

## College Curriculum Committee

### Meeting Agenda

Tuesday, May 5, 2009

1:30 p.m. - 4:00 p.m.

Toyon Room

Item	Action	Attachment	Presenter
1. Minutes: April 21, 2009	Action	#5/5/09-1	Holcroft
2. Non-Credit Course Approval	Action	#5/5/09-2 thru 9	Cartier, Nikolchev
3. Popular Culture	Action	#5/5/09-10	Thornton
4. Viticulture & Enology	Action	#5/5/09-11	
5. General Education a) Update from Academic Senate b) GE Breadth Statement c) Lab Requirement met by an unassociated Lecture course? d) Moratorium end in sight? e) GE Review process	Action Discussion Discussion	#5/5/09-12 see *Info below #5/5/09-13	Holcroft Holcroft Franco Holcroft Townsend- Merino
6. Process for Degree & Certificate approval	Discussion	#5/5/09-14 #5/5/09-15	Townsend- Merino
7. Lifelong Learning: add similar wording as the GE List "2 different academic departments"?	Discussion	#5/5/09-16	Holcroft

\*Information:

#5c) "Currently, if a student took ASTR 10A, or 10B (non-lab science course) and BIOL 14 they would be able to satisfy the Natural Science with lab and American Cultures. They would be using the lab component of BIOL 14 to satisfy the lab portion with ASTR 10A or 10B to satisfy the Natural Science w/lab requirement. They would then use IOL 14 to satisfy the American Cultures requirement."

Attachment List:

#5/5/09-1     Draft Minutes, April 21, 2009  
 #5/5/09-2     NCBC 400  
 #5/5/09-3     NCP 400  
 #5/5/09-4     NCP 401  
 #5/5/09-5     NCP 402  
 #5/5/09-6     NCWP 400  
 #5/5/09-7     NCWP 401  
 #5/5/09-8     NCWP 402

- #5/5/09-9 NCWP 403
- #5/5/09-10 Popular Culture Curriculum Sheet
- #5/5/09-11 Viticulture & Enology Curriculum Sheet
- #5/5/09-12 GE Breadth Draft v12
- #5/5/09-13 GE Request-American Culture (past version)
- #5/5/09-14 CCC-501-Application for a New Credit Program
- #5/5/09-15 CCC-510-Substantial Changes to an Approved Credit Program (add new certificate, new degree or option to an existing)
- #5/5/09-16 Lifelong Learning Draft

Distribution: R. Arca, L. Balducci, E. Barkley, B. Cashmore, S. Connell, B. Day, T. de la Cruz, K. Duncan, K. Edwards, M. Francisco, S. Franco, C. Holcroft-Burns, M. Knobel, P. Murray, V. O'Neal, E. Orrell, S. Pennington, D. Perez, K. Ripp, L. Rodriguez, L. Serna, G. Schultz, B. Shewfelt, K. Svetich, M. Thomas, K. Townsend-Merino, D. Uyeda, T. Woods, B. Ziegenhorn

**College Curriculum Committee  
Meeting Minutes  
Tuesday, April 21, 2009  
1:30 p.m. - 3:40 p.m.  
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: April 7, 2009	<b>Speaker: Carolyn Holcroft</b> Revision made to #2: "Area II could be removed as long as in was integrated into some part of the document"; #3: second sentence, the word "document" changed to "text-box section". Minutes approved with the above corrections ( <b>M/S/C Thomas, Francisco</b> ) <b>1 abstention.</b>
2. Advanced Placement List	<b>Speaker: Bernie Day</b> Day distributed the resolution that was passed on Saturday, 4/18/09 at the State-wide Academic Senate Plenary Meeting. Day gave the committee the synopsis of the resolution. The third and fourth pages of the packet are a mapping of the AP information accepted at CSU and the IGETC and proposed to be adopted by the community colleges. Franco is working on a version that includes the AP information that the divisions put together this year. Talk with your Academic Senators because this discussion will be ongoing. At this point we are going to publish for the 2009-10 Catalog, the list that was prepared by the divisions this year. Day will get that to Marketing.
3. Possible Standardization of Certificate Titles	The divisions see no reason to change to a campus-wide standardized approach to title certificates that are not transcriptable. Each division will continue to title their low-unit, non-transcriptable certificates as they see fit.
4. GPA Policy for Certificates	<b>Speaker: Carolyn Holcroft</b> No need for this discussion as it was found to be in the current Catalog on page 28.
5. Leadership & Service	<b>Speaker: Daphne Small</b> Small briefly reminded the committee of the importance of this certificate to the FH leadership students. She thanked the committee for all their suggestions to improve the certificate when she originally introduced it and drew attention to the changes from the previous alliteration. After meeting with Townsend-Merino & Holcroft-Burns, and to insure the certificate was in compliance with State regulations, she pointed out the changes that had made to create this version. Townsend-Merino congratulated Small on the incredible amount of effort she had put in to create a great program. Franco made a motion to waive the Brown Act 72 hour requirement and to take action to approve the program. ( <b>M/S/C Franco, Orrell</b> ) <b>no abstentions.</b> Motion to approve the certificate ( <b>M/S/C Woods, Uyeda</b> ) <b>no abstentions.</b>
6. GE Breadth Statement	<b>Speaker: Carolyn Holcroft</b> Holcroft Burns opened the topic for discussion. There seemed to be some concerns regarding each course being required to meet all five of the list competencies. A suggestion was made to possible change the requirement to 3 out of 5. Perhaps this section of the GE should be more of a philosophy statement rather than a check list with a list of the Core Competencies included. The document is returning to the sub-committee for revision and return.

<p>7. GE patterns - feedback from Academic Senate</p>	<p><b>Speaker: Carolyn Holcroft</b>  <b>Lifelong Understanding:</b> Academic Senate suggested that an additional sentence be added to every GE Area requirements reminding all of the Breadth expected in all the GE courses. Regarding the Lifelong Learning area in particular, Academic Senate didn't think that statement L4 should be in the required section of the requirements. They suggested that the statement be moved to the "in addition" portion of the document. The motion was made to move L4 to the "in addition" section (<b>M/S ,O'neal/Thomas</b>). After discussion the motion was amended to leave the statement in "required" but change the "and" to "and/or". The motion was accepted as amended and approved. <b>Carried, no abstentions</b></p> <p><b>Natural Sciences:</b> Academic Senate suggested that N11 perhaps be changed to add "deeper appreciation". The general feeling of the committee was that the sub-committee that has put two years of work into this area requirements, had lengthy and thoughtful discussions regarding this area and if there are to be any changes to this area, then it should go back to the sub-committee for further discussion and their approval. One member suggested that it would be very disrespectful to negate the time, energy and decisions that were made by the sub-committee. A motion was made to stand with this version of the document. If the Academic Senate does not approve this document, it will return to the original committee, and the moratorium on new GE courses will stand. (<b>M/S/C, Franco/Schultz</b>) <b>no abstentions.</b></p> <p>This started a discussion in it's own right regarding the Academic Senate's need to "approve" each item that has gone through the CCC process. As a committee that is an "arm" of the Senate and each member of CCC has been approved by the Academic Senate, shouldn't the items from CCC be more "consent calendar" items for Academic Senate? The members of CCC are frustrated that the Academic Senate gives them responsibility for the curriculum and then questions their actions/decisions. Townsend-Merino asked the committee if they would be supportive if she went to Academic Senate to discuss this issue. They were very supportive.</p>
<p>8. Other</p>	<p><b>Speaker: Carolyn Holcroft</b>  Regarding the Regular &amp; Effective Contact document, it is currently on the agenda for Academic Senate approval at their next meeting. We are hoping to handle this document electronically rather than in hard copy. This remains to be determined.</p>

**Attendees:** R. Arca, L. Balducci, B. Cashmore, B. Day, K. Duncan, M. Francisco, S. Franco, C. Holcroft-Burns, M. Knobel, P. Murray, V. O'Neal, E. Orrell, S. Pennington, K. Ripp, G. Schultz, D. Small, K. Svetich, M. Thomas, K. Townsend-Merino, D. Uyeda, T. Woods, B. Ziegenhorn

## COURSE OUTLINES

### Search Results

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You searched for Course Title: NCBS 400

**1 Course Listing Found.**

### Non-Credit

#### NCBS 400 LANGUAGE & LIFE SKILLS LITERACY

Six hours lecture-laboratory.

GE Status: Non-GE applicable

Effective: Summer 2009

0 Unit

#### 1. Description -

Provides elementary and secondary level instruction and a self-paced lab experience for students working to improve communication, pronunciation, reading and speaking. Students work with instructor and computer based language program, Rosetta Stone, to improve English language skills. Assists students in preparation for college level ESL classes.

#### 2. Expected Outcomes -

The student will be able to:

- A. demonstrate improved pronunciation
- B. engage in conversations in familiar contexts
- C. identify and use new words
- D. read and explain simple text

#### 3. Special Facilities and/or Equipment Needed -

Computer lab with Rosetta Stone English Language Software, Level 1, 2 & 3.

#### 4. Expanded Description of Course Content -

This course will encompass the following:

- A. Speaking Skills
  1. Describing events and activities
  2. Using appropriate register in conversation
  3. Summarizing brief listening passages
- B. Conversations
  1. Engaging in simple phone conversations
  2. Asking for and giving directions
  3. Participating in a job interview
- C. Identify and Use New Words
  1. Interpreting familiar words in a new way
  2. Understanding common idioms
  3. Using common homonyms, synonyms and antonyms
- D. Read and Explain Simple Text
  1. Interpreting simple short narratives
  2. Interpreting abbreviations
  3. Understanding the general meaning of simple forms

#### 5. Repeatability Criteria -

The student gains an expanded educational experience each time the course is repeated.

**6. Methods of Evaluation -**

- A. In class evaluations by instructor of English speaking and conversation skills
- B. Student progress within the English language software levels
- C. Individual demonstration and role playing

**7. Text(s) -**

None

**8. Disciplines -**

Non-Credit, Basic Skills

**9. Method of Instruction -**

Lecture

Laboratory

Demonstration

Other: Computer based instruction built into software

**10. Lab Content -**

All work is lecture/lab-based in a computer lab. Instructor works with student on the varying levels of English speaking using computer software. Students work at their own pace as they are able to master each of three levels. Instructor reviews with student as they progress from one level to the next.

**11. Honors Description -** No content**12. Examples of Required Reading and Writing Assignments -**

This is a self-paced English immersion program. Students use vivid images and spoken words to immerse themselves in English. They learn by seeing and hearing new English words and sentences and relating them to real life situations. Speech recognition coaches students to the correct pronunciation. From the basics students put together phrases and sentences.

Current status: Approved

Last updated: 2009-04-29 16:13:49

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You searched for Course Title: NCP 400

**1 Course Listing Found.**

### Non-Credit

#### **NCP 400 STRONG START FOR CHILDREN**

**Two hours lecture.**

**GE Status:** Non-GE applicable

**Effective: Summer 2009**

**0 Unit**

#### **1. Description -**

Introduces families and caregivers to stages of child development, best practices in parenting and links students to resources. Emphasis placed on child development, effective communication and discipline, and school readiness. This is the first course in a sequence of three (with NCP401 and NCP402) which leads to a Certificate of Completion in Parenting Skills and helps prepare students for credit classes in Child Development. May be offered bilingually.

#### **2. Expected Outcomes -**

The student will be able to:

- A. discuss stages of child development
- B. utilize effective methods of communication and discipline with children
- C. promote school readiness
- D. identify family, community and educational resources

#### **3. Special Facilities and/or Equipment Needed -**

none

#### **4. Expanded Description of Course Content -**

This course will encompass several parenting education areas:

- A. Child Growth and Development
  1. Cognitive-language, social, emotional and physical development
  2. Fundamentals of brain development and the effect on early learning
  3. Developmental assets for healthy growth and development
- B. Discipline and Communication
  1. Positive parental role modeling
  2. Developmentally appropriate techniques for positive discipline
  3. Effective and respectful methods of talking and listening
- C. School Readiness
  1. Ways to promote physical well-being and motor skills, language development, early academics, and social and emotional development
  2. Routines and transitions
  3. Signs of a ready child
- D. Family, Community and Educational Resources
  1. Local family resources and social services
  2. Domestic violence prevention agencies and services
  3. Agencies and services for children with special needs
  4. Family resource centers and provider resources
  5. Family and community events
  6. Foothill College resources

7. Opportunities in the field of early childhood education and child care through Foothill College  
Department of Child Development

**5. Repeatability Criteria -**

The student gains an expanded educational experience each time the course is repeated.

**6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Text(s) -**

Handouts, journal articles, instructor-developed materials, on-line open resources, videos, DVDs.

**8. Disciplines -**

Non-Credit, Parenting Education

**9. Method of Instruction -**

Lecture                  Discussion                  Demonstration                  Other: Group work

**10. Lab Content -**

None

**11. Honors Description -** No content

**12. Examples of Required Reading and Writing Assignments -**

Journal how your communication and discipline around your child's behavior has changed over the 4 weeks of the course.

Sample reading assignment:

What To Do When Your Child Acts Up, (D. Mascle)

Read through this article and highlight children's behavior you would like more information about. Choose one, and write down how you would handle the situation and why.

Paragraph from this article:

"Second, is there anything else going on in your child's life that might be causing stress or is there anything else going on in your life that might be causing stress to your child? Children are creatures of habit. While they enjoy the new they also crave routine. Sometimes they need more time to adjust to routine and sometimes they actually need the ritual of discipline to give them security. The familiar dynamic of discipline is comforting because at least that hasn't changed."

Current status: Approved

Last updated: 2009-04-29 16:16:54

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You searched for Course Title: NCP 401

**1 Course Listing Found.**

### Non-Credit

#### NCP 401 NURTURING HEALTHY CHOICES

Two hour lecture.

**GE Status:** Non-GE applicable

**Effective: Summer 2009**

**0 Unit**

#### 1. Description -

Introduces families and caregivers to healthy feeding practices, best practices in parenting, and links students to resources. Emphasis placed on family wellness, nutrition and healthy feeding dynamics as related to the child's developmental stages. Second course in a sequence of three (with NCP400 and NCP402) which leads to a Certificate of Completion in Parenting Skills and helps prepare students for credit classes in Child Development. May be offered bilingually.

#### 2. Expected Outcomes -

The student will be able to:

- A. describe appropriate health and wellness practices to promote child wellness
- B. identify basic nutritional information
- C. use developmentally appropriate feeding practices with children
- D. identify family, community and educational resources

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

This course will encompass several parenting education areas:

- A. Health and Wellness
  - 1. Immunizations, children's health and wellness doctor visits
  - 2. Exercise and physical activity in daily routines
  - 3. Oral health
- B. Nutritional Information
  - 1. Sugars, fats and whole grains
  - 2. Reading food labels
  - 3. Portion sizes for children
- C. Feeding Practices for Healthy Eating
  - 1. 5 Keys to Raising Healthy Eaters: Division of responsibility for adult and child
  - 2. Developmental stages guiding feeding practices
  - 3. Healthy, affordable and culturally appropriate snacks and family meals
- D. Family, Community and Educational Resources
  - 1. Local health agencies and services
  - 2. Food banks and food programs – Women, Infants and Children (WIC)
  - 3. Health and nutrition websites
  - 4. Children's health insurance
  - 5. Family and community events

#### 5. Repeatability Criteria -

The student gains an expanded educational experience each time the course is repeated.

#### 6. Methods of Evaluation -

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

#### 7. Text(s) -

Handouts, articles, instructor-developed materials, on-line open resources, videos, DVDs.

#### 8. Disciplines -

Non-Credit, Parenting Education

#### 9. Method of Instruction -

Lecture                  Discussion                  Demonstration                  Other: Group work

#### 10. Lab Content -

None

#### 11. Honors Description - No content

#### 12. Examples of Required Reading and Writing Assignments -

Guidelines for Childhood Obesity Prevention Programs: Promoting Healthy Weight in Children (Developed by the Weight Realities Division of the Society for Nutrition Education)  
Read this article and be prepared to discuss an activity you can do with your child that supports healthy eating.  
Paragraph from this article:  
"Improvement in health and well-being for all children, both immediate and long term, is the desired outcome of addressing childhood overweight and obesity. The World Health organization defines health ad a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Consistent with this, we encourage the health-at-any-size approach, which is health centered, rather than weight centered, and focuses on the whole person, physically, mentally and socially."

Current status: Approved

Last updated: 2009-04-30 08:26:25

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## COURSE OUTLINES

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You searched for Course Title: NCP 402

**1 Course Listing Found.**

### Non-Credit

**NCP 402 PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN**

**Effective: Summer 2009**

**Two hours lecture.**

**0 Unit**

**GE Status:** Non-GE applicable

#### 1. Description -

Introduces families and caregivers to the importance of family in the lives of children, best practices in parenting and linking students to resources. Emphasis placed on parent involvement, accessing resources and navigating systems in multicultural communities. Third course in a sequence of three (with NCP400 and NCP401) which leads to a Certificate of Completion in Parenting Skills and helps prepare students for credit classes in child development. May be offered bilingually.

#### 2. Expected Outcomes -

The student will be able to:

- A. discuss the importance of family in the lives of children
- B. identify ways for parents to be involved in their children's lives
- C. utilize family, community and educational resources

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

This course will encompass several parenting education areas:

- A. The Importance of Family
  - 1. Values, goals and dreams
  - 2. Cultural identity and traditions
  - 3. Family strengths
- B. Parent Involvement
  - 1. Importance of fathers and male role models
  - 2. Supporting child's education, parent-teacher Conferences, IEP's
  - 3. Building community- support networks for parents and families
- C. Accessing Family, Community and Educational Resources and Navigating Systems
  - 1. Family literacy resources and local libraries
  - 2. Agencies and services for children with special needs
  - 3. Career and professional growth opportunities
  - 4. Navigating the California education system through Foothill College Outreach & Community Liaison
  - 5. Educational opportunities- ESL, GED, College Bound
  - 6. Family and community events

#### 5. Repeatability Criteria -

The student gains an expanded educational experience each time the course is repeated.

**6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Text(s) -**

Handouts, journal articles, instructor-developed materials, on-line open resources, videos, DVDs.

**8. Disciplines -**

Non-Credit, Parenting Education

**9. Method of Instruction -**

Lecture                  Discussion                  Demonstration                  Other: Group work

**10. Lab Content -**

None

**11. Honors Description -** No content**12. Examples of Required Reading and Writing Assignments -**

Journal how you as a parent have become more involved with your child over the 4 weeks of the course.

Sample reading assignment:

Read First Five of California's article on the Power of Preschool and choose what you think are the 3 most important reasons to have your child attend preschool. Be prepared to discuss them with the class.

Paragraph from article:

- The brain develops rapidly during the first five years and quality preschool programs can have a profound impact during this time.
- Children who attend a quality preschool do better in elementary school and beyond, and have more success in reading and math.
- As they grow, children who attended preschool are more likely to graduate from high school and find good jobs, and less likely to be involved in crime.
- Preschool saves taxpayers money. Investing in preschool programs benefits society in the long-term in the form of reduced crime costs, welfare dependency and economic losses.

Current status: Approved

Last updated: 2009-04-29 16:21:40

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## COURSE OUTLINES

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You searched for Course Title: NCWP 400

**1 Course Listing Found.**

### Non-Credit

**NCWP 400 BLUEPRINT FOR WORKPLACE SUCCESS**

Three hours lecture.

**GE Status:** Non-GE applicable

**Effective: Summer 2009**

**0 Unit**

#### 1. Description -

Provides students with the necessary tools and techniques in order to identify and/or enhance the job-related abilities and qualities they possess, find a job, successfully apply and interview and keep the job by using effective workplace behaviors and communication skills. Completion of this course in addition to NCWP 401, 402 and 403 leads to a Job Readiness Certificate of Completion.

#### 2. Expected Outcomes -

The student will be able to:

- A. identify and describe their job-related skills and qualities
- B. describe tools and skills needed to find a job
- C. apply for a job
- D. search for and interview for a job
- E. recognize and describe effective workplace behaviors and communication skills

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

- A. Job Related Skills and Personal Qualities
  1. Skills identification and assessment
  2. Write a cover letter and resumé
  3. Personal Rating System of workplace skills
  4. Using effective communication
- B. Tools and Skills to Find a Job
  1. Create a personal plan
  2. Set priorities and schedule time
  3. Realities of the job market
  4. Types of jobs
  5. Matching skills to jobs
  6. Application process
  7. Completing applications
  8. Resume
  9. Cover letter
  10. Letters of reference
  11. Get an appointment
  12. Keep a record of all job contacts
- C. Job Resources
  1. Job search
  2. Internet

- 3. Colleagues or friends networking
  - 4. Networking
  - 5. Direct contact with employers
  - 6. Cold calls
  - 7. Employment agencies
  - 8. Temporary agencies
  - 9. Company websites
  - 10. Resume banks such as monster.com, ajb.dni.us, searchlight.com, etc.
- D. Effective Workplace Behaviors
- 1. The 4 Ps: Professional, Polite, Persistent, and Patient
  - 2. Effective communication
  - 3. Attendance and tardiness
  - 4. Performance
  - 5. Quality work
  - 6. Participation
  - 7. Being a team player
  - 8. Dealing with “problem” situations
  - 9. Performance evaluation

**5. Repeatability Criteria -**

The student will gain an expanded educational experience each time the course is repeated.

**6. Methods of Evaluation -**

- A. Participation in feedback sessions and role playing
- B. Demonstration of personal profile with job skills
- C. In-class evaluations by instructor of resumes and cover letters
- D. Role play how to apply for a job and prepare for an interview
- E. Ability to discuss and demonstrate positive workplace behaviors

**7. Text(s) -**

Bissonnette, D.: Wright, A.L., Whitman, P.D., Dimpel, E.J. , Blueprint for Workplace Success: A Guide for Employment Preparation. South Bay Workforce Investment Consortium Publication, 2004.

**8. Disciplines -**

Non-Credit, Workforce Preparation

**9. Method of Instruction -**

Lecture	Discussion	Cooperative learning exercises	Oral presentations	Other: Role playing
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**10. Lab Content -**

None

**11. Honors Description -** No content

**12. Examples of Required Reading and Writing Assignments -**

Reading of text:  
 Blueprint for Workplace Success: A Guide for Employment Preparation  
 Sample paragraph from Blueprint for Workplace Success:  
 “The ultimate goal of Blueprint for Workplace Success is to provide individuals with tools and resources they need to believe in themselves and their capability to find and be successful at a job. The entire curriculum integrates the development of employment skills as identified by the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS).”  
 Writing in class: resume, cover letter, completing an application.

Current status: Approved

Last updated: 2009-04-29 16:34:23

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## COURSE OUTLINES

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You searched for Course Title: NCWP 401

**1 Course Listing Found.**

### Non-Credit

#### NCWP 401 BLUEPRINT FOR CUSTOMER SERVICE

Three hours lecture.

GE Status: Non-GE applicable

Effective: Summer 2009

0 Unit

#### 1. Description -

Provides students necessary tools in order to develop good customer service skills for the workplace focusing on getting to know customers, listening and problem solving. Completion of this course in addition to NCWP 400, 402 and 403 leads to a Job Readiness Certificate of Completion.

#### 2. Expected Outcomes -

The student will be able to:

- A. identify and describe good customer service skills
- B. describe how to listen to customers
- C. demonstrate good telephone customer service
- D. describe the ideal customer service employee
- E. demonstrate strategies for dealing with difficult customers

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

- A. Good Customer Service Skills
  1. What do customers want
  2. Using greetings, positive attitude and body language
  3. Strategies for good customer service
  4. Communication skills
  5. Showing empathy
- B. Listening to Customers
  1. Active Listening
  2. Voice intonation
  3. Customers who don't listen
  4. Repeating back
  5. Showing understanding
- C. Telephone Customer Service
  1. Communicating clearly
  2. Clarity in speaking
  3. Phone protocol

- D. Ideal Customer Service Employees
  - 1. Reasons good customer service is important
  - 2. Professional attitude
  - 3. Dealing with dissatisfied customers
  - 4. Traits and skills supervisors seek
- E. Dealing with Difficult Customers
  - 1. Negotiation skills
  - 2. Remaining calm and professional
  - 3. Referring customers to supervisors

#### 5. Repeatability Criteria -

The student will gain an expanded educational experience each time the course is repeated.

#### 6. Methods of Evaluation -

- A. Participation in role play sessions that include feedback
- B. Development of personal profile listing customer service skills
- C. Demonstrate of how to answer and talk with a customer by phone
- D. Demonstration of key components of good customer service
- E. Demonstration of ability to deal with difficult customers

#### 7. Text(s) -

Sherk, Jerry and Wright, Anita., 30 Ways to Shine as a New Employee: A Guide for Customer Service. South Bay WIB 2006.

#### 8. Disciplines -

Non-Credit, Workforce Preparation

#### 9. Method of Instruction -

Lecture                  Discussion                  Oral presentations                  Other: Role play Team exercises

#### 10. Lab Content -

none

#### 11. Honors Description - No content

#### 12. Examples of Required Reading and Writing Assignments -

Sample paragraph from 30 Ways to Shine as a New Employee:

"30 Ways to Shine will give you tools to provide outstanding support and guidance to new employees - to ease their transition into the workplace and to enhance their ability to be productive and effective from the start! This innovative retention program will enable you to proactively anticipate problems before they arise and give you a systematic way to ensure the new employee's success!"

Writing in class: "My Customer Service Plan"

Current status: Approved

Last updated: 2009-04-29 16:38:48

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## COURSE OUTLINES

### Search Results

[Return to Course Outline Search.](#)

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You searched for Course Title: NCWP 402

**1 Course Listing Found.**

### Non-Credit

**NCWP 402 30 WAYS TO SHINE AS A NEW EMPLOYEE**

**Six hours lecture.**

**GE Status:** Non-GE applicable

**Effective: Summer 2009**

**0 Unit**

#### 1. Description -

Provides students with necessary tools in order to succeed in the workplace focusing on how to participate in a new work environment, to work with customers and new colleagues, how to dress and behave, and how to make a difference as a new employee. Completion of this course in addition to NCWP 400, 401 and 403 leads to a Job Readiness Certificate of Completion.

#### 2. Expected Outcomes -

The student will be able to:

- A. identify employer expectations concerning work behavior and appropriate attire
- B. identify strategies for working with colleagues and customers
- C. identify strategies for the first day of work
- D. identify strategies to make a difference at work as a new employee

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

- A. Work Behavior and Attire
  - 1. Professional attire
  - 2. Rules and regulations
  - 3. Work expectations
- B. Working with New Colleagues and Customers
  - 1. Introductions
  - 2. Trainings
  - 3. Job culture
  - 4. Communication
  - 5. Appropriate behavior
- C. The First Day of Work
  - 1. Attendance/tardiness
  - 2. Active listening and learning
  - 3. First day jitters
- D. Making a Difference as a New Employee
  - 1. Employer's expectations
  - 2. Professional attitude
  - 3. Problem-solving and contributing

#### 5. Repeatability Criteria -

The student will gain an expanded educational experience each time the course is repeated.

**6. Methods of Evaluation -**

- A. Participation in role playing sessions
- B. Description of appropriate work attire and behavior
- C. Description of anticipated first day of work
- D. Discuss and demonstrate how they could exceed employers expectations
- E. Quizzes

**7. Text(s) -**

Bissonnette, D., 30 Ways to Shine as a New Employee: A Guide to Success in the Workplace., A Milt Wright & Associates, Inc. Publication, 2004.

**8. Disciplines -**

Non-Credit, Workforce Preparation

**9. Method of Instruction -**

Lecture	Discussion	Oral presentations	Demonstration	Other: Role playing
---------	------------	--------------------	---------------	---------------------

**10. Lab Content -**

None

**11. Honors Description -** No content

**12. Examples of Required Reading and Writing Assignments -**

Sample paragraph:

“Each of the thirty skills in this book are accompanied by simple tasks that can be acted on right away - enhancing the likelihood of success on the job. As a tool for excelling in our jobs, this little book connects us to the true power and influence that we all wield in our workplaces. It encourages us to bring all that we are to our work lives. It gives strategic advice on how to manage conflict and change.”

Current status: Approved

Last updated: 2009-04-29 16:43:15

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## COURSE OUTLINES

### Search Results

[Return to Course Outline Search.](#)

[Return to Previous page.](#)

You searched for Course Title: NCWP 403

**1 Course Listing Found.**

### Non-Credit

**NCWP 403 JOB CLUB**

**Seven hours lecture.**

**GE Status:** Non-GE applicable

**Effective: Summer 2009**

**0 Unit**

#### 1. Description -

Provides students with the necessary tools and skills in order to succeed in the workplace. These skills include the process of looking for appropriate work, preparing for an interview, contacting employers, writing a resume and cover letter for a specific job, and participating in a job interview. Completion of this course in addition to NCWP 400, 401 and 402 leads to a Job Readiness Certificate of Completion.

#### 2. Expected Outcomes -

The student will be able to:

- A. conduct a job search
- B. describe how to modify resumes and cover letters for specific jobs
- C. prepare and participate in an interview

#### 3. Special Facilities and/or Equipment Needed -

None

#### 4. Expanded Description of Course Content -

- A. Conducting a Job Search
  1. Organizing a plan
  2. Identify tasks
  3. Research potential employers
  4. Using resources
- B. Resumes and Cover Letters
  1. Customizing for specific jobs
  2. Matching skills
  3. Dealing with military experience
- C. Interviewing
  1. Appropriate questions
  2. Attire and behavior
  3. Discussion skills
  4. Dealing with American with Disabilities Act

#### 5. Repeatability Criteria -

The student will gain an expanded educational experience each time the course is repeated.

#### 6. Methods of Evaluation -

- A. Demonstration of how to organize a plan to find a job
- B. Presentation of customized resumes and cover letters

C. Ability to discuss and demonstrate how to participate in an interview

**7. Text(s) -**

None

**8. Disciplines -**

Non-Credit, Workforce Preparation

**9. Method of Instruction -**

Lecture	Discussion	Cooperative learning exercises	Demonstration	Other: Role Playing
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**10. Lab Content -**

None

**11. Honors Description -** No content

**12. Examples of Required Reading and Writing Assignments -**

None

Current status: Approved

Last updated: 2009-04-29 16:45:41

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## Foothill College Curriculum Sheet Proof Page

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### Popular Culture (F A)

#### Academic Year 2009-2010

The Popular Culture Certificate is an interdisciplinary program designed to explore both the context and the influence of popular culture on contemporary society. Artifacts of popular culture—such as advertising, technology, music, film, television, and sports—will be critically examined from multiple perspectives (e.g. historical, musical, sociological). The Popular Culture Certificate is an excellent opportunity for professional development, and most courses are transferable to UC and CSU institutions.

**Units required for Certificate:** 16

#### Program Type(s):

CP = Certificate of Proficiency.

#### Certificate information

All courses pertaining to the major must be taken for a letter grade. In addition, a GPA of 2.0 or higher is required in all Core and Elective courses for the certificate.

#### Certificate of Proficiency in Popular Culture (16-17 Units)

##### Core Courses: (12 Units)

FA 1 Introduction to Popular Culture (4 units)  
FA 2 Popular Culture & 20th & 21st Century American History (4 units)  
SOC 8 Popular Culture (4 units)

##### Electives: (4-5 Units)

BUSI 57 Principles of Advertising (4 units)  
or ADVT 57 Principles of Advertising (4 units)  
CIS 2 Computers & Society (5 units)  
COMM 10 Gender, Communication & Culture (4 units)  
ENGL 26 Language, Mind & Society (4 units)  
GID 1 History of Graphic Design (4 units)  
PHED 2 Sport in Society (4 units)  
MUS 7 Contemporary Musical Styles: Rock, Pop & Jazz (4 units)  
MUS 85A Music & Media: Edison to Hendrix (4 units)  
or MUS 85B Music & Media: Hendrix to Hip Hop (4 units)  
VART 2C Current Trends in Film, TV & Internet (4 units)  
VART 3 American Cinema (4 units)

#### Academic Year: 2009-2010

**Current status:** Approved

**Last update:** 2009-04-21 10:17:48

**Last Editor:** [thorntonkay@foothill.edu](mailto:thorntonkay@foothill.edu)

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## Curriculum Sheet Proof Page

# Foothill College

## Curriculum Sheet Proof Page

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### Viticulture & Enology (VITI)

#### Academic Year 2009-2010

Viticulture and Enology is an open entry program intended for persons interested in growing wine grapes and wine making. The one-year certificate in Viticulture is the art and science of growing grapes from varietals selection, through planting, maintaining, and harvesting. The certificate in enology is focused on the fermentation sciences from harvest through bottling. The two-year associate degree in Viticulture & Winemaking provides education in both areas.

#### Career Opportunities

Students interested in careers in viticulture and winemaking are preparing for employment worldwide. Typical careers are vineyard manager, growers, and assistants. Jobs in wine making include cellar worker/managers, lab technicians, and retail sales representatives. Many of the jobs in the field may require some movement to gain different perspectives and experiences. Students interested in transferring to UC/CSU should consult their counselors and the transfer center to ensure an appropriate course of study.

**Units required for Major:** 48

**Units required for Certificate:** 22-24

#### Associate Degree Requirements:

- English proficiency: ENGL 1A, ESL 26 or equivalent.
  - Mathematics proficiency: MATH 103/105 or equivalent.
- A minimum of 90 units required to include:
- All General Education requirements
  - Core courses (37 Units)
  - Elective courses (10 Units)
  - Other graduation requirements as appropriate.

**NOTE: All courses pertaining to the major must be taken for a letter grade. In addition, a GPA of 2.0 or higher is required in all Core and Elective courses for the Degree or Certificates. 55% of certificate course work must be completed at Foothill College.**

#### Program Type(s):

**AS** = Associate in Science Degree.

**CA** = Certificate of Achievement.

#### Core Courses: (46 units)

- VITI 51 Applied Plant Science (4 units)
- VITI 52 Fall Practices (4 units)
- VITI 53 Winter Practices (4 units)
- VITI 55 Spring Practices (4 units)
- HORT 52A Horticultural Practices: Soils (3 units)
- HORT 52H Horticulture Practices: Integrated Pest Management (3 units)
- VITI 61A Introduction to Winemaking (4 units)
- VITI 61B Intermediate Winemaking (4 units)
- VITI 61C Advanced Winemaking (4 units)
- VITI 63 Contemporary Issues in Winemaking (4 units)
- VITI 65 Wine & Culture (4 units)
- VITI 67 Retail Winery Management (4 units)

#### Elective Courses: (2)

VITI 90A Wine Appreciation (1 unit)  
VITI 90B Vineyard Establishment (2 units)  
VITI 90C Vineyard Management (2 units)  
VITI 90D Vine Pruning (1 unit)  
VITI 90E Basic Winemaking (2 units)  
HORT 80 Environmental Horticulture Skills (2 units)

### **Certificate information**

To request a certificate please visit: <http://www.foothill.edu/bio/>

### **Certificate of Achievement in Viticulture & Enology (48 Units)**

This certificate is awarded after completion of the Viticulture core courses (46 Units) and elective courses (2 Units).

### **Certificate of Achievement in Vineyard Management (22 Units)**

VITI 51 Applied Plant Science (4 units)  
VITI 52 Fall Practices (4 units)  
VITI 53 Winter Practices (4 units)  
VITI 55 Spring Practices (4 units)  
HORT 52A Horticultural Practices: Soils (3 units)  
HORT 52H Horticulture Practices: Integrated Pest Management (3 units)

### **Certificate of Achievement in Winemaking (24 Units)**

VITI 61A Introduction to Winemaking (4 units)  
VITI 61B Intermediate Winemaking (4 units)  
VITI 61C Advanced Winemaking (4 units)  
VITI 63 Contemporary Issues in Winemaking (4 units)  
VITI 65 Wine & Culture (4 units)  
VITI 67 Retail Winery Management (4 units)

### **Academic Year: 2009-2010**

**Current status:** Approved

**Last update:** 2009-04-21 10:58:51

**Last Editor:** [collingslee@foothill.edu](mailto:collingslee@foothill.edu)

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## **Curriculum Sheet Proof Page**

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FOOTHILL COLLEGE - 12345 EL MONTE ROAD, LOS ALTOS HILLS, CA 94022-4599 - [www.foothill.edu](http://www.foothill.edu)

**FOOTHILL COLLEGE**  
**GENERAL EDUCATION REQUIREMENTS**  
Revised April 27, 2009

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

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course. The curriculum design and teaching of a general education course is to a level of minimum proficiency in each of the core competencies of Foothill College. A completed pattern of general education courses provide students with opportunities to acquire, practice, apply, and become proficient in each of these core competencies. In addition to discipline specific core subject matter, **all courses must include objective, measurable outcomes that:**

1. include principles of information literacy and digital competence.
2. incorporate at least three of the following Core Competencies:
  - C1. Communication (analytical reading, writing, and listening skills including evaluation, synthesis, and research.)
  - C2. Computation (application of mathematical concepts, and/or using principles of data collection, reason, and analysis to solve problems.)
  - C3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence.)
  - C4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues.)

COMMENTS:

## General Education Review Request AMERICAN CULTURES & COMMUNITIES

Course Number & Title: \_\_\_\_\_

### Breadth Criteria:

The primary objective of general education is to provide students with the depth and breadth required to interact successfully with others as knowledgeable members of our diverse society. A general education helps students clarify and present their personal views. It should also instill values and ideas that will enrich the personal lives of students and help them understand their own abilities, feelings, and motives.

At Foothill College the general education curriculum is designed to help students understand relationships among various disciplines and appreciate and evaluate past experiences that form our cultural and physical heritage. This academic program is designed to help individuals reach their fullest potential as global citizens and lifelong learners for the 21st century.

Courses in the general education curriculum:

1. develop critical thinking skills and offer opportunities for their application.
2. encourage the ability to make reasoned judgments and help students explore multiple ways of thinking.
3. provide students with an understanding of the evolution of a subject area as well as current research in that area.
4. offer and encourage an appreciation of the values of diverse cultures.
5. offer opportunities to develop and apply numerical skills, quantitative reasoning, and problem solving using current technology.
6. offer opportunities to develop and apply written, oral, and listening communication skills.
7. lead students to an understanding of precepts of human knowledge in the artistic, literary, and/or scientific domains and other forms of creative thought.
8. teach students research methods, library and information literacy, and technology literacy as they learn to use the standard sources of information in a subject matter.
9. introduce students to the information competency skills of finding, evaluating, using, and communicating information in all its various formats, including the evaluation of sources, as well as ethical and legal implications of the use of that information.
10. assist students in understanding a particular subject area in its global context.
11. present students with multiple frames of reference for responding to change and encourage openness to new ideas and circumstances.
12. provide students with opportunities to foster intellectual curiosity as lifelong learners.
13. lead students to an understanding of self and society.

### Depth Criteria for Area VI -American Cultures & Communities

American Cultures and Communities courses incorporate a balanced perspective of the creation of the American experience through the interaction of such cultures as Asian American, African American, Chicano/Latino American, Native American, and European American. These studies are designed to survey relevant major historical, cultural, or sociological issues—such as gender, class, or race—within a pluralistic paradigm, and to prepare students to develop a global understanding of race, culture, and ethnicity.

American Cultures and Communities courses aim at creating awareness, insight, understanding, and knowledge regarding different cultures and their related views, concepts, beliefs, and attitudes. These courses are intended to provide cognitive, verbal, and non-verbal sensitivity to different cultures or cultural groups and skills in communicating with members of these groups.

American Cultures and Communities courses have as their basis the direct and explicit examination of two or more cultures, their similarities, differences, and interactions. The emphasis of these courses is on the substantial and thematic interactions among cultures. These courses demonstrate a clear and obvious linkage to the American experience.

Courses in American Cultures and Communities offer students:

- A1. knowledge of specific cultures and cultural dynamics within the American experience.
- A2. the ability to compare similarities and differences between at least two distinct cultural groups.
- A3. the ability to apply information about groups presented in the class to contemporary social/cultural relations.
- A4. analysis and interpretation of cultural influences on human behavior.
- A5. the awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.
- A6. an understanding of how peoples of widely varying cultural traditions interact with one another within the American experience.
- A7. recognition of culture as a concept and of all people as cultural beings.
- A8. appraisals of the ways cultures can pull people together and at the same time limit their thinking about those outside their culture.
- A9. the ability to find, evaluate, use, and communicate information.

**Please complete this form (electronically) in the space provided with a brief statement identifying the particular outcomes from the Course Outline of Record and their corresponding Criteria statement. Please identify the criteria statement by number.**

**General Education Review Request**  
**AMERICAN CULTURES & COMMUNITIES**

Statement of Rational:

Requesting Faculty: \_\_\_\_\_ Date: \_\_\_\_\_  
Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

-----  
Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Suggested Outline Modifications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Notifications:

Originating Faculty

Division Dean

Division CC Representative

Application Date
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California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

PROPOSED PROGRAM TITLE	CONTACT PERSON
COLLEGE	TITLE
DISTRICT	PHONE NUMBER
PROJECTED PROGRAM START DATE	E-MAIL ADDRESS
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>	
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER	
<b>TYPE OF PROGRAM (CHECK ALL THAT APPLY):</b>	
<input type="checkbox"/> A.A. DEGREE <input type="checkbox"/> A.S. DEGREE                      CERTIFICATE OF ACHIEVEMENT: <input type="radio"/> 18+ semester (or 27+ quarter) units <input type="radio"/> 12-18 semester (or 18-27 quarter) units	

**PLANNING SUMMARY**

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	\$
Required Units-Certificate		Cost of New/Remodeled Facility	\$
Projected Annual Completers		Est. Cost, Library Acquisitions	\$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester _____ Year _____

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

- Statement of Program Goals and Objectives
- Catalog Description
- Program Requirements
- Background and Rationale

**Criteria B. Need**

- Enrollment and Completer Projections
  - Place of Program in Curriculum/Similar Programs
  - Similar Programs at Other Colleges in Service Area
  - Labor Market Information & Analysis (CTE only)
  - Employer Survey (CTE only)
  - Explanation of Employer Relationship (CTE only)
  - List of Members of Advisory Committee (CTE only)
  - Recommendations of Advisory Committee (CTE only)
- Attachment:** Labor / Job Market Data (CTE only)  
**Attachment:** Employer Survey (CTE only)  
**Attachment:** Minutes of Key Meetings

**Criteria C. Curriculum Standards**

- Display of Proposed Sequence
  - Transfer Applicability (if applicable)
- Attachment:** Outlines of Record for Required Courses  
**Attachment:** Transfer Documentation (if applicable)

**Criteria D. Adequate Resources**

- Library and/or Learning Resources Plan
- Facilities and Equipment Plan
- Financial Support Plan
- Faculty Qualifications and Availability

**Criteria E. Compliance**

- Based on model curriculum (if applicable)
- Licensing or Accreditation Standards
- Student Selection and Fees

**SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS**

**REQUIRED SIGNATURES**

Proposed Program Title \_\_\_\_\_ College \_\_\_\_\_

**LIBRARY AND LEARNING RESOURCES**

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

\_\_\_\_\_  
DATE SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER TYPED OR PRINTED NAME

**CAREER TECHNICAL EDUCATION ONLY:**

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

\_\_\_\_\_  
DATE SIGNATURE, ADMINISTRATOR OF CTE TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on \_\_\_\_\_ (date).

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM TYPED OR PRINTED NAME

**LOCAL CURRICULUM APPROVAL**

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

\_\_\_\_\_  
DATE SIGNATURE, CHAIR, CURRICULUM COMMITTEE TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE SIGNATURE, ARTICULATION OFFICER TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE SIGNATURE, PRESIDENT, ACADEMIC SENATE TYPED OR PRINTED NAME

**COLLEGE PRESIDENT**

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
DATE SIGNATURE, PRESIDENT OF THE COLLEGE TYPED OR PRINTED NAME

**DISTRICT APPROVAL**

On \_\_\_\_\_ (date), the governing board of the \_\_\_\_\_ District approved the instructional program attached to this application.

\_\_\_\_\_  
DATE SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT TYPED OR PRINTED NAME

**SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENT**

Application Date



California Community Colleges

**SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM**

TITLE OF PROPOSED PROGRAM		CONTACT PERSON
TITLE OF EXISTING PROGRAM (IF DIFFERENT)		TITLE
EXISTING PROGRAM T.O.P. CODE	EXISTING PROGRAM UNIQUE CODE	PHONE NUMBER
COLLEGE	DISTRICT	E-MAIL ADDRESS
PROJECTED START DATE FOR CHANGE		
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>		
<input type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER		

**PLANNING SUMMARY**

Type of change requested: Check all that apply. Replace Existing Program <input type="checkbox"/> Add new Certificate of Achievement <input type="checkbox"/> Add Degree to Existing Certificate Program <input type="checkbox"/> Add new Option/Track to Existing Degree <input type="checkbox"/> Delete Existing Degree Major, Area of Emphasis, Track or Option <input type="checkbox"/> Delete Existing Certificate <input type="checkbox"/>	Recommended T.O.P. Code Units for Degree Major or Area of Emphasis Required Units—Certificate Projected Annual Completers	
--	--	--

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. **Optional:** Discussion of background and rationale (if needed).

**Criteria B. Need**

5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

**Criteria C. Curriculum Standards**

9. Transfer applicability to **two** 4-year institutions (if applicable).
- Attachment:** Course outlines for required courses (required for all applications).  
**Attachment:** Articulation Agreements (if applicable).

**If applicable to revised program:**

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

**SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS**

**REQUIRED SIGNATURES**

Title of Proposed Program \_\_\_\_\_ College \_\_\_\_\_

**LOCAL CURRICULUM APPROVAL:**

Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

_____	_____	_____
DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
_____	_____	_____
DATE	SIGNATURE, ACADEMIC SENATE PRESIDENT	TYPED OR PRINTED NAME

**CAREER TECHNICAL EDUCATION ONLY:**

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____	_____	_____
DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on \_\_\_\_\_ (date).

_____	_____	_____
DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

**COLLEGE PRESIDENT:**

All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

_____	_____	_____
DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

**DISTRICT APPROVAL (check one):**

On \_\_\_\_\_(date), the governing board of the \_\_\_\_\_ District approved the proposed changes to this existing program attached to this request.

The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

_____	_____	_____
DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

**SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS**

**DRAFT**

**DRAFT**

**Lifelong Learning**  
**(General Education, Area VII)**

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

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

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

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

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

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