Jansen Howerton. *Dental Radiography: Principles and Techniques*. 5<sup>th</sup>-6<sup>th</sup> ed., Elsevier/~~Saunders~~, 2017 2021~~3~~.

Additional Required Materials: None

Course Objectives:

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

1. Operate an x-ray unit according to the safety standards ~~of the State and Federal Departments of Public Health and the National Bureau of Standards,~~ set forth by federal and state regulatory agencies.
2. Demonstrate the proper ~~method~~ technique to produce quality intraoral and extraoral radiographs/digital radiographic images,
3. Demonstrate proper infection control procedures relevant to oral radiography procedures,.
4. Interpret and critique radiographs/digital radiographic images for anatomical landmarks, pathological conditions, restorative evaluation, and technique errors,
5. Determine the proper frequency and number of radiographs for adults/children based on according to the selection criteria guidelines set forth by the American Dental Association,



6. Describe safe handling procedures for radiographic processing chemicals and materials, Discuss the physics of x-ray production and biological effects of radiation exposure and,
7. Explain the purpose and use of three-dimensional imaging.

Course Student Learning Outcomes (SLO)

1. Demonstrate the proper technique to ability to properly expose and interpret diagnostic intraoral dental radiographic images, radiographs while adhering to safety protocols for both patient and radiographer
2. Interpret exposed dental radiographic images for anatomical landmarks, restorations, restorative materials, pathological conditions, periodontal disease and caries.
3. Demonstrate the ability to expose, process and mount conventional radiographs and digital images. Demonstrate the proper technique to expose a diagnostic panoramic image, while adhering to safety protocols for both patient and radiographer.

Course Scope and Content: (Lecture)

- |          |   |
|----------|---|
| Unit I   | Radiation Basics and Dental Image Characteristics<br>A. Dental Radiography: Historical Perspective and Future Trends History of Radiation<br>B. Characteristics and Measurement of Radiation Radiation Physics<br>C. The Dental X-ray Machine: Components and Functions Radiation Biology<br>D. Factors Affecting Radiographic Quality Radiation Protection<br>E. Radiation Characteristics |
| Unit II  | Radiation Biology and Safety Equipment and Dental Imaging<br>A. Effects of Radiation Exposure Dental X-Ray Equipment<br>B. Radiation Protection Digital Imaging   |
| Unit III | Dental X-ray Image Receptors and Image Production Dental Radiographer Basics<br>A. Dental X-ray Film and Processing Methods Patient Education<br>B. Digital Radiography and Image Acquisition Legal Issues<br>C. Infection Control  |
| Unit IV  | Dental Radiography Fundamentals Intraoral Techniques<br>A. Infection Control Paralleling Technique<br>B. Legal and Ethical Responsibilities Bisecting Technique<br>C. Patient Relations and Education Bitewing Technique<br>D. Exposure and Technique Errors<br>E. Occlusal and Localization Techniques<br>F. Imaging of Patients with Special Needs  |
| Unit V   | Dental Radiographic Techniques Extraoral Imaging Techniques<br>A. Introduction to Radiographic Examinations Panoramic Imaging<br>B. The Periapical Examination Paralleling Technique Extraoral Imaging<br>C. The Periapical Examination Bisecting Technique Three Dimensional Imaging<br>D. The Bitewing Examination<br>E. The Occlusal Examination<br>F. The Panoramic Examination         |

Unit VI ~~Radiographic Errors and Quality Assurance~~ **Normal Anatomy**  
A. ~~Identifying and Correcting Undiagnostic Radiographs~~ **Intraoral Images**  
B. ~~Quality Control and Environmental Safety in Dental Radiography~~ **Extraoral Images**

Unit VII ~~Viewing and Interpreting Dental Radiographic Images~~ **Image Interpretation**  
A. ~~Image Orientation and Introduction to Interpretation~~ **Introduction to Interpretation**  
B. ~~Recognizing Normal Radiographic Anatomy—Intraoral Radiographs~~ **Descriptive Terminology**  
C. ~~Recognizing Normal Radiographic Anatomy—Panoramic Radiographs~~ **Identification of Restorative Materials**  
D. ~~Radiographic Appearance of Dental Materials and Foreign Objects~~ **Interpretation of Dental Caries**  
E. ~~The Use of Radiographs in the Detection of Dental Caries~~ **Interpretation of Periodontal Disease**  
F. ~~The Use of Radiographs in the Evaluation of Periodontal Diseases~~ **Interpretation of Pulpal Lesions and Periodontal Lesions**  
G. ~~Describing Radiographic Anomalies, Lesions, and Opportunistic Screening~~

~~Unit VIII~~ ~~Radiographic Techniques for Specific Needs~~  
~~A. Pediatric Radiographic Techniques~~  
~~B. Radiographic Techniques for Patients with Special Needs~~  
~~C. Radiographic Techniques for Specific Oral Conditions~~

~~Unit IX~~ ~~Alternate Imaging Modalities~~  
~~A. Supplemental and Extraoral Radiographic Techniques~~  
~~B. Three-dimensional Imaging~~

Course Scope and Content: (Laboratory)

Unit I ~~Introduction to the Radiology~~ **Clinic-Facilities**  
A. Radiology equipment and operating procedures  
B. Infection control  
C. Radiation safety

Unit II ~~Producing Intraoral Radiographs~~ **Digital Images**  
A. ~~Procedures for producing quality radiographs/digital images~~ **Bitewing Technique on Manikins**  
    1. **Horizontal Bitewings**  
    2. **Vertical Bitewings**  
B. ~~Processing, mounting and interpretation~~ **Periapical Technique on Manikins**  
    1. **Paralleling Technique**  
    2. **Bisecting Technique**  
C. ~~Techniques~~ **Technique Critiques**  
D. **Radiographic Procedure on Patient**  
E. **Full Mouth Series Interpretation**

Unit III ~~Producing Extraoral Radiographs~~ **Digital Images**  
A. ~~Procedures for producing quality panoramic radiographs/images~~ **Panoramic Image Simulation with Student Partner**

- B. Technique Critiques
- C. ~~Interpretation~~ Panoramic Image Interpretation

Unit IV ~~Assessing a Patient's Radiographic Needs~~ Pediatric Patients  
 A. ~~Radiographs for new patients~~ Bitewing/Periapical Technique on Pediatric Manikin  
 B. ~~Frequency of Radiographs for patients with previous radiographs~~ Pediatric Series Interpretation

Unit V Film Radiographs  
 A. Manikin Practice  
 B. Use of Automatic Processor  
 C. Mounting films

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Independent Reading and Study
2. ~~Critique and interpret radiographs and digital images~~ Homework Assignments
3. Viewing instructional videos
4. Skills practice

Methods of Instruction:

1. Lecture
2. Class discussions
3. Audio-visual presentations
4. Laboratory ~~demonstrations~~ exercises
5. Assigned readings
6. Instructional videos
7. Hands-on activities

Methods of Evaluation:

1. Examinations and quizzes, including:
  - a. multiple choice questions
  - b. true/false questions
  - c. identification of anatomy, pathology and restorations on ~~radiographs/digital~~ radiographic images
  - d. ~~short answer~~ matching questions
2. ~~Expose and process radiographs/digital images on a manikin and on live patients~~ Performance based competency evaluations
3. Written radiograph critiques and interpretations
4. ~~Lab Practicum~~ Weekly homework assignments

Laboratory Category: Extensive Laboratory

Pre delivery criteria: All of the following criteria are met by this lab.

1. Curriculum development for each lab.

2. Published schedule of individual laboratory activities.
3. Published methods of evaluation.
4. Supervision of equipment maintenance, laboratory setup, and acquisition of lab materials and supplies.

During laboratory activity of the laboratory: All of the following criteria are met by this lab.

1. Instructor is physically present in lab when students are performing lab activities.
2. Instructor is responsible for active facilitation of laboratory learning.
3. Instructor is responsible for active delivery of curriculum.
4. Instructor is required for safety and mentoring of lab activities.
5. Instructor is responsible for presentation of significant evaluation.

Post laboratory activity of the laboratory: All of the following criteria are met by this lab.

1. Instructor is responsible for personal evaluation of significant student outcomes (lab exercises, exams, practical's, notebooks, portfolios, etc.) that become a component of the student grade that cover the majority of lab exercises performed during the course.
2. Instructor is responsible for supervision of laboratory clean-up of equipment and materials.

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: 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:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology

~~Reviewed by: S. Eastman~~  
~~Reviewed by: D. Champion~~  
~~Prepared by: S. Jennings~~  
~~Reviewed by: E. Hershkowitz~~  
~~Reviewed by: K. Donovan~~  
~~Reviewed by: A. Teeters~~  
~~Date reviewed: Spring 2016~~  
~~Text Update: May 6, 2016~~  
~~C&GE approved May 9, 2016~~  
**Reviewed by: D. Champion**  
**Reviewed by: R. Dodson**  
**Reviewed by: E. Hershkowitz**  
**Reviewed by: C. Adriano**  
**Date reviewed: Fall 2024**  
**Text Updated: 2021**

Dental Hygiene (DNLT) 1512 Head and Neck Anatomy (3 Units) CSU  
[formerly Dental Hygiene 12]

Prerequisite: Acceptance into Dental Hygiene Program and ~~successful completion of Biology 2250, and 2257 with a grade of "C" or better~~

Prerequisite knowledge/skills:

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

1. identify and explain the function of the major structural components of the human body at microscopic and macroscopic levels,
2. demonstrate the skill of careful dissection,
3. compare and contrast human and cat anatomy,
4. demonstrate the construction of a correctly spelled list of 200 human surface anatomy features,
5. explain the general function of the human body systems,
6. explain basic facts of physical and chemical principles of physiology,
7. employ the scientific method, and
8. move on to more advanced work in physiology and related fields.

Total Hours: 48 hours lecture, **96 Outside of class hours (144 Total Student Learning Hours)**

Catalog Description: This course studies the anatomical structures of the head and neck regions and relates these structures to the clinical practice of dental hygiene.

Type of Class/Course: Degree Credit

Text:

Fehrenbach, Margaret, and Susan Herring. *Illustrated Anatomy of the Head and Neck*. 5<sup>th</sup> 6<sup>th</sup> ed.  
Philadelphia: Saunders Elsevier, Inc. 2016 2020+. Print.

## Additional Instructional Materials:

Additional Required Materials: None

## Course Objectives

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

1. define and pronounce anatomical key terms of the head and neck,
2. locate and identify the anatomical structures of the head and neck, **with emphasis on the mandible and maxilla,**
3. ~~apply correct anatomic nomenclature during dental clinical procedures~~
4. ~~describe the skeletal landmarks of the mandible and maxilla,~~
5. ~~discuss the process of mastication, speech and swallowing,~~
6. describe the movements of the Temporomandibular Joint Dysfunction (TMJ) and their relationship with muscles of the head and neck,
7. discuss the innervations of each cranial nerve,
8. identify and trace the routes of the nerves to the oral cavity and associated structures of the head and neck,
9. list the tissue and structures anesthetized by each type of injection and locate target areas,
10. ~~discuss the symptoms and complications of local anesthesia of the oral cavity,~~
11. locate and identify the lymph nodes of the head and neck and identify their drainage patterns,
12. ~~locate and identify the fascia and major spaces of the head and neck,~~
13. discuss the spread, complications, and prevention of odontogenic infections,
14. integrate an understanding of surface anatomy, the skeletal system, the muscular system, the vascular system, the nervous system, and the glandular systems ~~into the clinical practice of dental procedures~~ into the overall study of the head and neck anatomy, and
15. ~~discuss the pathology and related care associated with all body systems, including the TMJ, local anesthesia, fascia, and space.~~

## Student Learning Outcomes

1. Identify **and explain** normal and abnormal anatomical structures of the head and neck.
2. Explain normal and abnormal physiological functions of the head and neck regions.
3. ~~Integrate the knowledge of anatomical structures and physiological functions into clinical practice.~~
4. ~~Recognize~~ **Identify and explain** the **common** complications that can occur when normal body function is interrupted **in the head and neck region.**

## Course Scope and Content:

### Unit I Introduction to Head and Neck Anatomy

#### A. Anatomic nomenclature

- B. Normal anatomic variation
- C. Surface anatomy

## Unit II Systems of the Human Body

- A. Skeletal System – Bones of the Head and Neck
- B. Muscular System – Muscles of the Head and Neck
- C. Vascular System – Arterial Supply and Venous Drainage of the Head and Neck
- D. Nervous System – Nerves to the Oral Cavity and their Associated Structures
- E. Lymphatic System – Lymphatic System of the Head and Neck to Include Tonsils

## Unit III The Temporomandibular Joint

- A. Bones of the TMJ
- B. Joint Capsule
- C. Disc of the Joint
- D. Ligaments associated with Joint
- E. Jaw Movement with Muscle Relationships

## Unit IV Glandular Tissue

- A. Lacrimal Glands
- B. Salivary Glands
- C. Thyroid Gland
- D. Parathyroid Gland
- E. Thymus Gland

## Unit V Anatomy of Local Anesthesia

- A. Anatomic Considerations
- B. Maxillary Anesthesia
- C. Mandibular Anesthesia

## ~~Unit VI Fascia and Spaces of the Head and Neck~~

- ~~A. Superficial Fascia of Face and Neck~~
- ~~B. Deep Fascia of Face and Jaws~~
- ~~C. Deep Cervical Fascia~~
- ~~D. Spaces of the Head and Neck~~

## Unit VII Spread of Infection

- A. The Infectious Process
- B. Odontogenic Infection
- C. Infection Resistance Factors
- D. Spread of Infection
- E. Prevention of Spread of Infection



### 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. Independent reading and studying
2. ~~Independent research~~
3. Anatomic diagrams
4. Completion of written assignments

### Methods of Instruction:

1. Lecture/**PowerPoint**
2. Class discussions
3. Audio-visual presentations
4. Learning activities using human skulls
5. ~~Web-based presentations~~
6. **Power Point**

### Methods of Evaluation:

1. Examinations and quizzes, including:
  - a. multiple choice questions
  - b. matching questions
  - c. true /false questions
  - d. ~~practical demonstration~~
  - e. label
  - f. case study questions
2. **Paint and label a skull**
3. **Class assignments**
  - a. **Crossword puzzles**
  - b. **Skull exercises**
  - c. **Case study**
  - d. **Labeling**
  - e. **Word jumbles**
  - f. **Chapter review exercises**
4. **Participation in class discussions**

### Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: 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:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology

Reviewed by: S. Jennings  
Reviewed by: V. Kimbrough  
~~Reviewed By: D. Champion~~  
Reviewed by: E. Hershkowitz  
Date Prepared: Fall 2019  
Date Reviewed: Spring 2020  
Text Update: Fall 2019  
C&GE approved: February 21, 2020  
**Reviewed by: D. Champion**  
**Date Prepared: Fall 2024**  
**Date Reviewed: August 22, 2024**  
**Text Updated: 2024**

Dental Hygiene (DN TL) 2130 Periodontics I (3) CSU  
[formerly Dental Hygiene 30]

Prerequisite: Successful completion of all first and second semester Dental Hygiene Program courses with a grade of 'C' or higher

Advisory: None

Hours and Unit Calculations:

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

Catalog Description: ~~This course in periodontics teaches identification of the normal periodontium and recognition of deviations from normal and the etiology and principles of periodontal diseases, examination procedures, treatment and preventative measures.~~

**This periodontics course provides students with disease recognizing skills to identify the normal periodontium, recognize deviations, and understand the etiology and principles of periodontal diseases. It covers essential examination procedures, treatment strategies, and preventative measures, preparing students to deliver fair and inclusive care to diverse patient populations.**

Type of Class/Course: Degree Credit

Text:

~~Nield Gehrige, Jill, and Donald E. Willmann, *Foundations of Periodontics for the Dental Hygienist*. 5<sup>th</sup> ed. Baltimore: LWW, 2016.~~

**Gehrige, Jill S., and Daniel E. Shin. *Foundations of Periodontics for the Dental Hygienist*. 6th ed.,**

**Jones & Bartlett Learning, 2023.**

**Boyd, Linda D., and Lisa F. Mallonee. *Wilkins' Clinical Practice of the Dental Hygienist*, 14th ed., Jones & Bartlett: Burlington Learning, 2023**

Thomas, Evelyn. *Case Studies in Dental Hygiene*. 3rd ed. New Jersey: Pearson **Education Inc.**, 2013.  
**Print and visual.**

Course Objectives:

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

1. identify and explain healthy tissues of the periodontium
2. recognize deviations from the normal periodontium
3. recognize and describe the clinical, radiographic, and histopathologic features of periodontal disease
4. describe the microbiology of bacterial plaque
5. ~~describe the formation, composition, and pathology of dental calculus~~
6. **Discuss the risk factors for periodontal disease and how these factors can disrupt the balance between health and disease in the periodontium,**
7. **Discuss the guidelines for clinical decision-making by dental health professionals,**
8. **Develop the student's ability to make critical decisions in treating patients with periodontal disease,**
9. **Develop an effective dental hygiene diagnosis based on the guidelines in the 2017 Classification of Periodontal and Peri-Implant Diseases and Conditions,**
10. **Demonstrate knowledge of periodontal diseases and peri-implant diseases/conditions and the etiology of these ~~periodontal~~ diseases,**
11. ~~identify and classify gingival and periodontal diseases~~
12. ~~describe the etiology of gingival and periodontal diseases~~
13. ~~identify local contributing factors in periodontal disease~~
14. ~~describe the host immune and inflammatory response involved in periodontal destruction~~
15. describe the mechanism of periodontal disease progression in smokers
16. ~~describe the role of occlusal forces as an etiological factor in periodontal disease~~
- 17.

### **Student Learning Outcomes**

1. ~~Recognize normal tissues of the periodontium and identify and describe deviations from normal.~~ **Compare and contrast the periodontium to determine normal versus deviations from normal.**
2. ~~Describe the etiology and principles of periodontal disease and the factors that influence periodontal disease.~~ **Examine and explain the etiology, principles, and influencing factors of periodontal disease.**
3. ~~Use examination data to develop a periodontal treatment plan and maintenance program to prevent recurrence of periodontal disease.~~ **Develop a periodontal treatment plan and maintenance program.**

Course Scope and Content (Lecture)

Unit I The Periodontium in Health

- A. Periodontium: The Tooth Supporting Structures
- B. Microscopic Anatomy of the Periodontium

Unit II Diseases Affecting the Periodontium **and Peri-Implant Tissues**

- A. Overview of Diseases of the Periodontium
- B. Classification of Periodontal and Peri-Implant Diseases and Conditions
- C. Periodontal Health, Gingival Diseases and Conditions
- D. Periodontitis
- E. ~~Other Conditions Affecting the Periodontium~~ **Mucogingival deformities and Conditions around teeth.**
- F. Peri-Implant Health and Diseases
- G. ~~Clinical Decision Making for Periodontal Care~~

Unit III **Etiologic** Risk Factors for Periodontal Disease **and Peri-Implant Diseases/Conditions**

- A. ~~Shared Decision Making for Periodontal Care~~
- B. ~~Etiological Factors:~~ Risk **factors** for Periodontal Disease
- C. ~~Basic Concepts of Immunity and Inflammation – Oral Biofilms~~ D. ~~Basic Concepts of Immunity and Inflammation~~
- E. ~~Host Immune Response to Plaque Biofilm~~
- F. ~~Systemic Risk Factors That Amplify Susceptibility to Periodontal Disease~~ G. ~~Local Factors Contributing to Periodontal Disease~~ **Impact of systemic conditions on periodontal health.**
- G. Tobacco, Smoking, and Periodontal Disease
- H. **Local factors contributing to periodontal disease.**

Unit IV **Assessment and Planning for Patients with Periodontal Diseases and Peri-Implant Disease/Conditions**

- A. **Clinical decision-making for periodontal care.**
- B. **Shared decision-making for periodontal care.**

Unit V **Comprehensive Patient Cases**

- A. **Case studies to enhance students' critical thinking skills.**

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. Independent **Complete required** reading and **independent** study.
2. ~~Independent~~ **Research**
3. ~~Analyzing case studies~~ **Complete all class and homework assignments.**
4. ~~Researching the fundamentals of a clinical periodontal case study~~

Methods of Instruction:

1. Lecture/**PowerPoint presentations**
2. Class discussions **and assignments**
3. ~~Internet research~~ **Instructional videos**
4. ~~Analysis of case studies~~ **Comprehensive patient case studies**

Methods of Evaluation:

1. **Examinations and quizzes**
  - a. Multiple choice questions
  - b. Matching questions
  - c. True/false questions
  - d. Case study analysis
  - e. **Fill in the blank**
  - f. **Short answer**
  - g. **Periodontal charting**
  - h. **Labeling**
2. **Homework assignments**
  - a. **Tobacco cessation paper**
  - b. **Clinic patient report**
3. **Class assignments**

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: 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:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology

Reviewed by: S. Eastman  
Reviewed by: E. Hershkowitz  
Reviewed by: S. Jennings  
Reviewed by: D. Champion  
Reviewed by: K. Donovan  
Date reviewed: Spring 2015  
Date prepared: July 20, 2015  
Text Updated: Fall 2015  
C&GE: approved May 09, 2016  
**Reviewed by: D. Champion**  
**Reviewed by:**  
**Reviewed by:**  
**Reviewed by:**  
**Date reviewed: Fall 2024**  
**Date prepared: August 22, 2024**  
**Text Updated: Fall 2024**

Dental Hygiene (DNLT) 2133 Advanced Clinical Topics (2 Units) CSU  
[formerly Dental Hygiene 33]

Prerequisite: Successful completion of all first and second-semester Dental Hygiene Program courses with a grade of “C” or higher

Total Hours: 32 hours lecture, 64 Outside of Class hours (96 Total Student Learning Hours)

Catalog Description:

~~This course teaches the student to perform advanced techniques required in treating periodontal disease. Included are comprehensive periodontal assessment, advanced instrumentation techniques, soft tissue curettage, and the latest treatment modalities available in the profession. The current standards of care for patients with all classes of periodontal disease are emphasized.~~

**This course equips students with the advanced techniques necessary to effectively treat periodontal disease. It covers comprehensive periodontal assessments, advanced instrumentation, soft tissue curettage, and the latest treatment modalities in the field. Emphasizing current standards of care for all classes of periodontal disease, the course also promotes an inclusive approach to patient care, ensuring students are prepared to meet the needs of diverse patient populations.**

Type of Class/Course: Degree Credit

Text:

~~Nield Gehrig, Jill S. and Donald E. Willmann. *Foundations of Periodontics for the Dental Hygienist*. 4th ed. Philadelphia: LWW, 2015. Print.~~

**Gehrig, Jill S., and Daniel E. Shin. *Foundations of Periodontics for the Dental Hygienist*. 6<sup>th</sup> ed., Jones & Bartlett Learning, 2023.**



Nield-Gehrig, et. al. *Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation*. 7th **Enhanced 8<sup>th</sup>** ed. Jones & Barlett Learning, 2020. ~~..LWW, 2013. Print.~~

Thompson, Evelyn M. *Case Studies in Dental Hygiene*. 3rd ed. New Jersey: Pearson, 2013. **Print and Digital**

~~Wilkins, Esther M. *Clinical Practice of the Dental Hygienist*, 11th ed. Baltimore: LWW, 2013. Print.~~

Additional Required Materials: None

Course Objectives:

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

1. recognize the indications/contraindications for soft tissue curettage, define the different types of curettage, explain home care after curettage and demonstrate the technique for gingival curettage,
2. ~~indications/contraindications of ultrasonic instrumentation, understand the differences in the tip design and demonstrate correct procedure and technique for using the ultrasonic scaler,~~  
**Identify which patients qualify for ultrasonic instrumentation and describe the procedures and techniques for using the ultrasonic scaler.**
3. ~~select instruments appropriate for root morphology, introduction of more advanced periodontal instruments, and demonstrate advanced instrumentation techniques for the periodontal patient,~~  
**Identify and describe the need for advanced instrumentation and their techniques for patient treatment.**
4. **Discuss the anatomical features of the root surface that challenge periodontal instrumentation and patient home care,**
5. understand the different types and delivery of antimicrobial agents and antibiotics,
6. **recognize the different chemical agents in dental products that can be used to control biofilm and describe their impact on patients with periodontal disease,**
7. ~~select appropriate desensitizing agents~~
8. ~~complete a~~ **practice charting** a periodontal assessment, ~~correctly~~ perform calculations, and interpret the findings,
8. formulate a nonsurgical ~~treatment~~ **periodontal therapy** plan for periodontally involved patients,
9. **Explain the patient's role in nonsurgical periodontal therapy and the consequences if the patient is not compliant,**
10. identify radiographic evidence of periodontal disease,
11. describe the relationship between biofilm/plaque and periodontal disease,
12. ~~recognize the role that nutrients play in oral and periodontal health,~~
13. ~~discuss the advantages and the disadvantages for using products that contain Xylitol,~~ **Understand the oral benefits of using Xylitol and Super Seal as an adjunct to nonsurgical periodontal therapy,**
14. ~~identify oral hygiene aides and indications for use in periodontally involved patients,~~
15. ~~recognize the role of pain control procedures (noninjectable/topical) during nonsurgical treatment,~~
16. evaluate and understand the importance of healing following nonsurgical **periodontal** therapy,
17. apply the recommendations of the American Academy of Periodontology ~~regarding~~ **for patient referrals.** ~~of patients to a periodontist.~~

**Student Learning Outcomes:**

1. ~~Discuss and demonstrate the components of a comprehensive periodontal assessment.~~ **Identify and explain the challenges of treating patients with periodontal disease.**

2. Discuss and demonstrate the components of a comprehensive **periodontal** treatment plan.
3. Identify and discuss the current standard of care for **treating** patients with all classes of periodontal disease.

Course Scope and Content:

- Unit I            ~~Advanced Instrumentation~~  
                     A. ~~Ultrasonic instrumentation~~ **Instrumentation with ultrasonic/sonic instruments**  
                     B. **Specialized** ~~Periodontal instrumentation instruments and root morphology~~  
                     C. **Techniques for root instrumentation**
- Unit II            ~~Clinical Periodontal Assessments~~ **Assessment and Planning for Patients with Periodontal Diseases and Peri-Implant Diseases/Conditions**  
                     A. ~~Components of the assessment~~ **Clinical periodontal assessment.**  
                     B. ~~Calculations/interpretation~~ **Radiographic analysis of the periodontium.**  
                     C. ~~Supplemental diagnostic testing~~
- Unit III            ~~Patient's Role in Nonsurgical Periodontal Therapy~~ **Implementation of Therapy for Patients with Periodontal Diseases and Peri-Implant Diseases/Conditions**  
                     A. ~~Self-care~~ **Periodontal soft tissue curettage**  
                     B. ~~Tooth brushing and tongue cleaning~~ **Chemical agents used in periodontal care.**  
                     C. ~~Interdental care~~ **Patient applied irrigation and professional subgingival irrigation.**  
                     D. **Nonsurgical periodontal therapy.**  
                     E. **Patient's role in nonsurgical periodontal therapy.**  
                     F. **Maintenance of the periodontal patient.**  
                     G. **Oral malodor and xerostomia in the periodontal patient.**  
                     H. ~~Irrigation and rinses~~
- Unit IV            ~~Nutritional Care for the Periodontium~~ **Adjuncts to Treatment**  
                     A. ~~Nutrient deficiencies seen in the periodontium~~ **Xylitol as a health benefit.**  
                     B. ~~Nutrients that promote periodontal health~~ **Super Seal used as a desensitizing agent.**  
                     C. ~~Nutritional counseling for a healthy periodontium~~
- Unit V            ~~Periodontal Soft Tissue Curettage~~  
                     A. ~~Indications/contraindications~~  
                     B. ~~Post procedure evaluation of periodontal soft tissue curettage~~  
                     C. ~~Complications and management of periodontal soft tissue curettage~~  
                     D. ~~Armamentarium for periodontal soft tissue curettage~~  
                     E. ~~Techniques of periodontal soft tissue curettage~~
- Unit VI            ~~Radiographic Analysis of the Periodontium~~  
                     A. ~~Radiographic assessment of bone loss~~  
                     B. ~~Identification of local risk factors contributing to bone loss~~
- Unit VII            ~~Chemical Agents Used in the Prevention and Treatment of Periodontal Disease~~  
                     A. ~~Topically delivered~~  
                     B. ~~Systemic~~
- Unit VIII            ~~Treatment Planning for Patients with Periodontal Disease~~  
                     A. ~~Assigning a periodontal diagnosis~~

- B. ~~Treatment sequencing~~
- C. ~~Legal considerations~~

~~Unit IX — Nonsurgical Periodontal Therapy~~

- A. ~~Principles of therapy~~
- B. ~~Objective and rationale for periodontal instrumentation~~
- C. ~~Decisions following therapy~~

~~Unit X — Adjuncts to Treatment~~

- ~~— A. Pain control~~
- ~~— B. Xylitol~~
- ~~— C. Desensitizing agents~~

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Completing required reading
2. Skill practice
3. ~~Data collected for a three-day personal food diary~~ **Research**
4. Complete all assignments.

Methods of Instruction:

1. Lecture
2. Class discussions
3. Audio-visual presentations
4. Demonstrations
5. ~~Guest lecturers~~

Methods of Evaluation:

1. Examinations and quizzes, including:
  - a. multiple choice questions
  - b. periodontal charting
  - c. true/false questions
  - d. case study questions
  - e. matching
  - f. labeling
2. ~~Nutritional analysis~~ **Written/class presentation on a dental product.**
3. Performance evaluations on:
  - a. Periodontal charting
  - b. Periodontal soft tissue curettage
  - c. Local irrigation
  - d. Advance periodontal instrumentation
4. **Assignments**
  - a. **Reading assignments**
  - b. **Dry mouth assignment**

**c. Research product**  
**5. Participation in class discussions**

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: 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:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Dental Technology

Prepared by: C. Adriano  
Reviewed by: ~~V. Kimbrough~~ E. Hershkowitz  
Reviewed by: D. Champion  
Date Prepared: ~~Fall 2019~~ Fall 2024

Dental Hygiene (DNLT) 2135 Community Oral Health I (2 Units) CSU

Prerequisite: Successful completion of all first and second semester dental hygiene program courses with a grade of 'C' or better

Advisory: None

Hours and Unit Calculations: 32 hours lecture + 64 Outside-of-class hours (96 Total Student Learning Hours) = 2 Units

Catalog Description: This course introduces students to the principles and practices of dental public health. ~~Topics focus on the history of public health, federal and state programs, barriers to oral health, and initial steps to developing a community oral health education program.~~ Students will gain a comprehensive understanding of federal and state oral health programs, their roles in the delivery of dental care, and the associated barriers to accessing and providing care to underserved communities. Emphasis will be placed on the dental hygiene process of care and its application in designing effective oral health education programs tailored to specific groups in the community.

Type of Class/Course: Degree Credit

Texts: Nathe, Nielsen Christine. *Dental Public Health & Research: Contemporary Practice for the Dental Hygienist*, 4th ed., 2023 update, Pearson, 2023. 2017.

Additional Required Materials: None

Course Objectives:

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

1. Identify various federal and state oral health programs ~~applicable to public health.~~ and the role they play in the delivery of dental care in the United States.
2. ~~Identify common barriers to access community oral health services.~~ Identify barriers to obtaining and delivering dental hygiene care.
3. ~~Design and implement a community~~ Explain how the dental hygiene process of care is used to plan an oral health education program.
4. ~~Describe the role and responsibility of a public health hygienist and compare to that of a dental hygienist employed in a private practice setting.~~ Explain the legislative process in the United States and how it affects the dental hygiene profession.
5. ~~Indicate the role of fluoride in prevention of oral disease with emphasis on community water fluoridation.~~ List and describe the current public health preventive modalities, with an emphasis on community water fluoridation.

6. ~~Demonstrate an understanding of preventive dentistry concepts, funding, and the methods of controlling dental disease.~~ Critique current methods of payment for dental care, including both private and public funding.
7. ~~Explain~~ Define cultural competency and its significance in treating culturally diverse populations.
8. Compare common dental indices used in community health settings

#### Course Student Learning Outcomes (SLO)

1. ~~Explain the challenges the underserved population face in the U.S. to receiving oral health care and the role government agencies play in the oral health care delivery system.~~ Utilize the dental hygiene process of care to plan and implement an oral health education program for a target group in the community.
2. ~~Identify individual and population risk factors, and develop strategies that promote health related quality of life.~~ Determine approaches that dental professionals can adopt to ensure respectful and culturally sensitive treatment of patients from various backgrounds.
3. Analyze the delivery of dental care through state and federal programs, including how financing structures impact dental care access and provision in the United States.

#### Course Scope and Content:

- |          |   |
|----------|---|
| Unit I   | Dental Public Health <ol style="list-style-type: none"> <li>A. A historical perspective of public health</li> <li>B. Factors affecting public health</li> </ol>   |
| Unit II  | The Prevention Movement <ol style="list-style-type: none"> <li>A. Evolution of organized dental hygiene</li> <li>B. Dental health preventive modalities</li> </ol>  |
| Unit III | Dental Care Delivery in the United States <ol style="list-style-type: none"> <li>A. Federal structure</li> <li>B. State structure</li> <li>C. Dental Health Care Workforce</li> </ol>                                     |
| Unit IV  | Federal and State Legislation <del>Affecting</del> Affecting Dental Hygiene Practice <ol style="list-style-type: none"> <li>A. Passing State Laws</li> <li>B. Supervision Laws</li> <li>C. State Dental Boards</li> </ol> |
| Unit V   | Financing Dental Care <ol style="list-style-type: none"> <li>A. Payment Methods and Insurance Plans</li> <li>B. Dental Provider Billing</li> </ol>  |

C. Governmental Roles in Funding Dental Care

Unit VI Advocacy for Dental Care

- A. Changes Agents
- ~~B. Collaboration and Partnerships~~ Lobbying
- ~~C. Building Coalitions~~ Role of Professional Associations

Unit VII Dental Health Education and Promotion

- A. Principles of Health
- B. Theories

Unit VIII Target Populations

- A. Target Population Profiles
- B. Barriers to Dental Care

Unit ~~VIII~~ IX Cultural Competency

- A. Cultural Diversity in the United States
- B. Culture Issues in Health Care

Unit ~~IX~~ Dental Hygiene Public Health Programs

- A. ~~Lesson Plan Development~~ Assessment
- B. Program Planning
- C. Program Evaluation

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Independent reading
2. Homework Assignments
3. Partner work

Methods of Instruction

1. Lecture
2. Discussion
3. Group Activities
4. Audio visual presentations

Methods of Evaluation

1. Quizzes/Tests
2. Written Assignments
3. Group activities
4. Partner Project

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>

Prepared by: ~~V. Kimbrough~~ C. Adriano  
Reviewed by: ~~C. Adriano~~ E. Hershkowitz  
Reviewed by: D. Champion  
Date Prepared: ~~Fall 2020~~ Fall 2024

Dental Hygiene (DNLT 2242 Ethics, Law & Practice Management (3 Units) CSU  
[formerly DNLT 2241 and DNLT 2245]

Prerequisite: Successful completion of all first, second and third semester Dental Hygiene Program courses with a grade of 'C' or better.

Hours and Unit Calculations:

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

Catalog Description: ~~The study of ethics and law as applied to the delivery of oral healthcare and scope of practice including dental office concepts, financial and business decisions, labor laws, and job seeking strategies.~~ This course provides a comprehensive analysis of the ethical and legal frameworks governing oral healthcare delivery, with a particular focus on California law. It covers essential topics including dental office management, financial and business considerations, and effective job-seeking strategies, such as resume writing and interview techniques, to equip future dental hygienists for their professional career.

Type of Class/Course: Degree Credit

Texts: Kimbrough, Vickie J., and Charla J. Lautar. *Ethics, Jurisprudence, and Practice Management in Dental Hygiene*. 3rd ed., 2022 update, Prentice, 2024. ~~Pearson 2012~~, Pearson, 2022.

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Additional Required Materials: Access to the California Dental Hygiene and Dental Board website

Course Objectives:

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

- ~~1. Identify various level of legal duties for the Dental Assistant, Registered Dental Assistant, Registered Dental Assistant-Extended Functions, Registered Dental Hygienist, RDH Extended Function, RDH Alternative Practice in California.~~
1. Discuss federal laws as they apply to delivery of healthcare.
2. Discuss the California Dental Practice Act as it applies to the practice of dental hygiene.
3. Identify and discuss moral and ethical core values as it applies to the practice of dental hygiene and current oral healthcare issues.
4. Explain the ~~employment structure~~ business aspect of a dental practice setting ~~which includes leadership, decision making, and labor laws,~~ which includes marketing, profitability, dental insurance, procedure codes, and management styles.
5. ~~Develop a comprehensive resume and employment contract.~~ Identify the sections of dental hygiene cover letter and resume.
6. Discuss aspects of searching for a dental hygiene position, including interviews and compensation packages.
7. Discuss California labor laws as they apply to the dental hygiene profession.
8. Identify retirement plan and investment options and the various insurances available to dental hygienists to ensure career longevity.

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Student Learning Outcomes (SLO)

- ~~1. Describe and explain ethical principles associated with dental hygiene scope of practice in California.~~ Apply the decision-making model and core values to identify and implement the most ethical course of action in a dental hygiene patient care scenario.
- ~~2. Apply California laws to dental hygiene duties.~~ Prepare a cover letter and resume for a dental hygiene position demonstrating professionalism and attention to detail.
- ~~3. Discuss various aspects of the dental office setting in relations to business and financial management.~~ Develop and deliver well-structured responses to questions during a simulated interview for a dental hygiene position
- ~~4. Explain the relevance of California labor laws and employee rights to the profession of dental hygiene.~~ Analyze and interpret the California Dental Practice Act and labor laws in the context of their application to dental hygiene practice.

Course Scope and Content:

- Unit I      Introduction  
A. ~~Course requirements~~  
B. ~~Personal Mission statement~~  
C. ~~Careers in Dental Hygiene~~
- Unit II      Foundation of Ethics ~~Ethical Theories~~  
A. ~~Moral Philosophy- Utilitarianism~~  
B. ~~Moral Reasoning- Kantian Ethics~~  
C. ~~Virtue Ethics~~
- Unit III      Ethical Principles  
A. ~~Core Values~~  
B. ~~Professional Association Codes of Ethics in Health Professions~~  
C. ~~Professional Associations~~
- Unit IV-III      Informed Consent  
A. ~~Patient Bill of Rights-Types of consent~~  
B. ~~Types of informed consent-Exceptions to the rule~~  
C. ~~Dental team concept and staff roles~~
- Unit IV      Ethical Dilemmas and Decision-making  
A. ~~Stages in Moral development~~  
B. ~~Ethical problem solving-Decision making model~~  
C. ~~Workplace situations (supervisors, co-workers, patients)~~
- Unit VI-      Law  
A. ~~Aspects of jurisprudence~~  
B. ~~Workplace labor laws~~  
C. ~~Dental/ Dental Hygiene practice law-California Dental Practice Act~~  
D. ~~Mandated reporting requirements-Criminal and civil law~~  
E. ~~Federal laws as applied to healthcare~~
- Unit VI      Dental Practice as a Business

- A. Leadership/Management styles
- B. Dental team concept and staff roles
- C. Time management
- D. Dental insurance and procedure codes
- E. Risk management requirements Marketing
- F. Profitability and production

- Unit VIII Job-Seeking
- A. Components of resumes
  - B. Interview questions
  - C. Employment contracts
  - D. Temporary positions and the working interview

- Unit ~~VIII~~IX ~~————~~ Planning a Career For the Future
- A. ~~Alternative practice models~~ Insurance coverage for dental hygienists
  - B. Investment options
  - C. ~~Dental/ Dental Hygiene practice law~~
  - D. ~~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. Independent study and reading
2. Reviewing the California Dental/ Dental Hygiene Board website and publications
3. ~~Developing a personal mission statement~~ Homework assignments

Methods of Instruction:

1. Lectures
2. PowerPoint presentations
3. Class discussions
4. Class activities/assignments
5. Guest lectures speakers
6. ~~Discussion groups with case studies~~ Group/partner work

Methods of Evaluation:

1. ~~Quizzes, examinations including multiple choice questions and case studies~~ Exams consisting of multiple choice, true/false, matching and short answer questions.
2. ~~Case study reports~~ Discussion Boards
3. ~~Resume /Cover letter~~ Course assignments
4. ~~Employment contract~~

Supplemental Data:

T.O.P. Code:	1240.20 Dental Hygienist
Sam Priority Code:	B: Advanced Occupational

Distance Learning:	N/A
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:	Is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	N/A
Discipline:	Dental Technology

Prepared by: C. Adriano  
Reviewed by: ~~V. Kimbrough~~ D. Champion  
Reviewed by: E. Hershkowitz  
Date Prepared: ~~Fall 2019~~ Fall 2024

Dental Hygiene (DNTH) 2244 Community Oral Health II (2 Units) CSU  
[formerly Dental Hygiene 44]

Prerequisite: Prerequisite: Successful completion of all first, second, and third semester dental hygiene program courses with a grade of 'C' or better.

Advisory: None

Hours and Units Calculation: 32 hours lecture + 64 Outside-of-class-Hours (96 Total Student Learning Hours)

Catalog Description: This course expands on the dental hygienists' role in the community by examining epidemiological patterns of oral diseases and methodologies used in oral health research.. **Emphasis is placed on critically evaluating literature to equip students with the skills necessary for implementing evidence-based practices in dental hygiene.**

Type of Class/Course: Degree Credit

Text: Nathe, Nielsen Christine. *Dental Public Health & Research: Contemporary Practice for the Dental Hygienist*, 4th ed., **2023 update**, Pearson, 2023. ~~2017~~.

Additional Instructional Materials: None

Course Objectives:

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

1. Describe the research methods used in community dental health
2. Explain the importance of evidence-based research in relation to patient treatment.
3. Discuss oral epidemiological terminology and current trends.
4. Interpret oral health data by proper application of statistical principles and tests.
- 5. Develop answers to research questions through review and evaluation of appropriate evidence-based literature.**
- 6. Describe the role of ethics in research.**

Student Learning Outcomes (SLO)

- ~~1. Evaluate the research process and various methods used to determine patterns of oral disease using evidence based research and biostatistical analysis.~~ **Analyze a randomized control trial published in a peer reviewed journal to identify experimental design elements, validity and clinical significance of the results.**
- 2. Demonstrate an understanding of biostatistical principles in research through computing and interpreting numerical data used to determine statistical significance.**

3. Develop and present an informational research poster on a pertinent oral health topic, utilizing credible evidence-based literature and demonstrating analysis and interpretation of the research.

Course Scope and Content:

- Unit I            **Research in Dental Hygiene**  
A. ~~Research in Dental Hygiene~~  
B. Research in Dental Public Health  
C. Historical Aspects of Research in Dental Hygiene  
D. Ethical Principles in Research
- Unit II            The Research Process  
A. ~~Research Approaches~~ **Evidence Based Pyramid**  
B. ~~Sampling Techniques~~ **Research Approaches**  
C. **Experimental Design**  
D. **Risk versus Causality**
- Unit III            Biostatistics  
A. Descriptive Statistics  
B. Graphing Data  
C. Correlation  
D. Inferential Statistics  
E. Interpretation of Data and Research Results
- Unit IV            Oral Epidemiology  
A. Terminology  
B. Measurement in Epidemiology  
C. Epidemiology Surveillance and Reports  
D. Validity of Epidemiological Studies  
E. Current Oral Epidemiological Findings
- Unit V            Evaluation of Scientific Literature and Dental Products  
A. Regulation of Dental Care Products  
B. Evaluation of Advertisements  
C. Evaluation of Scientific Literature
- Unit VI            Careers in Dental Public Health  
A. Federal/National Public Health Career Opportunities  
B. State Opportunities  
C. Local Opportunities  
D. **Registered Dental Hygienist in Alternative Practice (RDHAP)**

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 24 hours per week outside of required class time doing the following:

1. Planning and implementing an oral health education program for a selected target population
2. Homework Assignments
3. **Assigned reading**

Methods of Instruction:

1. Lecture
2. Discussion
3. Group Activities
4. Guest speakers
5. **Audio visual presentations**

Methods of Evaluation:

1. Quizzes
2. Written Assignments
3. Exams
4. Oral Presentations
5. Research Project

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
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:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
<u>Discipline:</u>	<u>Dental Technology</u>

To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Mike Mayfield

Division: Math & Science

Date: 9/20/2024

Re: STATC1000 Introduction to Statistics (Formerly  
STAT 1510)

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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): Common Course Numbering Alignment

**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:*

Click here to enter text.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

Click here to enter text.

SLOASC review date: \_\_\_\_\_

Distance Learning and Education Committee review date: \_\_\_\_\_ if requesting DLE.

**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.

Subject: Statistics	Subject Code: STAT
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Statistics	
<p><b>Course Description (Identical):</b></p> <p><b>Part 1: (Identical and Required):</b>  This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines.</p> <p><b>Part 2: (Optional Expanded Description, Local College Discretion):</b> C-ID: MATH 110</p>	

<i>This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</i>	
<b>Cal-GETC</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>Cal-GETC Area</b> <b>Area 2 recommended</b>
<b>Major Preparation:</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>List Possible Relevant Majors</b> - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.
<b>UCTCA:</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	
<b>Unit amounts below must adhere to the established minimum.</b>	
Minimum Lecture Units   Semester 5.0	Lab/Activity Units   Semester 0
Minimum Lecture Units   Quarter	Lab/Activity Units   Quarter
<i>Any Rationale or Comment:</i>	
<b>Prerequisites (Identical):</b> Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.	
<b>Co-Requisites (Identical):</b>	
<b>Other Limitations on Enrollment (Identical):</b>	

**Advisories/Recommended Preparation:**

**Course Content:**

**Part 1: Required Topics** (Identical):

1. Introduction to statistical thinking and processes
2. Technology-based statistical analysis
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
5. Categorical and quantitative variables
6. Sampling methods, concerns, and limitations, including bias and random variability
7. Observational studies and experiments
8. Data summaries, visualizations, and descriptive statistics
9. Probability concepts
10. Probability distributions (e.g., binomial, normal)
11. Sampling distributions and the Central Limit Theorem
12. Estimation and confidence intervals
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
14. Regression, including correlation and linear regression equations

**Part 2: Optional Expanded or Additional Topics** (optional):

**Laboratory Activities:** (if applicable)

**Course Objectives** (Identical and Required):

**Part 1: Objectives/Outcomes** (Identical and Required):

*At the conclusion of this course, the student should be able to* (Identical and Required):

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

**Part 2:** *Optional objectives/outcomes:*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Part 2:** *After this course, the student should be able to (Optional):*

SLO 1: Design and analyze methods for collecting and producing sample data and implement appropriate methods to draw conclusions based on the data by constructing and/or evaluating tables, graphs, and various numerical measures

SLO 2: Identify, describe, and evaluate data distributions through the study of sampling distributions and probability theory

SLO 3: Identify and design the appropriate statistic analysis (e.g. interval estimates & hypothesis tests) for evaluating a given conjecture and communicate the results

### **Methods of Evaluation:**

**Part 1:** Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

**Part 2:** *List Methods of Evaluation (Optional):*

1. Homework and other problem solving assignments
2. Quizzes
3. Exams
4. Discussions
5. Math lab attendance



**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:**

- Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024 (\$0-25): <https://www.openintro.org/book/ims/>
- Statistics: Learning From Data 3e, Peck, R., Case, C., Cengage, 2024 (\$57-250): <https://www.cengage.com/c/new-edition/9780357758298/>
- Introductory Statistics: Exploring the World Through Data 4e, Gould, R., Wong, R., Ryan, C., Pearson, 2025 (\$65-80): <https://www.pearson.com/en-us/subject-catalog/p/introductory-statistics/P200000011641/9780138242145>
- Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023 (\$0): <https://openstax.org/details/books/introductory-statistics-2e>
- Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021 (\$0): <https://www.utdanacenter.org/products/introductory-statistics>

**Part 2:** List Sample Textbooks, Manuals, or Other Support Materials (optional):

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

Reviewed by:  
Reviewed date: September 2024  
Semester Effective: Fall 2025

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.

To: Leslie Minor, VP of Instruction  
Vicki Jacobi, Curriculum Co-Chair  
Adam Bledsoe, SLO Coordinator

From:

Division: English Language Arts

Date: 9/25/2024  
English 1500 and English 1501 Update of CORs in  
line with CCC template

Re:

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**Type of Curriculum Change:**

New Course\*  Substantial Course Change\*  
 Nonsubstantial Course Change  Course Inactivation

**Justification for Request:**

*Please enter a brief description of the background and rationale for the course or course changes. 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:*

Update of COR using the CCC template and including our textbooks with no changes and SLOs with no changes.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

English; Liberal Arts; GE

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 meet*

## Phase I CCN TEMPLATE

Subject: English	Subject Code: ENGL
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Academic Reading and Writing	
<p><b>Course Description (Identical):</b></p> <p><b>Part 1: (Identical and Required):</b> In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research.</p> <p><b>Part 2: (Optional Expanded Description, Local College Discretion):</b> <i>This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</i></p> <p>C-ID: ENGL 100</p>	

Phase 1 CCN Template

<b>Cal-GETC</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>Cal-GETC Area</b> Area 1A recommended
<b>Major Preparation:</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>List Possible Relevant Majors</b> - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.
<b>UCTCA:</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	
<b>Unit amounts below must adhere to the established minimum.</b>	
Minimum Lecture Units   Semester 3.0	Lab/Activity Units   Semester
Minimum Lecture Units   Quarter	Lab/Activity Units   Quarter
<i>Any Rationale or Comment:</i>	
<b>Prerequisites (Identical):</b> Placement as determined by the college's multiple measures assessment process	
<b>Co-Requisites (Identical):</b>	
<b>Other Limitations on Enrollment (Identical):</b>	
<b>Advisories/Recommended Preparation:</b>	
<b>Course Content:</b>  <b>Part 1: Required Topics (Identical):</b>	

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.

**Part 2:** *Optional Expanded or Additional Topics (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Laboratory Activities:** (if applicable)

**Course Objectives** (Identical and Required):

**Part 1: Objectives/Outcomes** (Identical and Required):

*At the completion of this course, the student should be able to* (Identical and Required):

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

**Part 2: Optional objectives/outcomes:**

SLO 1 - Use different rhetorical modes, including description, narration, and argument, in writing

SLO 2 - Argue a perspective on a thesis

SLO 3 - Create compositions that use correct grammar, mechanics, and punctuation

SLO 4 - Synthesize research to create an original paper

**Part 2: After this course, the student should be able to (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Methods of Evaluation:**

**Part 1:** Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Methods of evaluation are at the discretion of local faculty.

**Part 2: List Methods of Evaluation (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory via PDF with further instructions to come.*

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:** An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation of evidence of similar writing pedagogy.

A course text may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of

representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

**Part 2:** *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

TEXTBOOK EXAMPLES:

Reading Rhetorically. 4th ed.: Pearson-Longman, 2013.

Brandon, Lee and Kelly Brandon. Paragraphs and Essays with Integrated Readings. 12th ed.: Wadsworth Cengage, 2017.

Burchers, Sam. Vocabulary Cartoons II. Punta Gorda: New Monic, 2007.

Flachmann, Kim, and Michael Flachmann. The Prose Reader. 10th ed. Upper Saddle River:

Prentice-Hall, 2013. Contexts for Critical Thinking and Writing. 11th Ed.

Bedford/St. Martins, 2018.

Guptill, Amy Elizabeth. Writing in College: From Competence to Excellence. Open SUNY. 2016.

Colombo, Gary, et al. Rereading America: Cultural Contexts for Critical Thinking and Writing. 11th Ed.

Bedford/St. Martins, 2018.

HANDBOOKS or Support Materials:

The Modern Language Association of America. MLA Handbook for Writers of Research Papers. 7th ed. 2009. (New Edition)

Carlson, Kamala, and Jessica Grimes. Super Sonic Writing Tips: Grammar Cards. Carlson and Grimes, 2017.

Burchers, Sam. Vocabulary Cartoons II. Punta Gorda: New Monic, 2009.

Graff, Gerald and Cathy Birkenstein. They Say/I Say: The Moves that Matter in Academic Writing. 4th ed: W.W. Norton, 2018.

NOVELS or BOOKS:

Grande, Reyna. A Dream Called Home: A Memoir. Washington Square Press/Atria, 2019

Huxley, Aldous. Brave New World. Harper Perennial Modern Classics, 2004.

Bean, John, Virginia A. Chappel, and Alice Gillam. Reading Rhetorically. 4th ed.: Pearson-Longman, 2013.

Joyce, James. Dubliners. New York: Signet, 2007.

Orwell, George. Animal Farm. New York: Signet, 1977.

Animal Farm URL: <http://gutenberg.net.au/ebooks01/0100011h.html>

Taussig, Rebekah. Sitting Pretty: The View From My Ordinary Resilient Disabled Body. HarperCollins, 2020.

Hannah-Jones, Nikole, and New York Times Magazine. The 1619 Project: A New Origin Story. One World, 2021.

Vonnegut, Kurt Jr. Slaughterhouse-Five. New York: Delacorte P-Seymour, 1969.

Krakauer, Jon. Into Thin Air. New York: Anchor, 1999.

Skloot, Rebecca. The Immortal Life of Henrietta Lacks. New York: Broadway, 2011.

Silverman, Amy. *My Heart Can't Even Believe it: A Story of Science, Love, and Down Syndrome*. 1st ed. Woodbine House. 2016.

Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. 1st ed., Vintage, 2013.

David, Susan A., et al. *Oxford Handbook of Happiness*. Oxford University Press, 2013.

Huxley, Aldous. *Brave New World*. Harper Perennial Modern Classics, 2004.

Carlson, Kamala, and Jessica Grimes. *Super Sonic Writing Tips: Grammar Cards*. Carlson and Grimes, 2017.

Bean, John, Virginia A. Chappel, and Alice Gillam. *Reading Rhetorically*. 4th ed.: Pearson-Longman, 2013.

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays with Integrated Readings*. 12th ed.: Wadsworth Cengage, 2012.

Burchers, Sam. *Vocabulary Cartoons II*. Punta Gorda: New Monic, 2007.

Flachmann, Kim, and Michael Flachmann. *The Prose Reader*. 10 th ed. Upper Saddle River: Prentice-Hall, 2013.

Graff, Gerald and Cathy Birkenstein. *They Say/I Say : The Moves that Matter in Academic Writing*. 4th ed: W.W. Norton, 2018.

The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7 th ed. 2009. (New Edition)

Seligman, Martin E. P. *Flourish*. Atria Books/Free Press, 2012.

Taussig, Rebekah. *Sitting Pretty: The View From My Ordinary Resilient Disabled Body*. HarperCollins, 2020.

Guptill, Amy Elizabeth. *Writing in College: From Competence to Excellence*. Upen SUNY. 2016.

Hannah-Jones, Nikole, and New York Times Magazine. *The 1619 Project: A New Origin Story*. One World, 2021.

Vonnegut, Kurt Jr. *Slaughterhouse-Five*. New York: Delacorte P-Seymour, 1969.

Krakauer, Jon. *Into Thin Air*. New York: Anchor, 1999.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway, 2011.

Colombo, Gary, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 11th Ed. Bedford/St. Martins, 2018.

Silverman, Amy. *My Heart Can't Even Believe it: A Story of Science, Love, and Down Syndrome*. 1st ed. Woodbine House. 2016.

3 Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. 1st ed., Vintage, 2013.

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.



## Phase I CCN TEMPLATE

<b>Subject: English</b>	<b>Subject Code: ENGL</b>
<b>Proposed Course Number</b> (Identical): C1000E	
<b>Proposed Course Specialty Identifier</b> (if applicable):	
<b>Course Title</b> (Identical): Academic Reading and Writing	
<b>Course Description</b> (Identical):  <b>Part 1:</b> (Identical and Required): In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course includes embedded support.	

CCN Phase 1 Template

**Part 2: (Optional Expanded Description, Local College Discretion):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Cal-GETC**

- Yes
- No

**Cal-GETC Area**

Area 1A recommended

**Major Preparation:**

- Yes
- No

**List Possible Relevant Majors**

- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.

**UCTCA:**

- Yes
- No

**Unit amounts below must adhere to the established minimum.**

Minimum Lecture Units | Semester 3.0

Lab/Activity Units | Semester

Minimum Lecture Units | Quarter

Lab/Activity Units | Quarter

*Any Rationale or Comment:*

**Prerequisites (Identical):** Placement as determined by the college's multiple measures assessment process

**Co-Requisites (Identical):**

**Other Limitations on Enrollment (Identical):**

**Advisories/Recommended Preparation:**

**Course Content:**

**Part 1: Required Topics** (Identical):

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.

**Part 2: Optional Expanded or Additional Topics** (optional):

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Laboratory Activities:** (if applicable)

**Course Objectives** (Identical and Required):

**Part 1: Objectives/Outcomes** (Identical and Required):

*At the completion of this course, the student should be able to* (Identical and Required):

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

**Part 2: Optional objectives/outcomes:**

Create compositions that use correct grammar, punctuation, and mechanics.

Identify resources to support success in college

Locate, evaluate, and synthesize sources into essays, using correct citation.

Locate, evaluate, and synthesize sources into essays, using correct citation.

Perform rhetorical analysis of nonfiction.

Use rhetoric to write unified, well-organized essays with arguable theses and persuasive support

**Part 2: After this course, the student should be able to (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Methods of Evaluation:**

**Part 1:** Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Methods of evaluation are at the discretion of local faculty.

**Part 2: List Methods of Evaluation (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:** An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

**Part 2:** *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

Lowe, Charles, and Pavel Zemlianski, editors. Writing Spaces: Readings on Writing, Volume 1.

Parlor Press, 2010. <http://writingspaces.org/volume1>

Author removed at request of original publisher. Writing for Success. University of Minnesota Libraries Publishing. 2021.

MLA Handbook for Writers of Research Papers. 9th ed., MLA, 2021.

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.

To: Leslie Minor, VP of Instruction  
Vicki Jacobi, Curriculum Co-Chair  
Adam Bledsoe, SLO Coordinator

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 9/26/2024

Re: COMM 1611 Update of COR in line with CCN  
template

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**Type of Curriculum Change:**

- New Course\*                       Substantial Course Change\*
- Nonsubstantial Course Change                       Course Inactivation

**Justification for Request:**

*Please enter a brief description of the background and rationale for the course or course changes. 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:*

Update of COR using the CCN template and including our textbooks. SLOs have been added without changes.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

Liberal Arts Area of Emphasis: Communication; GE

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 meet*

## Phase I CCN TEMPLATE

<b>Subject: Communication Studies</b>	<b>Subject Code: COMM</b>
<b>Proposed Course Number</b> (Identical): C1000	
<b>Proposed Course Specialty Identifier</b> (if applicable):	
<b>Course Title</b> (Identical): Introduction to Public Speaking	
<p><b>Course Description</b> (Identical):</p> <p><b>Part 1:</b> (Identical and Required):</p> <p>In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches.</p>	
<i>Phase 1 CCN Template</i>	
<p><b>Part 2:</b> <i>(Optional Expanded Description, Local College Discretion):</i></p> <p><i>This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.</i></p> <p>C-ID: JOUR 100</p>	
<p><b>Cal-GETC</b></p> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>	<p><b>Cal-GETC Area</b></p> <p>Area 1.C. recommended</p>
<p><b>Major Preparation:</b></p> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>	<p><b>List Possible Relevant Majors</b></p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>

**UCTCA:**

- Yes
- No

**Unit amounts below must adhere to the established minimum.**

Minimum Lecture Units | Semester 3.0

Lab/Activity Units | Semester

Minimum Lecture Units | Quarter

Lab/Activity Units | Quarter

*Any Rationale or Comment:*

**Prerequisites** (Identical):

**Co-Requisites** (Identical):

**Other Limitations on Enrollment** (Identical):

**Advisories/Recommended Preparation:**



**Course Content:**

**Part 1: Required Topics (Identical):**

1. Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.
2. Critical analysis of historical and contemporary public discourse.
3. Ethical communication practices as senders and receivers.
4. Effective listening and principles of constructive feedback.
5. Rhetorical sensitivity to diverse audiences.
6. Adaptation to audiences, rhetorical situations, and purposes.
7. Types of speeches (for example, speeches to inform, persuade, entertain).
8. Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.
9. Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.
10. Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.
11. Effective practice and delivery skills using various modes of delivery.
12. Effective verbal and nonverbal practices while delivering a speech.
13. Techniques for managing communication apprehension.
14. Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

**Part 2: Optional Expanded or Additional Topics (optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Laboratory Activities:** (if applicable)

**Course Objectives (Identical and Required):**

**Part 1: Objectives/Outcomes (Identical and Required):**

*At the conclusion of this course, the student should be able to (Identical and Required):*

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

**Part 2:** *Optional objectives/outcomes:*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Part 2:** *After this course, the student should be able to (Optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

SLO 1: Analyze a situation to organize and deliver speeches for any occasion (informative, demonstrative, persuasive, special occasion).

SLO 2: Use voice, body movement, and eye contact appropriately to deliver speeches that are read, recited, extemporaneous, and/or impromptu.

SLO 3: Prepare and appropriately use visual aids.

**Methods of Evaluation:**

**Part 1:** A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.

Additional methods of evaluation are at the discretion of local faculty.

**Part 2:** List Methods of Evaluation (Optional):

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:** Texts used by individual institutions and instructors may vary based on local college practice.

Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER)

Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER)

Cunill, M. Fundamentals of Public Speaking. (Latest Edition). LumenLearning (OER)

Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill.

Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill.

German, K. Principles of Public Speaking. (Latest edition.) Routledge.

**Part 2:** List Sample Textbooks, Manuals, or Other Support Materials (optional):

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

O'Hair, Dan, et al. *A Pocket Guide to Public Speaking*. 7th ed., Bedford/St. Martin's, 2023.

Stokes-Rice, T., Leonard, V., & Rome, L. *Fundamentals of Public Speaking*. College of the Canyons. (OER)

Tucker, B., & Barton, K. *Exploring public speaking*. University System of Georgia. (OER).

	<p><b>Date Approved:</b> August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.</p>
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To: Leslie Minor, VP of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From:

Division: Social Science

Date: 9/25/2024

Re: POLS C1000 & PSYC C1000

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**Type of Curriculum Change:**

- New Course\*                       Substantial Course Change\*
- Nonsubstantial Course Change                       Course Inactivation

**Justification for Request:**

*Please enter a brief description of the background and rationale for the course or course changes. 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:*

Update of COR using the CCN template

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

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 meet*

## Background

- This CCN Course Template was developed by political science discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID POLS 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024

## Phase I CCN TEMPLATE

Subject: Political Science	Subject Code: POLS
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): American Government and Politics	
<b>Course Description (Identical):</b>  <b>Part 1: (Identical and Required):</b> This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology.  <b>Part 2: (Optional Expanded Description, Local College Discretion):</b> <i>This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to</i>	

<p><i>come.</i></p> <p>C-ID: POLS 110</p>	
<p><b>Cal-GETC</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p><b>Cal-GETC Area</b> <b>Recommend Area 4</b></p>
<p><b>Major Preparation:</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p><b>List Possible Relevant Majors</b></p> <p>- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p><b>UCTCA:</b></p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	
<p><b>Unit amounts below must adhere to the established minimum.</b></p>	
<p>Minimum Lecture Units   Semester 3.0</p>	<p>Lab/Activity Units   Semester</p>
<p>Minimum Lecture Units   Quarter</p>	<p>Lab/Activity Units   Quarter</p>
<p><i>Any Rationale or Comment:</i></p>	
<p><b>Prerequisites (Identical):</b></p>	
<p><b>Co-Requisites (Identical):</b></p>	
<p><b>Other Limitations on Enrollment (Identical):</b></p>	

**Advisories/Recommended Preparation:**

**Course Content:**

**Part 1: Required Topics (Identical):**

1. The purpose of government and nature of democratic governance
  - a. Political philosophies that underlie democratic government
  - b. Comparison of representative and direct democracy
  - c. The value of, influences on, and consequences of participation and non-participation in democratic government
2. The U.S. and California Constitutions as frameworks for government
  - a. Political philosophies of the framers and critics of the U.S. Constitution
  - b. Processes for amending and interpreting the U.S. and California Constitutions
3. The theory and practice of federalism in the United States, focusing on California
  - a. The framework and operation of federal, state, and local relations
  - b. Interaction between the federal government and Native American tribes and entities
4. The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the
  - a. Executive branch
  - b. Legislative branch
  - c. Judicial branch
5. Civil liberties and civil rights of individuals and groups
  - a. Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions
  - b. Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity
6. Individual and group behaviors within the context of the U.S. and California constitutions, including
  - a. Elections, campaigns, and voting
  - b. Political parties
  - c. Interest groups
  - d. Social movements
7. Factors that shape politics and policymaking including
  - a. Political culture



- b. Political socialization
- c. Political ideologies
- d. Public opinion
- e. Media
- 8. Political issues and public policies
  - a. Domestic
  - b. Economic
  - c. Foreign
- 9. Introductory research methods used in political science including
  - a. qualitative tools and techniques
  - b. quantitative tools and techniques

**Part 2: Optional Expanded or Additional Topics (optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Laboratory Activities:** (if applicable)

**Course Objectives** (Identical and Required):

**Part 1: Objectives/Outcomes** (Identical and Required):

*At the conclusion of this course, the student should be able to: (Identical and Required)*

1. Explain the founding and development of the U.S. and California Constitution.
2. Critique governing institutions and political processes within the United States and California.
3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California
4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.
5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

**Part 2: Optional objectives/outcomes:**

SLO 1 - Summarize arguments or an unusual current topic.

SLO 2 - Identify and analyze the process of self government.

SLO 3 - Evaluate and analyze components of government, special interest groups, and the media as they re dissemination of information.

**Part 2: After this course, the student should be able to (Optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Methods of Evaluation:**

**Part 1:** Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

**Part 2: List Methods of Evaluation (Optional):**

1. In-class or take-home examinations
2. Research papers or projects
3. Written assignments including substantial research paper
4. Analytical papers
5. Simulations
6. Oral presentations
7. Participation in class discussions and debates

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:**

**Part 1:** Any college-level introduction to American government and politics textbook including, but not limited to:

Patterson. 2024. *We the People*.15th ed.

Krutz and Waskiewicz. 2024. *American Government 3e. OpenStax* (OER)

Sidlow and Henschen. GOVT 12: Principles of American Government. 2025

Reti. 2023. Introduction to California Government and Politics. (OER)

Van Vechten. 2021. California Politics: A Primer.

May also include supplementary materials such as, but not limited to, primary sources (e.g. *The Federalist Papers*), readers, etc.

**Part 2:** *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.

## Background

- This CCN Course Template was developed by psychology discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID PSY 110 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024

## Phase I CCN TEMPLATE

Subject: Psychology	Subject Code: PSYC
Proposed Course Number (Identical): C1000	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Introduction to Psychology	
Course Description (Identical):  <b>Part 1:</b> (Identical and Required): This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.  <i>Part 2: (Optional Expanded Description, Local College Discretion):</i>  This course is an introduction to the scientific study of behavior and mental processes through the	

exploration of major theories and concepts, methods, and research findings. C-ID: PSY 110.

Phase 1 CCN Template

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Cal-GETC**

- Yes
- No

**Cal-GETC Area**

Area 4 Recommended

**Major Preparation:**

- Yes
- No

**List Possible Relevant Majors**

- This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.

**UCTCA:**

- Yes
- No

**Unit amounts below must adhere to the established minimum.**

Minimum Lecture Units | Semester 3.0

Lab/Activity Units | Semester

Minimum Lecture Units | Quarter

Lab/Activity Units | Quarter

*Any Rationale or Comment:*

**Prerequisites (Identical):**

**Co-Requisites (Identical):**

**Other Limitations on Enrollment (Identical):**

**Advisories/Recommended Preparation:** Eligibility for college-level writing (C-ID ENGL 100) and reading (a course with an existing skill of ability to read a college level text)

**Course Content:**

**Part 1: Required Topics** (Identical):

1. Cover at least two topics within each of the following major areas, addressing both theory and application:
  - BIOLOGICAL (e.g., Neuroscience, Sensation, Consciousness);
  - COGNITIVE (e.g., Cognition, Memory, Perception, Intelligence);
  - DEVELOPMENT (e.g., Learning, Lifespan Development, Language);
  - SOCIAL AND PERSONALITY (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality);
  - MENTAL AND PHYSICAL HEALTH (e.g., Psychopathology, Health, Therapies)
2. Incorporate psychology's seven integrative themes throughout the course:
  - a. How psychological science relies on evidence and critical thinking, adapting as new data develop;
  - b. How psychology explains general principles that govern behavior while recognizing individual differences;
  - c. How psychological, biological, social, and cultural factors influence behavior and mental processes;
  - d. How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society;
  - e. How our perceptions and biases filter our experiences of the world through an imperfect personal lens;
  - f. How applying psychological principles can change our lives, organizations, and communities in positive ways;
  - g. How ethical principles guide psychology research and practice.
3. Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:
  - a. while recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research; and
  - b. to counter unsubstantiated statements, opinions, or beliefs.
4. Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered.



**Part 2: Optional Expanded or Additional Topics (optional):**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Laboratory Activities:** (if applicable)

**Course Objectives (Identical and Required):**

**Part 1: Objectives/Outcomes (Identical and Required):**

*At the conclusion of this course, the student should be able to: (Identical and Required)*

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

**Part 2: Optional objectives/outcomes:**

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Part 2: After this course, the student should be able to (Optional):**

SLO 1: Evaluate the validity of psychological concepts mentioned in real life (outside of the classroom)

SLO 2: Produce solutions to real-life problems using accurate psychological knowledge

### Methods of Evaluation:

**Part 1:** Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

**Part 2:** *List Methods of Evaluation (Optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

### Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

**Part 1:** Texts used by individual institutions and in individual sections will vary.

OER Examples:

*Spielman, Jenkins, & Lovett, Psychology 2e, OpenStax*

*Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text*

<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>

Additional OER examples can be found at <https://asccc-oen.org/open-educational-resources-and-psychology/>

Traditional Examples:

*Ciccarelli, Sandra, and White. Psychology: An Exploration, 4th ed (Pearson, \$60)*

*Weiten, Themes and Variations in Psychology (Cengage, \$51)*

*Feldman, Understanding Psychology (McGraw, \$70)*

*Grison & Gazzaniga, Norton's Psychology in Your Life, 4th edition (WW Norton, \$65 for electronic, \$115+ for paper)*

*Kassin, S., Privitera, G., and Clayton, K. (2021). Essentials of psychology, (1st ed.). Sage. (\$65)*

*Wade, C., Tavis, C., Sommers, S., and Shin, L. (2023). Psychology, (14th ed.). Pearson. (\$90 for Revel; \$80; from \$10.99 for etext)*

*Licht, D., Hull, M., and Ballantyne, C. (2020). Scientific American: Psychology (3rd Ed.). Worth Publishers. (MacMillan, from \$56)*

**Part 2:** *List Sample Textbooks, Manuals, or Other Support Materials (optional):*

*This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.*

**Date Approved:** August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC and independent colleges and universities and advisory input from segment articulation officers and transfer experts.

To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair

From:

Division: Applied Technologies

Date: 9/17/2024

Re: Inactivation of water courses

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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:*

The division would like to recommend inactivating WTER 1510, Intro to Water Distribution and WTER 1610, Introductory Water Treatments. These courses have not been taught in over 10 years and had very low enrollment. These are standalone courses that lead to the necessary range of knowledge subjects tested by the California Department of Public Health for distribution and treatment. They do not lead to a degree or certificate at Taft College.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

Click here to enter text.

SLOASC review date: \_\_\_\_\_

Distance Learning and Education Committee review date: \_\_\_\_\_ if requesting DLE.

**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.

To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair

From:

Division: Applied Technologies

Date: 9/17/2024

Re: Inactivate work experience

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**Type of Curriculum Change:**

- |  |   |
|--|---|
| <input type="checkbox"/> New Course*                   | <input type="checkbox"/> Substantial Course Change*     |
| <input type="checkbox"/> Nonsubstantial Course Change* | <input checked="" type="checkbox"/> 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:*

The division would like to recommend the inactivation of WKEX 1014 – General Work Experience. We are moving away from the general work experience model. In the future the work experience will be specific to the degree or certificate. These courses have not been taught for over 5 years.

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

Click here to enter text.

SLOASC review date: \_\_\_\_\_

Distance Learning and Education Committee review date: \_\_\_\_\_ if requesting DLE.

**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.](#)

# Clinical Medical Assisting Certificate of Achievement

## Item 1. Program Goals and Objectives

### Goals/ Objectives:

- Prepares students for the California Certifying Board for Medical Assistants (CCBMA) examination.
- Provides the students with the opportunity to develop the necessary administrative and clinical skills needed to be an effective medical assistant.
- Enhance career opportunities as a Medical Assistant.

### Objectives (SLOs): Program Learning Outcomes:

- Research online and traditional reference materials effectively to stay informed about emerging trends and breakthroughs in healthcare issues related to the medical assistant's role in healthcare. Analyze emerging trends and breakthroughs regarding healthcare issues related to the role of a medical assistant.
- Perform Medical Assisting procedures competently, such as OSHA standards, electronic technologies, and medical records.
- Achieve entry level Medical Assisting competencies, such as verbal communication, medical and surgical aseptic, and physical assessments which satisfy industry needs.
- Apply State of California regulations that govern the healthcare industry for Medical Assistants.
- Exhibit depth and breadth of knowledge of concepts and principles of clinical medical assisting.

### Selection Process:

- Fill out an application for the Medical Assistant Program.
- Complete immunizations requirement.

### Fees:

Tuition (per 21-unit Certificate of Achievement) = \$966.00

Physical and Immunizations = \$650.00

Books and Supplies = \$750.00

Uniform = \$120.00



## Item 2. Catalog Description

Taft College offers a Certificate of Achievement in Clinical Medical Assisting. This 21 to 25 units program leads to preparation to take the Certified Medical Assistant exam. It is designed for students to develop the necessary skills to obtain an entry level position as a clinical medical assistant. Students learn various patient procedures, medical laws and ethics, assist with physical examination through both classroom instruction and laboratory clinical work. Students also learn how to take vital signs, administer medications and log patient charts.

Acceptance into the program requires that students have proof of immunizations and applications are available on the website one semester before the program starts, spring semester for fall start, fall semester for spring start. Applications will be accepted until the cohort class is full. Anatomy and physiology courses prior to attending the medical assisting program are highly recommended. Time to complete is two semesters.

### Limitation on Enrollment:

As a condition of enrollment in this certificate program, students are required to submit proof of the following immunizations:

- Proof of Hepatitis B vaccination with a positive titer (or declination)
- Proof of TDAP or TD within the past 10 years
- Proof of Varicella (2 doses) vaccination or titer positive for immunities
- Proof of MMR (2 doses) vaccination or titers positive for immunities
- COVID-19 Immunization (or completed exemption)
- TB skin, blood test, or chest Xray showing negative TB result
- Flu Shot (flu season October 1 – April 30) (Optional)

### Licensure/Certification Eligibility:

California Certifying Board for Medical Assistants (CCBMA) Examination

### Prerequisite Requirements:

None

### Startup and ongoing Program Costs:

Faculty	\$140,970.65
<u>Equipment</u>	<u>\$22,000.00</u>
Total Cost per year	\$162,970.65

## Career Opportunities:

This program prepares students for careers in medical assisting. According to the United States Bureau of Labor Statistics, medical assisting is one of the nation's fastest growing careers with an expected growth of 34% between 2012 and 2018. Approximately 62 percent of medical assistants work in physician offices; 13 percent work in public and private hospitals including inpatient and outpatient facilities; 11 percent work in other health practitioner settings, such as chiropractor's and optometrist's offices.

## Labor Market Information:

See addendum

## Certificate of Achievement:

Students must complete the required 9 units of core courses along with 12 units in one of Clinical Medical Assisting for a total of 21 to 25 units. All units require a GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses for the core and specialization. A minimum of 12 units must be completed at Taft College.

## Item 3. Program Requirements

### Core Courses

MEDA1101	Introduction to Health Careers	1.0
MEDA1102	Communication in Healthcare	2.0
MEDA1103	Medical Law, Ethics, and IT Security	1.5
MEDA1104	Electronic Health Record	1.5
HLED1541	Medical Terminology	3.0
		Total: 9.0

### Clinical Medical Assisting

MEDA1108	Medication Administration for Medical Assisting	2.0
MEDA1109	Clinical Medical Assisting I with Laboratory	4.0
MEDA1110	Clinical Medical Assisting II with Laboratory	4.0
MEDA1301	Clinical Medical Assistant Externship	2.0
		Total 12

## Restrictive Electives:

SPAN 1501	Spanish for Healthcare	3.0
PSYC 1501	Crisis Intervention	1.0

Medical Assisting Core Courses = 9.0 units

Clinical Medical Assisting Courses = 12 units

COA: Clinical Medical Assisting = 21 unit

Proposed Sequence:

First term 13 units	Second term 12 units	
MEDA 1101 1.0 unit	MEDA 1108 2.0 units	
MEDA 1102 2.0 units	MEDA 1110 4.0 units	
MEDA 1103 1.5 units	MEDA 1113 2.0 units	
MEDA 1104 1.5 units	SPAN 1501 3.0 units	
HLED 1541 3.0 units	PSYC 1501 1.0 unit	
MEDA 1109 4.0 units		

First Term = Core Courses @ 9.0 units plus MEDA 1109 3 units for a total of 13 units

Second Term = Clinical Medical Assisting Courses @ 8 units plus SPAN 1501 and PSYC 1501 for 12 units

#### Item 4. Master Planning

The Certificate of Achievement in Clinical Medical Assisting meets the primary mission of the California Community Colleges by contributing to workforce improvement. Medical Assisting is a growing career field in Kern County. As Kern County increases in size so does the need for healthcare professionals. This program is meant to train students as medical assistants while earning a Certificate of Achievement and meeting the requirements for state certification. Having a Certificate of Achievement in this field enables students to obtain their Board-Certified Medical Assisting Certificate and earn higher wages, work toward a healthcare related degree, and work in several medical facilities throughout Kern County.

The Clinical Medical Assisting Program has been supported by the West Kern Health Care District. The West Kern Health Care District employs Medical Assistants and is working with Taft College to train allied health students. Other organizations like Dignity Health, Adventist Health, and Kern Family Health Care are working with Taft College to build allied health programs. All students enrolled in the program will be required to meet the selection process requirements.

This program was reviewed by the Taft College Allied Health Care Advisory Committee, Student Learning Outcome and Assessment Committee, and Curriculum Committee. The Taft College Allied Health Care Advisory Committee made the recommendation to move the program forward after reviewing program requirements. The SLO and Curriculum Committees approved the program and supported the program submission to the region and State Chancellor's Office. Once the Certificate of Achievement in Administrative Medical Assisting, Certificate of Achievement in Clinical Medical Assisting, and Certificate in Achievement in Clinical and Administrative Medical

Assisting are approved, the program will continue to be evaluated through the Comprehensive Program Review process at Taft College.

## Item 5. Enrollment and Completer Projections

### Enrollment Data: HLED 1541 Medical Terminology:

		2021-2022		2022-2023	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
HLED 1541	Medical Terminology	3	184	3	142

### Completer Data: HLED 1541 Medical Terminology:

Academic Year	Enrollment	Enrollment without Grade 'W'	Completer	Sections
2021-22	184	167	122	3
2022-23	142	130	130	3
Total	326	297	252	6

## Item 6. Place of Program in Curriculum/Similar Programs

Before completing this section, review the college's existing program inventory in the CCC Curriculum Inventory, then address the following questions:

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? No
- b) Does the program replace any existing program(s) on the college's inventory? No
- c) What related programs are offered by the college? Emergency Medical Technician

## Item 7. Similar Programs at Other Colleges in Service Area

None

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: COA Administrative and Clinical Medical Assisting**

**Program TOP Code: 1208.00**

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**

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

**Program Goals:**

- Prepares students for the California Certifying Board for Medical Assistants (CCBMA) examination.
- Provides the students with the opportunity to develop the necessary administrative and clinical skills needed to be an effective medical assistant.
- Enhance career opportunities as a Medical Assistant.

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): 1,384 Annual Openings – 30 Annual Completers = 1,354 Net Annual Labor Demand**

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: 1.00**

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: 2**

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: \$120,000.00**

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: \$0.00**

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: \$0.00**

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

**Program Review Date: 05/01/2026**

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**

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

**Apprenticeship: 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: 0%**

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: No (This is going to be sent after Curriculum Committee approval.)**

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.



## ALLIED HEALTH ADVISORY COMMITTEE MEETING

April 18, 2024

Members Present: Dina Adalco, Cindy Archer, Jan Ashley, Kanoe Bandy, Darcy Bogle, Devin Daugherty, Tracy Hernandez, Jeff Fariss, Vernita Goodlet, Susan Groveman, Sheri Horn-Bunk, Nick Lidgett, Leslie Minor, Cindi Rafoth, Raeann Schmunk, Jennifer Woodward, and Kelsey Ziels.

Members Absent: Dawn Cole, Sarah Criss, Kimberley Jenkins, Komal Kahlon, Maybelle Liquigan, Brock McMurray, Robin McNabb, Ronald Ostrom, Kristi Richards, and Summer Wood-Luper.

Guests:

Facilitator: Devin Daugherty  
Recorder: Jennifer Woodward

### Call to Order:

The Allied Health Advisory Committee Meeting was called to order at 3:05pm.

#### 1. Introductions

Devin Daugherty opened the meeting and everyone present introduced themselves.

#### 2. Public Comments/New Business

Meeting participants had the opportunity to bring new business or make public comments, but there were no volunteers.

#### 3. Paramedic Program

Devin Daugherty discussed the Paramedic Program that is in development. The proposed program will provide a Certificate of Achievement following the completion of 3 courses spread over 3 terms. The program will provide the didactic and clinical experience necessary for taking the national certification exam.

Jeff Farris noted that the program exceeds the minimum standards for national certification. Nick Lidgett noted that the program developed skills towards ACLS, PHTLS, and PALS certification—other local programs do not do this.

Sheri Horn-Bunk asked how the cohort will be selected. Dr. Daugherty said that this had not yet been decided.

Dr. Daugherty asked for a motion to move the program forward. Mr. Fariss made the motion. Mr. Lidgett seconded.

#### 4. Medical Assisting Program

Devin Daugherty discussed the Medical Assisting Program that is in development. The proposed program will provide a Certificate of Achievement following the completion of 5 courses spread over 3 terms. The program will provide training in the skills required by the state for this profession. There is also a plan to develop a Clinical Medical Assisting Program comprised of 4 courses.

Dina Aldaco asked where externships would be located for these programs. Dr. Daugherty noted that MOUs were being developed with partners in Taft, the Bakersfield metropolitan area, and anticipated additional locations throughout the county. Ms. Aldaco expects interest from her medical contacts. Dr. Daugherty asked for a motion to move the program forward. Mr. Fariss made the motion. Tracy Hernandez seconded.

#### **5. Nursing Program Updates**

Devin Daugherty announced that building projects were moving forward on the construction of spaces for the upcoming nursing program. This will include labs, faculty offices, an Allied Health office, and an office for the forthcoming program director, who has not been selected as of this meeting. The current plan is to hire for this position by the end of the year.

Once a bid for these projects has been accepted Taft College will apply to the Board of Registered Nurses for program certification.

Dr. Daugherty contacted the Center of Excellence for an analysis of the nursing labor market. He announced a \$40,000 grant to develop a nursing program.

#### **6. Recommendations for New Programs**

Devin Daugherty called for program recommendations. Mr. Lidgett suggested an EMR (Emergency Medical Responder) Certification. It is a national certification that provides basic training for responding to emergency situations.

Kelsey Ziels recommended a CNA program. Adult Ed does a pre-CNA program and the CNA is a great feeder for the Nursing AS. Leslie Minor recommended Phlebotomy for the same reason. Dr. Daugherty developed Phlebotomy programming at USC which could potentially be used here.

Jennifer Woodward recommended a MLT (Medical Lab Technician) program. Dr. Daugherty will take this list of recommendations and get labor market analyses for these from the Center for Excellence.

**Next Meeting:** September on Zoom

**Facilitator:** Devin Daugherty

**Meeting Adjourned:** 3:56PM

**Respectfully submitted by:** Jennifer Woodward



## AP 4050 Articulation

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### Reference:

*Education Code Section 66720-66744*

*Title 5 Section 51022(b) and 55051;*

*ACCJC Accreditation Standard ~~II.A.10 (formerly II.A.6.a)2~~*

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### Articulation with Post-Secondary Institutions

Articulation is the process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus.

Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Course articulation agreements are classified under the following categories:

1. Courses accepted for baccalaureate credit.
2. Transfer credit agreement.
3. General education-breadth agreements.
4. Course-to-course agreements.
5. Lower division major preparation agreements.

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty members in each discipline are responsible for the review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. This may also mean that the Articulation Officer ensures any articulation of high school courses meet the rigor for transferable courses.

The Articulation Officer is responsible for the following:

1. Initiating faculty-approved articulation agreements between institutions

of higher education, primarily with California State University system and University of California system.

2. Serving as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptances.
3. Serving as an advocate for the faculty and campus academic programs.
4. Serving as an advocate for the articulating institution, responsible for accurately communicating and conveying information and concerns about that institution's curriculum to the faculty.
5. Serving as the campus liaison to the segmental system-wide office, often responsible for disseminating policy changes and update information.
6. Managing and updating campus articulation data and information.
7. Disseminating current, accurate articulation data to appropriate departments, staff, and students.
8. Facilitating campus participation in intersegmental programs (i.e., [California Intersegmental Articulation Council \(CIAC\)](#), [Course Identification Numbering System \(C-ID\)](#), [ASSIST-NG](#), [Common Course Numbering \(CCN\)](#)).
9. Advocating for the transfer student and seeking to ease the transfer process.

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## **BP 4050 Articulation**

### **Reference:**

***Education Code Sections 66720-66744***

***Title 5, Section 51022(b);***

***ACCJC Accreditation Standard 2***

The Superintendent/President or designee shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

***See Administrative Procedures AP 4050***

## List of courses number 1000 + that need to change with new common course numbering system

- ❑ [BUSN 1050 Business Mathematics](#) **change to 0550**
- ❑ [BUSN 1051 General Accounting](#) **change to 0551 etc**
- ❑ [BUSN 1053 Computerized Accounting](#)
- ❑ [BUSN 1055 Office Procedures](#)
- ❑ [BUSN 1056 QuickBooks](#)
- ❑ [BUSN 1059 Electronic Machine Calculations](#)
- ❑ [DNTL 1054 Clinical Practice IV](#)
- ❑ [ENER 1025 Oil and Gas Laws and Regulations](#)
- ❑ [HLED 1059 Pediatric First Aid](#)
- ❑ [HLED 1060 Safety and Health for Child Care Providers](#)
- ❑ [NTC 1000 Career Readiness in Industrial Technology](#)
- ❑ [INTC 1100 Industrial Technology Capstone](#)
- ❑ [INTC 1100 Industrial Technology Capstone](#)
- ❑ [MATH 1050 Elementary Algebra](#)
- ❑ [MATH 1060 Intermediate Algebra](#)
- ❑ [OSH 1010 OSH 1010 Safety And Health Standards For The Construction Industry/OSHA 30-Hour Construction Industry Training Program](#)
- ❑ [OSH 1055 Excavation, Trenching and Soil Mechanics](#)
- ❑ [OSH 1056 Electrical Standards](#)
- ❑ [OSH 1065 Machinery and Machine Guarding](#)
- ❑ [OSH 1100 Basic Employee Safety for General Industry](#)
- ❑ [OSH 1102 Passport Safety Training](#)
- ❑ [OSH 1104 Supervisor Safety Training](#)
- ❑ [OSH 1106 Hazardous Material \(HAZMAT\) First Responder Awareness](#)
- ❑ [OSH 1107 Medic First Aid Training/CPR](#)
- ❑ [OSH 1108 Hazardous Waste Operations Emergency Response \(HAZWOPER\) Annual Refresher](#)
- ❑ [OSH 1109 Emergency Response Technician Training](#)

[OSHA 10-hour General Industry Training Program](#)

[OSHA 1112 Forklift Training for Operators](#)

[OSHA 1113 California Commercial Driver License Permit Preparation](#)

[OSHA 1114 Confined Space Entrant, Attendant, Supervisor Awareness and Rescue](#)

[OSHA 1115 California Oil Producers Confined Space Entry Training](#)

[OSHA 1116 Hazardous Waste Operations and Emergency Response \(HAZWOPER\) Training](#)

[OSHA 1119 Defensive Driving Course](#)

[OSHA 1125 Passport and Medic First Aid Refresher](#)

[PETC 1100 Introductory Well Control](#)

[PETC 1102 Basic Drilling and Workover Surface](#)

[PETC 1103 Basic Drilling Surface Stack](#)

[PETC 1104 Basic Drilling and Workover Sub-sea](#)

[PETC 1105 Coiled Tubing for Supervisors](#)

[STSU 1001 Educational Planning](#)

[STSU 1016 College Survival](#)

[STSU 1017 Becoming A Successful Online Student](#)

[STSU 1018 Career and Major Exploration](#)

[STSU 1019 Career/Life Planning](#)

[All court reporting courses change starting 0510 1100 change to 1200 to 0600 etc.](#)

[All New MEDA courses not yet listed in catalog](#)

[LRSK 0910 and 0911 change to 210 and 211](#)