College Curriculum Committee Meeting Agenda
Tuesday, May 8, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: April 24, 2018	Action	#5/8/18-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements 　a. New Course Proposals 　b. Apprenticeship GE Mapping 　c. ASSIST Update	Information	#5/8/18-2—18	Campbell Day
4. Removal of CRWR 25A from Foothill GE Area II—English	Action	#5/8/18-19	Campbell
5. Foothill CLEP Policy	2nd Read/ Action	#5/8/18-20	Day
6. Stand Alone Approval Request: THTR 25C	1st Read	#5/8/18-21	Campbell
7. Stand Alone Approval Request: THTR 40B	1st Read	#5/8/18-22	Campbell
8. Stand Alone Approval Request: THTR 45C	1st Read	#5/8/18-23	Campbell
9. Stand Alone Approval Request: THTR 45D	1st Read	#5/8/18-24	Campbell
10. Stand Alone Approval Request: THTR 46A	1st Read	#5/8/18-25	Campbell
11. Stand Alone Approval Request: THTR 46B	1st Read	#5/8/18-26	Campbell
12. Stand Alone Approval Request: THTR 49B	1st Read	#5/8/18-27	Campbell
13. Stand Alone Approval Request: THTR 49C	1st Read	#5/8/18-28	Campbell
14. Stand Alone Approval Request: THTR 49D	1st Read	#5/8/18-29	Campbell
15. Programs and Federal Financial Aid	Discussion		Campbell
16. AB 705-related Changes in Math	Discussion	#5/8/18-30	PSME Reps
17. Budget, Roadblocks, Curriculum—Oh, My!	Discussion		CCC Team
18. Spring Plenary Resolutions	Discussion	#5/8/18-31	Campbell
19. Good of the Order			Campbell
20. Adjournment			Campbell

Attachments:

#5/8/18-1	Draft Minutes: April 24, 2018
#5/8/18-2	New Course Proposal: BIOL 81
#5/8/18-3	New Course Proposal: HORT 400A
#5/8/18-4	New Course Proposal: HORT 400B
#5/8/18-5	New Course Proposal: HORT 400C
#5/8/18-6	New Course Proposal: HORT 401A
#5/8/18-7	New Course Proposal: HORT 401B
#5/8/18-8	New Course Proposal: HORT 401C
#5/8/18-9	New Course Proposal: HORT 401D
#5/8/18-10	New Course Proposal: HORT 401E
#5/8/18-11	New Course Proposal: HORT 401F
#5/8/18-12	New Course Proposal: LINC 401
#5/8/18-13	New Course Proposal: LINC 402
#5/8/18-14	New Course Proposal: MATH 180
#5/8/18-15	New Course Proposal: MATH 248A
#5/8/18-16	New Course Proposal: R T 61A

#5/8/18-17	New Course Proposal: R T 201
#5/8/18-18	New Course Proposal: R T 202
#5/8/18-19	Request to remove CRWR 25A from Foothill GE Area II—English
#5/8/18-20	College Level Examination Program (CLEP) Proposal
#5/8/18-21	Stand Alone Approval Request: THTR 25C
#5/8/18-22	Stand Alone Approval Request: THTR 40B
#5/8/18-23	Stand Alone Approval Request: THTR 45C
#5/8/18-24	Stand Alone Approval Request: THTR 45D
#5/8/18-25	Stand Alone Approval Request: THTR 46A
#5/8/18-26	Stand Alone Approval Request: THTR 46B
#5/8/18-27	Stand Alone Approval Request: THTR 49B
#5/8/18-28	Stand Alone Approval Request: THTR 49C
#5/8/18-29	Stand Alone Approval Request: THTR 49D
#5/8/18-30	Math Department Plan for Fall 2018 Due to Changes from AB 705
#5/8/18-31	ASCCC 51st Spring Session Resolutions—Adopted

2017-2018 Curriculum Committee Meetings:

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

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

2017-2018 Curriculum Deadlines:

~~12/1/17~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

~~12/1/17~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).

~~2/1/18~~ Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).

~~2/15/18~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).

6/1/18 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

6/22/18 COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).

Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

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

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2017-18

Meeting Date: __5/8/18__

Co-Chairs (2)

✓	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only) campbellrachelle@fhda.edu
✓	Paul Starer	7227	Dean of Language Arts and Learning Resource Center starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Micaela Agyare (S)	7086	Library	agyaremicaela@fhda.edu
	Mark Anderson	7156	FA	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
✓	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✓	Sara Cooper	7595	BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
✓	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
✓	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
✓	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
	Nanette Solvason	7730	Dean—BH	solvasonnanette@fhda.edu
	Mary Thomas (F & W)	7522	Library	thomasmary@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

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

Visitors

Patrick Morriss, Rosa Nguyen, Nazy Galoyan, Ram Subramaniam, Jennifer Sinclair

College Curriculum Committee
Meeting Minutes
Tuesday, April 24, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: March 20, 2018	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Instruction: The CCCCO has approved the Bridge to College Level Mathematics noncredit certificate. Kinesiology: Working on new courses in Sport History and Sport in Film. Library: One position for Library Technician not being filled, so interlibrary loan (ILL) and print periodical processing suspended until further notice—reach out to Agyare with any questions. Working to transition to mostly online periodicals. Language Arts: English dept. plans to implement AB 705-related changes effective fall 2019. PSME: (continued discussion from above) Hueg asked if any coordination planned with Math dept.—Math is targeting fall 2018 for changes, but details not yet finalized. SRC rep asked if noncredit basic skills MATH courses will still be offered—NCBS 403A & 403B will still be offered, but concern with funding being tied to AB 705 compliance, which may result in reduction of lower level course offerings. SRC rep asked if noncredit counts toward AB 705 expectation—Starer confirmed that it does. Kinesiology rep asked how changes will affect students who test below—planned changes would allow any student to enroll in MATH 48A, and a co-requisite course will be required for those who test below; have not yet figured out plan for MATH 10 (possibly a similar co-requisite); possibly creating a "Title 5" course for those who wish to get a local associate degree (focus on practical topics). Starer noted that AB 705 needs to be brought to CCC for a larger discussion, due to its implications across campus. Rosa Nguyen from Chemistry serving as a new rep. SRC: No updates to report. Counseling: Gilstrap and Serna will be attending ASCCC Noncredit Institute, which includes topic of Guided Pathways. Bio Health: Working on new HORT courses. BSS: Working on new LINC courses. Starer provided update to search for new curriculum system. Four vendors responded to the RFP; will be setting up demos for evaluation committee and others to view. Aggressive timeline—hoping to bring recommendation to the July FHDA board meeting. Campbell asked those who are interested to reach out to become involved in selection. Current members of evaluation committee: Armerding, Campbell, Maria Contreras-Tanori in Purchasing,

	Bradley Creamer in Marketing, Bernie Day, Starer, Vanatta. Campbell noted delay in second read of CLEP Policy, due to Day's absence. Will discuss and vote at next meeting.
3. Announcements a. New Course Proposals	**Speaker: Rachelle Campbell** The following proposals were presented: ALCB 466, CHLD 20, MUS 2G, THTR 2G. Please share with your constituents.
b. Notification of Proposed Requisites	New requisite for ART 15D (new course for 2018-19).
c. Foothill GE List for 2018-19	Foothill General Education requirements for 2018-19. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents. Language Arts rep noted CRWR 25A might not be appropriate for Area II and will follow up with division to discuss. Campbell noted GE pattern appears to be large, but students find many courses unavailable when trying to actually register for GE; suggested adding information for each course noting which quarter(s) it is usually scheduled. Vanatta noted suggestion has been discussed at CCC in previous years, for all courses (not just GE). Counseling rep noted students ask when courses are typically offered; many GE courses are offered either very infrequently or never. Starer noted ENGL courses offered on a two-year grid. Counseling rep noted some courses offered only online (some students do not want to take an online course) or offered at a time that doesn't work for the student's schedule. BSS rep suggested data from Counseling could assist divisions in determining when courses would be best scheduled. Counseling rep noted particular need to know when ADT courses are going to be offered. Language Arts rep asked if other depts. create scheduling grids—BSS rep noted they tend to follow similar pattern each year. Hueg stated better job needs to be done of informing Counseling of planned offerings; hopeful that scheduling a year out (even if schedule not posted online) will help; noted many courses will be moving online, due to better enrollment when compared to face-to-face.
d. Spring Plenary	Campbell will forward final resolutions packet, to provide opportunity for discussion at next meeting. Mentioned approval of two: Legal Interpretation of AB 705, request by ASCCC "to obtain a legal opinion to determine whether or not AB 705 … allows students to be placed into courses below transfer-level if local faculty determine … that these students would be best served by such placement." Pathways to Meet General Education Requirements of Quantitative Reasoning, request by ASCCC for endorsement of task force recommendations and creation of additional C-ID descriptor.
4. Programs and Federal Financial Aid	**Speaker: Rachelle Campbell** Bernie Day drafted memo regarding process for updating ADTs with the CCCCO. Day plans to meet with faculty involved with each ADT to discuss updates; memo includes proposed schedule of meetings. PSME rep asked if any distinction between substantial and nonsubstantial changes to a COR for a course listed on an ADT. Vanatta explained that making a COR change does not necessarily trigger a program change. Noted that CCCCO has informed us they will fully review each ADT update, regardless of nature of changes—usually, adding or removing courses from a program is considered minor change. Additionally, CCCCO is requiring updated articulation evidence for each course listed on an ADT, even if no change in articulation has occurred

	(evidence must display current academic year). Language Arts rep noted AB 705 will likely result in many changes for 2019, which will trigger need to update many ADTs again. Vanatta explained that the CCCCO had previously advised colleges to hold off on submitting updates to ADTs, and now that they are requiring us to do so, we will need to submit any updated ADTs on an annual basis. Additionally, Starer explained that federal financial aid provided to students is related to the programs that we offer—feds review our programs and compare our catalog to the information in the CCCCO's system. When program units do not match, feds tell us they will not provide financial aid. Many of our programs do not match up. Vanatta provided background: prior to the CCCCO's switch to electronic submissions (approx. 2012), everything was submitted on paper. When switch occurred, CCCCO did not scan supporting documentation (e.g., narratives, LMI for vocational programs) into new system, and in order to update a program we must attach all required documentation. Furthermore, many of our programs were approved under guidelines that have since been changed, and the documentation required now was not required back then. Many other CA community colleges in this same situation—the state is aware and had previously advised us to wait until they launched their newest system (summer 2017). Unfortunately, the launch of the new system has not rectified the problem, as many of our programs are missing required documentation. Starer worked with Kevin Harral in Financial Aid in March to get an extension from the feds; unsure of new deadline (Starer following up with Harral). Starer provided list of programs that need to be addressed right away; however, many other programs will also need to be addressed. Campbell noted first step is to determine what CCCCO will require to update the programs. PSME rep asked if non-transcriptable certificates included—no. Asked if program discontinuation a reasonable response—Campbell noted it is thoughtful to consider but should not be initiated simply because a program is on this list. Apprenticeship rep asked about recent resubmission of our programs to CCCCO—Vanatta recalled that about 10 years ago the CCCCO discontinued some certificate types and required resubmission of those to change to certificates of achievement. BSS rep asked where old documentation has gone—Vanatta has some paper applications in her files but only for more recent programs. Starer noted that almost every program at Foothill is affected by federal financial aid, so addressing this is crucial. Although more information is needed before we can begin, Starer wanted to make sure the issue is on everyone's radar as soon as possible. Campbell asked group if they want to see the full list of programs that need to be addressed—yes. Campbell will forward full list; asked group await further guidance and information. CCC Team will discuss process at their next meeting.
5. Succession Planning	**Speaker: Rachelle Campbell** Due to a retirement in her dept., Campbell will not be able to continue as co-chair of CCC and VP of Senate next year. Looking for someone to step up; please reach out to her with any questions or if interested. Must have served on CCC within the past three years.

	Additionally, when turnover occurs with division reps, please bring new reps on early so that there is some overlap with current reps, as a best practice for learning the role. Ideal to begin the process of recruiting replacement reps within the next month. Starer agreed and noted that curriculum is at the core of what the college does—strong faculty voice is needed as co-chair and as division reps.
6. Good of the Order	
7. Adjournment	**3:23 PM**

Attendees: Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), LeeAnn Emanuel (SRC), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Bruce McLeod (Apprenticeship), Rosa Nguyen (PSME), Tiffany Rideaux (BSS), Katy Ripp (KA), Lety Serna (CNSL), Paul Starer (Dean, LA, Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Jeff Schinske

Proposed Number: BIOL 81   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: CSU
Proposed Title: LEADerS Service Learning Course – Learners Engaged in Advocating for Diversity in Science

Proposed Catalog Description & Requisites:
This course is intended for students interested in equity, diversity, and inclusion in biology and the health sciences. Students will explore research on inclusion and diversity in biology and health science, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in biology and health science courses at Foothill College, local middle and high schools, and beyond.

Proposed Discipline: Biological Sciences

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

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

Comments & Other Relevant Information for Discussion:
This is a service-learning course outlined in a grant proposal we submitted to the National Institutes of Health (NIH) and related to Jeff Schinske's PDL work surrounding Scientist Spotlights (https://www.lifescied.org/doi/10.1187/cbe.16-01-0002)

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: David Sauter

Proposed Number: HORT 400A   **Proposed Units:** 0 (noncredit)
Proposed Hours: 6 hours lecture (total per quarter)
Proposed Transferability: N/A
Proposed Title: Pest Management: Cultural Requirements

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course may satisfy requirements for those seeking continuing education for pesticide applicator licensure. Pest management: Cultural requirements will focus on cultural requirements to reduce pesticide use. Topics will include soil management, organism classification, products available and weed classification. The course will review cultural controls used to reduce the incidence of pesticide resistance.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: David Sauter

Proposed Number: HORT 400B   **Proposed Units:** 0 (noncredit)
Proposed Hours: 6 hours lecture (total per quarter)
Proposed Transferability: N/A
Proposed Title: Pest Management: Pest Control

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course may satisfy requirements for those seeking continuing education for pesticide applicator licensure. Pest management: Pest Control will introduce students to polyphagous shot hole borer as a means to biological control through predators. Topics will also include differentiating insects and exploring alternatives to pesticide use in lawn.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

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Number assigned:

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College Curriculum Committee
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Faculty Author: David Sauter

Proposed Number: HORT 400C   **Proposed Units:** 0 (noncredit)
Proposed Hours: 6 hours lecture (total per quarter)
Proposed Transferability: N/A
Proposed Title: Pest Management: Working with Pesticides

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course may satisfy requirements for those seeking continuing education for pesticide applicator licensure. Pest management: Working with Pesticides will address current topics is proper pesticide selection and handling. Topics will include reading and understanding a pesticide label, pesticide formulations and pesticide worker safety and use of personal protective equipment.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

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Faculty Author: David Sauter

Proposed Number: HORT 401A   **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Common Core

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Common core covers basic landscape skills regarding math, safety, plan reading, plant identification, construction basics and irrigation basics.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

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Faculty Author: David Sauter

Proposed Number: HORT 401B   **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Softscape Installation

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Softscape Installation covers softscape plan reading, plant identification, plant layout, plant installation and post-planting care, sod installation, irrigation components and tool use.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

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Faculty Author: David Sauter

Proposed Number: HORT 401C   **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Hardscape Installation

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Hardscape Installation covers hardscape plan reading, hardscape principles, hardscape specific math, grading and drainage, paver installation, construction tool use.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

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Faculty Author: David Sauter

Proposed Number: HORT 401D **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Irrigation

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Irrigation covers irrigation plan reading, advanced irrigation component identification, lateral repair and head adjustment, lateral and mainline installation, advanced program controller, valve repair, valve wiring and irrigation tool use.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 401E   **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Turf Maintenance

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Turf maintenance addresses irrigation principles, turfgrass maintenance principles, turfgrass math, programming controller, adjustment of laterals and heads, and turf maintenance tool use.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This course cannot be taken for credit.

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 401F   **Proposed Units:** 0 (noncredit)
Proposed Hours: 2 hours lecture per week
Proposed Transferability: N/A
Proposed Title: Landscape Certification: Ornamental Maintenance

Proposed Catalog Description & Requisites:
This course cannot be taken for credit. This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Ornamental maintenance covers irrigation components, plant id, ornamental maintenance principles, pruning, controller programming, lateral and head adjustment, plant installation and post-planting care, maintenance tool use.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This is a non-credit course not eligible for any degree or certificate. It will be used for industry training in the Horticulture field.

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa DeLapo

Proposed Number: LINC 401   **Proposed Units:** 0 (noncredit)
Proposed Hours: 8 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Beginning MakerSpace Skills I

Proposed Catalog Description & Requisites:
Introduces students and other individuals with the tools and skills used in Makerspaces. These skills include, but are not limited to: basic Makerspace safety, basic tool safety, basic prototyping. Individuals will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing this two course sequence, LINC 401 and 402, students will receive training and badges to safely use each tool at a beginning level. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
No degree or certificate.

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

Comments & Other Relevant Information for Discussion:
This course is designed to teach basic skills for students using the Foothill College MakerSpace, limited to training on machines in order to be able to utilize each.

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa DeLapo

Proposed Number: LINC 402   **Proposed Units:** 0 (noncredit)
Proposed Hours: 8 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Beginning MakerSpace Skills II

Proposed Catalog Description & Requisites:
Introduces students and other individuals with the tools and skills used in Makerspaces. These skills include, but are not limited to: basic machine safety, basic computing concepts, basic electronics. Individuals will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing this two course sequence, LINC 401 and 402, students will receive badges for each machine/tool in safety and basic use. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
No certificate or degree.

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

Comments & Other Relevant Information for Discussion:
This course is designed to teach basic skills for students using the Foothill College MakerSpace, limited to training on machines in order to be able to utilize each.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Jennifer Sinclair

Proposed Number: MATH 180   **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: None
Proposed Title: Quantitative Reasoning

Proposed Catalog Description & Requisites:
This course is designed to satisfy the graduation competency in mathematics for the associate degree. Students will develop an understanding of how mathematical thinking can be used in life. Lessons are fully contextualized, providing students with the opportunity to immerse themselves in quantitative thinking. Students can expect to develop many transferable skills, including communication skills (written, verbal, and reading-based), critical and creative thinking skills, inter- and intrapersonal skills (self-regulated learning, teamwork, empathy), knowledge of the world (drawn from medical literacy, citizenship, and personal finance), and computation skills, which will support them in engaging with transfer level math.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This course is intended to meet the Associates degree requirement in Math.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Any course that has MATH 105 as a pre-requisite may choose to use this class as an additional pre-requisite.

Comments & Other Relevant Information for Discussion:
AB705 is changing the math landscape and will likely lead to changes in Title 5. In the very near future, most students will place directly into transfer level coursework. This course will be an option for students to meet their Title V requirement.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Zachary Cembellin, Debbie Lee, and Teresa Zwack

Proposed Number: MATH 248A   **Proposed Units:** 2.5
Proposed Hours: 2.5 hours lecture
Proposed Transferability: None
Proposed Title: Just-in-Time Support for Pre-calculus I

Proposed Catalog Description & Requisites:
Quantitative and algebraic skills, competencies and concepts needed in the pre-calculus I course, MATH 48A. The intended students are those concurrently enrolled in Math 48A. Content comprises of topics from arithmetic, pre-algebra, elementary & intermediate algebra, selected as needed to provide support necessary for students to access college-level mathematical concepts/problems/ideas in MATH 48A. These topics would include a review of computational skills developed in algebra, factoring, absolute value equations & inequalities, functions including composition and inverses. Content will also include study skills and development of effective learning skills.

Co-requisite: Concurrent enrollment in MATH 48A.

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

To which Degree(s) or Certificate(s) would this course potentially be added? None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:
The proposal of this course comes as part of the college's efforts to comply with AB 705. We intend this course to provide just-in-time co-requisite support for students in Math 48A who have not otherwise met a prerequisite for that course. The co-requisite unit count (among other things) will depend on legal and administrative guidance in implementing the new law.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Melissa Wu

Proposed Number: R T 61A   **Proposed Units:** 1
Proposed Hours: 1 hour lecture
Proposed Transferability: CSU
Proposed Title: Radiology Research Project

Proposed Catalog Description & Requisites:
Collaborative research project on a highly specialized area of radiography or other imaging modality. Submission of scientific poster display board at ACERT conference is required. Specific topics to be approved by the instructor. Intended to be part 1 of 2 of the Research Project for students in the Radiologic Technology Program; enrollment is limited to students accepted in the program.

Prerequisite: R T 62A

Proposed Discipline: Radiological Technology

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

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

Comments & Other Relevant Information for Discussion:
Currently R T 61B is taught as a 1 unit, 1 quarter course in the Winter quarter. However, in order to participate in the annual ACERT student poster competition, students are considering topics and beginning to plan their groups and projects as early as the end of the summer quarter. The proposed changes to the course better align with the outside variables that have become an integral part of the curriculum and will provide more structure, accountability and credit for the work students are already doing in the Fall quarter. Namely, developing a professional research poster for participation in the ACERT conference.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Rachelle Campbell
Proposed Number: R T 201   **Proposed Units:** 0.5
Proposed Hours: 6 hours lecture total per quarter
Proposed Transferability: N/A
Proposed Title: Digital Radiography for Radiologic Technologists

Proposed Catalog Description & Requisites:
Exploration of how digital radiography allows for the reduction of patient dose. Various manufacturers equipment and exposure indicators will be reviewed to align technical factor manipulation focusing on dose reduction, image quality factors and patient safety. This class is restricted to licensed California Radiologic Technologists to meet continuing education requirements set forth by the Department of Public Health's Radiologic Health Branch.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This would be a standalone course to meet the needs of the Radiologic Technology graduates in order to maintain their licensure.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None.

Comments & Other Relevant Information for Discussion:
This course was presented at the Radiologic Technology Advisory Board meeting in February 2018. The advisory members fully supported both this course as well as a continuing education course related to Radiation Safety in Fluoroscopy. Both of these topics are required to maintain licensure in the state of California. The program is looking into offering them as non-credit courses in the future.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Rachelle Campbell
Proposed Number: R T 202   **Proposed Units:** 0.5
Proposed Hours: 6 hours lecture total per quarter
Proposed Transferability: N/A
Proposed Title: Radiation Safety in Fluoroscopy for Radiologic Technologists

Proposed Catalog Description & Requisites:
Exploration of radiation safety measures in the field of fluoroscopy for both fixed and mobile units. Emphasis will be placed on time, distance, shielding, radiobiology, isometric curves, inverse square law as well as reduction of radiation exposure to both patients and personnel. This class is restricted to licensed California Radiologic Technologists to meet continuing education requirements set forth by the Department of Public Health's Radiologic Health Branch.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
This would be a standalone course to meet the needs of the Radiologic Technology graduates in order to maintain their licensure.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None.

Comments & Other Relevant Information for Discussion:
This course was presented at the Radiologic Technology Advisory Board meeting in February 2018. The advisory members fully supported both this course and a continuing education course related to Digital Radiography. Both of these topics are required to maintain licensure in the state of California. The program is looking into offering them as non-credit courses in the future.

Instruction Office:
Date presented at CCC:
Number assigned:

Request to remove CRWR 25A from Foothill GE Area II - English

English Department faculty have reviewed the COR for CRWR 25A and have determined the class does not satisfy enough of the requirements of an Area II - English GE course and should therefore be removed from the list of classes categorized under Area II - English.

LACC approval: 4/30/18

<div align="center">

FOOTHILL COLLEGE
College Curriculum Committee
College Level Examination Program (CLEP) Proposal

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New catalog language reflecting pass-along for CLEP toward CSU GE Certification – effective 2018-19:

College Level Examination Program (CLEP)
The College Level Examination Program (CLEP) is a credit-by-examination program that measures a student's level of comprehension of introductory college-level material for which students may earn college credit by receiving a satisfactory test score. Foothill students who are planning to satisfy graduation or transfer requirements by completing the CSU General Education-Breadth certification pattern may apply credit obtained through CLEP per the California State University approved policy AS-2492-10/AA which requires a passing score of at least 50 on the CLEP exams as outlined at https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx. Students should be aware of the fact that CLEP credit is currently not awarded for satisfaction of particular major course equivalency at Foothill College; moreover, for transfers, each campus in the CSU system determines how it will apply external examinations toward credit in the major.

Proposal for Awarding Credit by Examination for CLEP
Foothill College students may earn a degree by satisfying the general education requirements through completion of the CSU General Education-Breadth certification pattern, which permits the use of satisfactory CLEP scores toward satisfying some GE requirements. Completion of the CSU General Education-Breadth pattern requires approximately 28 more units than the local Foothill GE pattern, which does not permit the use of CLEP credit. Consequently, students who wish to apply CLEP credit to satisfy the GE requirements must complete 28 additional units, which presents an equity issue, especially since CLEP test-takers tend to be non-traditional students and Veterans. So as to avoid penalizing students, this proposal requests that Foothill College award CLEP credit toward satisfaction of the local GE requirements in a manner compatible with the California State University system. At this time, the proposal is for satisfaction of specific GE areas only, not for specific course-to-course equivalency. Faculty who wish to review CLEP exams with the intent of offering specific course credit may elect to do. It is proposed that courses be aligned with the CSU GE pattern as follows:

CSU GE Area	**Foothill GE Area**
B1	Area 3
B2	Area 3
B3	Area 3
B4	Area V
C1	Area I
C2	Area I
D	Area IV
E	Area VII

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 25C

Course Title: FASHION AND COSTUME CONSTRUCTION III

Credit Status:
  X   Credit course
  _____ Noncredit course

Catalog Description:

Continuation of THTR 25B with a practical focus on creating costumes from designs for a theatrical production. Further use and practice with complex sewing projects and patterning skills to include drafting and fitting a body block, then creating a pattern from it, basic draping techniques and advanced materials usage with specialty materials for complex theatrical headgear, wigs, and costumes.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

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

Criteria B. Need

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>BRUCE MCLEOD</u>   **Date:** <u>05/01/18</u>

Division Curriculum Representative: <u>Mark Anderson</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

Fine Arts and Communication

THTR 25C   FASHION & COSTUME CONSTRUCTION III

Edit Course Outline

THTR 25C	**FASHION & COSTUME CONSTRUCTION III**	**Summer 2016**
3 hours lecture, 3 hours laboratory.		**4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 7/30/15

Division Dean Information -

Seat Count: 30   **Load Factor:** .115   **FOAP Code:** 114000143101100600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date: 7/29/15; review for 2018-19

Former ID:

Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

1. Description -

Continuation of THTR 25B with a practical focus on creating costumes from designs for a theatrical production. Further use and practice with complex sewing projects and patterning skills to include drafting and fitting a body block, then creating a pattern from it, basic draping techniques and advanced materials usage with specialty materials for complex theatrical headgear, wigs, and costumes.

Prerequisite: THTR 25B.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. research, classify and identify costume styles and periods for the theatre and stage.
    B. master complex elements of costume construction for the stage.
    C. develop creative design ideas.
    D. practice with advanced techniques of costume construction from drafting to finish.
    E. develop techniques of draping on a dress form to create patterns and clothing for costumes on the stage.
    F. interpret sketches and renderings of costume designs for theatrical productions, and understand the techniques used to create costumes for various regions and in different cultures.
    G. understand the organization elements in creating costumes for production.

3. Special Facilities and/or Equipment -

Studio facilities with access to sewing machines and tables, overlock, blind hemmer, industrial iron and table, steamer, and costume shop. Space appropriate for storing class materials and projects. Space appropriate for storing show costumes.

4. Course Content (Body of knowledge) -

    A. Research and analyze clothing for particular periods in history and the relationship to the theatre, stage and script.
    B. Take a leadership role in body measuring, pulling costumes, fitting, garment measuring, garment alterations, show maintenance and laundering theatrical costumes.
    C. Develop a complex headgear or costume design/idea/ fabrication, that would include lights, moving parts or a complex breakaway theme.
    D. Learn and practice techniques of drafting a bodice top, constructing it and fitting it.
    E. Simple Bias draping project on a dress form to understand grain and the draping concept of dead hang pivot fullness.
    F. Analyze the use of line, texture, color and form in the creation of costume design in American, European, Hispanic, African and/or Eastern/Asian theatrical societies.
    G. Analyze a script, create a costume plot, production schedule, and evaluate costs and budgeting for costumes in the theatre.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. In-class projects
    B. Assigned construction exercises
    C. Project review
    D. Final exam project/paper

7. Representative Text(s) -

Cunningham, Rebecca, <u>Basic Sewing for Costume Construction: A Handbook</u>, 2nd ed. Waveland Press Inc, 2011.
Ingham, Rosemary and Liz Covey, <u>Costume Technicians Handbook</u>, 3rd ed. Portsmouth, Heineman Drama, 2003.

The Ingham/2003 text is the current school standard, and needs to be included. Sewing techniques do not change much, and it's research and shopping sections are updated yearly online to keep relevant.

8. Disciplines -

Stagecraft

9. Method of Instruction -

    A. Lecture presentations and classroom discussion covering costume research, technology and construction.
    B. Oral presentations of major projects followed by in-class discussion and evaluation.
    C. Instructor guided laboratory practice sessions.
    D. Instructor demonstrations of costume technology and techniques.

10. Lab Content -

    A. Supervised construction of related projects including racking a show and pulling existing garments, creating new garments and accessories and maintaining the show during its run.
    B. Post show projects include millinery and thermoplastic fabrication and advanced structuring such as tailoring and corsetry.

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

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

    A. Reading assignments include reading a script and chapters from the textbook, as well as research assignments that include verbal and visual research.
    B. Students complete a paper that outlines the techniques they have learned in this class.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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

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

Course #:   THTR 40B

Course Title: THEATRICAL MAKEUP FOR PRODUCTION

Credit Status:
       X   Credit course
       _____ Noncredit course

Catalog Description:
Continuation of work in THTR 40A with emphasis in more advanced techniques and practical application experience for the stage.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

Criteria B. Need

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

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

This course supports the college service area by providing students tangible opportunities for success in developing practiced mastery of the subject area, and is transferable towards degree credit at many institutions.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Janis Bergmann   **Date:** 4/30/18

Division Curriculum Representative: Eric Kuehnl   **Date:** 5/2/18

Date of Approval by Division Curriculum Committee: 5/2/18

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

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Fine Arts and Communication

THTR 40B   THEATRICAL MAKEUP FOR PRODUCTION

Edit Course Outline

THTR 40B	**THEATRICAL MAKEUP FOR PRODUCTION**	**Summer 2018**
3 hours lecture, 3 hours laboratory.		**4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 01/8; 12/9;11/12; 6/17

Division Dean Information -

Seat Count: 30   **Load Factor:** .115   **FOAP Code:** 114000143101100600

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: no

Stand Alone Designation: no

Program Title: THEATRE ARTS

Program TOPs Code: 100700

Program Unique Code: 6047

Content Review Date:

Former ID:

Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

1. Description -

Continuation of work in THTR 40A with emphasis in more advanced techniques and practical application experience for the stage.

Prerequisite: THTR 40A.

Co-requisite: None

Advisory: Not open to students with credit in DRAM 40B.

2. Course Objectives -

The student will be able to:

    A. further analyze and appraise differences and similarities of facial anatomy.
    B. further describe, differentiate and compare basic facial types and how these may be simulated through theatrical makeup.
    C. design makeup for a character or all characters of a theatrical production.
    D. appraise and master the application of various makeup products, including advanced and specialty products, and illustrate ways to interchange and substitute when necessary.
    E. employ techniques of preparation and application of advanced prosthetics.

3. Special Facilities and/or Equipment -

    A. Ben Nye Makeup Kit or its equivalent, with additional advanced makeup materials.
    B. Stage space or classroom, with appropriate lighting capabilities and table, to accommodate full class instructor demonstrations.
    C. Various advanced casting/mold making and art supplies.
    D. Protective clothing.
    E. Dressing and makeup rooms equipped with running water, lockers, showers, makeup tables and mirrors.
    F. Lighted makeup preparation station for each student.

4. Course Content (Body of knowledge) -

    A. Study facial anatomy and character type
        1. student's individual type
        2. various age, gender, and ethnic types
        3. the effect of stage lighting, costumes, scenery and stage size on facial anatomy and communicating character
    B. Review and further practice enhancement of characterization through makeup techniques
        1. straight makeup
            a. basic/beauty
            b. corrective (with special attention to different racial/ethnic types, genders, and/or historical or famous people)
        2. character makeup
            a. creative/clown
            b. age
            c. facial hair
            d. animal/character
        3. specialty makeup
            a. three-dimensional effects/non-prosthetic
            b. three-dimensional effects/prosthetic
    C. Practice researching and designing assigned makeup projects, honing appropriate drawing skills and formats in the process
        1. add to makeup morgue in categories for each assigned makeup project
        2. render makeup designs using art tools (pencils, colored pencils, pastels, etc.)
        3. practical experience under production pressure
    D. From instructor demonstrations, further practice experimentation with a wide variety of makeup materials
        1. contents of an "all purpose makeup kit", including foundations (oil and water base), highlights and shadows, liners, powder, brushes, makeup removers, etc.
        2. compare and contrast products from a variety of manufacturers and distributors of theatrical makeup, learning how to substitute when necessary for manufactured make-up or prohibitively expensive products
        3. practice using materials for special character effects
            a. facial hair (crepe wool, gauze, latex, spirit gum, etc., as well as a familiarity with human hair and ventilated appliances)
            b. three-dimensional effects/non-prosthetic, using:

        1. facial feature reconstruction materials (wax, putty, etc.)
        2. special effects materials for cuts, bruises, burns, scars, etc. (liquid latex, cotton, tissue, gelatin, rigid collodian, blood, etc.)
  E. Design, create and apply advanced prosthetic makeup, using:
        1. life-mask casting materials (alginate, plaster, etc.)
        2. modeling materials (plastalina clay, modeling tools, etc.)
        3. advanced appliance making materials (two-part molds, cold foam latex, and/or gelatine, separators and sealers, makeup, etc.)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

  A. In-class makeup projects
  B. Maintenance of makeup "morgue" in scrapbook fashion, to be evaluated as a term project
  C. Makeup analyses which must result in completed makeups, one of these to be a final project

7. Representative Text(s) -

Debreceni, Todd. Special Makeup Effects for Stage and Screen. 2nd ed. Burlington: Focal Press, 2013.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, field work, laboratory, demonstration

10. Lab Content -

  A. Practice with and application of specified makeup materials and techniques, including self-application as well as application on others.
  B. Cooperative creation of plaster "life-masks", including supervision of students new to the process.
  C. Observation and categorization of facial features, character types, and artistic inspirations.

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

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

  A. Reading and referral to chapters in text books.
  B. Reading and referral to available makeup technique books and magazines.
  C. Demonstration and application notes compiled in personal makeup morgue.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #: THTR 45C

Course Title: TECHNICAL THEATRE IN PRODUCTION III

Credit Status:
X   Credit course
       Noncredit course

Catalog Description:

Continuation of THTR 45B. Students will gain additional practical experience in the application of production responsibilities in any of the following: construction, scenery, properties, costume, lighting, sound, and running crews. Students will assume greater responsibility for the design and implementation of technical elements for a theatrical production as department heads or group leaders.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

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

Criteria B. Need

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>BRUCE MCLEOD</u>   **Date:** <u>05/01/18</u>

Division Curriculum Representative: <u>Mark Anderson</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

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Fine Arts and Communication

THTR 45C   TECHNICAL THEATRE IN PRODUCTION III

Edit Course Outline

THTR 45C	**TECHNICAL THEATRE IN PRODUCTION III**	**Summer 2017**
1 hour lecture, 9 hours laboratory.		**4 Units**

Total Contact Hours: 120   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 1   **Lab Hours:** 9   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree,   Certificate of Achievement

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 11/12;10/01/13;10/28/14

Division Dean Information -

Seat Count: 100 **Load Factor:** .166 **FOAP Code:** 114000143101100600

Instruction Office Information -

FSA Code:	1000 - DRAMA/THEATER ARTS
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	THEATRE ARTS
Program TOPs Code:	100700
Program Unique Code:	6047
Content Review Date:	0000-00-00
Former ID:	Formerly: THTR 99C

Need/Justification -

This course is a restricted support course for the AA degree and the Certificate of Achievement in Theatre Technology

and the AA degree in Theatre Arts.

1. Description -

Continuation of THTR 45B. Students will gain additional practical experience in the application of production responsibilities in any of the following: construction, scenery, properties, costume, lighting, sound, and running crews. Students will assume greater responsibility for the design and implementation of technical elements for a theatrical production as department heads or group leaders.

Prerequisite: THTR 45B.

Co-requisite: None

Advisory: Students must meet with the instructor during the first week of the quarter to arrange hours and assignments; this course is included in the Production-Technical family of activity courses; not open to students with credit in THTR 99C.

2. Course Objectives -

The student will be able to:

A. Demonstrate mastery of the skills required to assemble and supervise theatrical crew in the course of a production schedule.
B. Demonstrate the ability to organize and schedule small groups in solving the technical demands of the production
C. Create production schedules and organize preparation for technical rehearsals with minimal supervision
D. Coordinate work between several production departments from design to performance

3. Special Facilities and/or Equipment -

Rehearsal space with an unobstructed, flat floor, approximately 30' x 40' for rehearsal. Fully-equipped theatre for performance; make-up studio and dressing room facilities.

4. Course Content (Body of knowledge) -

A. Supervision of the technical tasks during the running of a production (Lab)
B. Organize and schedule a small group responsible for creating or assembling technical elements for the production including scenery, properties, costumes, lighting, sound or visual effects (Lec and Lab)
C. Demonstrate individual responsibility for preparation and organization of tasks required during technical and dress rehearsals of a production (Lab)
D. Participate in the design, creation and installation of special production elements in scenery, properties, costumes, lighting, sound or visual effects as required for the production (Lec and Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Faculty observation and ongoing performance reviews
B. Evaluation of individual projects in technical theatre production.
C. Skill demonstrations
D. Final evaluation of performance responsibilities and outcomes

7. Representative Text(s) -

Play scripts and instructor handouts.

8. Disciplines -

Stagecraft, Theatre Arts

9. Method of Instruction -

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory, Demonstration.

10. Lab Content -

A. Participation and observation of rehearsal process for scheduled production.

B. Perform various productions support functions dependant on the demands of costumes, set construction, properties, lighting, etc.
C. Design, create or facilitate production elements for the stage

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

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

A. Read scripts for production preparation.
B. Read and assess background materials for production preparation and relevance.
C. Research materials and methods of implementing required production elements
D. Independently work cooperatively with students and faculty to develop and implement production schedules.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 45D

Course Title: TECHNICAL THEATRE IN PRODUCTION IV

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Students will gain practical experience in backstage functions of theatre crews. Students will work backstage during the final rehearsals and performances for the department production.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

Criteria B. Need

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area. The course provides students increased experience in technical theatre as they enter the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>BRUCE MCLEOD</u>   **Date:** <u>05/01/18</u>

Division Curriculum Representative: <u>Mark Anderson</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

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Fine Arts and Communication

THTR 45D   TECHNICAL THEATRE IN PRODUCTION IV

Edit Course Outline

THTR 45D	**TECHNICAL THEATRE IN PRODUCTION IV**	**Summer 2018**
6 hours laboratory.		**2 Units**

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

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

Lecture Hours: 0   **Lab Hours:** 6   **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 11/12;10/13;10/14;6/16

Division Dean Information -

Seat Count: 100 **Load Factor:** .095 **FOAP Code:** 114000143101100600

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: no

Stand Alone Designation: no

Program Title: THEATRE ARTS

Program TOPs Code: 100700

Program Unique Code: 6047

Content Review Date:

Former ID: Formerly: THTR 99D

Need/Justification -

   This course is a restricted support course for the AA degree in Theatre Arts.

1. Description -

Students will gain practical experience backstage functions of theatre crews. Students will work backstage during the final rehearsals and performances for the department production.

Prerequisite: None

Co-requisite: None

Advisory: Completion of or concurrent enrollment in THTR 21A; students must meet with the instructor during the first week of the quarter to arrange hours and assignments; hours are typically during evenings and on weekends during the 6th-10th weeks of the quarter; this course is included in the Production-Technical family of activity courses; not open to students with credit in THTR 99D.

2. Course Objectives -

The student will be able to:

    A. Demonstrate mastery of the skills needed to organize a small technical theatre crew in an area of theatrical production.
    B. Demonstrate mastery of the skills needed to organize small groups in solving the technical demands of a theatrical production.
    C. Work cooperatively to create schedules and organize preparation for technical rehearsals and performances for a theatrical production.
    D. Demonstrate mastery of basic theatre terminology associated with several areas of technical theatre, including scenery, properties, costumes, lighting, sound and visual effects.

3. Special Facilities and/or Equipment -

Rehearsal space with an unobstructed, flat floor, approximately 30' x 40' for rehearsal. Fully-equipped theatre for performance; make-up studio and dressing room facilities. Fully equipped theatre for the operation of a production.

4. Course Content (Body of knowledge) -

    A. Supervision of the technical tasks during the running of a production
    B. Organize and schedule the creation and assembly of multiple technical elements for a large, multi scene theatrical production, including scenery, properties, costumes, lighting, sound or visual effects
    C. Responsibility for preparation and organization of tasks required during technical and dress rehearsals of a production

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Faculty observation and ongoing performance reviews
    B. Evaluation of individual projects in technical theatre production
    C. Skill demonstrations
    D. Final evaluation of performance responsibilities and outcomes

7. Representative Text(s) -

Scripts and handouts used in class will be provided by the instructor.

8. Disciplines -

Stagecraft or Theatre Arts

9. Method of Instruction -

    A. Working cooperatively with other students and faculty to coordinate the elements of a production.
    B. Recording onstage and offstage actions of cast and crew members to maximize performance repeatability.
    C. Using appropriate theatre shop tools and methods to do basic repairs to production elements.
    D. Coordinating with other students and faculty to maintain appropriate backstage behavior for an efficient and safe theatre environment.

10. Lab Content -

A. Participation, observation and evaluation of rehearsal process for scheduled production.
B. Perform various production support functions dependent on the demands of costumes, scenery, properties, lighting and sound.
C. Execute front of house or backstage activities within specific production requirements and accepted procedures.

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

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

A. Read scripts for production preparation.
B. Read and assess background materials for production preparation and relevance.
C. Independently work with other students to develop and implement production schedules.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 46A

Course Title: THEATRE DEVELOPMENT WORKSHOP I

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

This course teaches the full development of an organic, original production from inception to performance. Under the guidance and supervision of the instructor who initiates the process, students will all contribute to produce a full-length production consisting of several student-generated short plays. Beginning students will focus as actors and production support as needed. The quarter culminates with several public performances.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

X   Transfer
_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

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

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

> This course supports the college service area by providing students with tangible opportunities for success in developing knowledge and practice of the subject area, and is transferable towards degree credit at many institutions.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Janis Bergmann   **Date:** 4/30/18

Division Curriculum Representative: Eric Kuehnl   **Date:** 5/2/18

Date of Approval by Division Curriculum Committee: 5/2/18

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

Approved 4/30/13; Form Revision 12/5/17

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Fine Arts and Communication

THTR 46A   THEATRE DEVELOPMENT WORKSHOP I

Edit Course Outline

THTR 46A	**THEATRE DEVELOPMENT WORKSHOP I**	**Summer 2017**
1 hour lecture, 3 hours laboratory.		**2 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 1   **Lab Hours:** 3   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: AA Degree
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 07/10;11/11;11/26/12

Division Dean Information -

Seat Count: 30   **Load Factor:** .070   **FOAP Code:** 114000143101100700

Instruction Office Information -

FSA Code:	1000 - DRAMA/THEATER ARTS
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	THEATRE ARTS
Program TOPs Code:	100700
Program Unique Code:	6047
Content Review Date:	0000-00-00
Former ID:	

Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts.

1. Description -

This course teaches the full development of an organic, original production from inception to performance. Under the guidance and supervision of the instructor who initiates the process, students will all contribute to produce a full-length production consisting of several student-generated short plays. Beginning students will focus as actors and production support as needed. The quarter culminates with several public performances.

Prerequisite: None

Co-requisite: None

Advisory: This course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 50.

2. Course Objectives -

The student will be able to:

    A. develop an awareness of skills applicable to all aspects of theatre production.
    B. immediately and practically apply knowledge and skills directly into the discipline of theatre production.
    C. participate as an actor and/or production support in multiple areas of theatre craft

3. Special Facilities and/or Equipment -

    A. A building with an unobstructed, flat floor approximately 30' x 40', as well as additional classroom spaces for rehearsals.
    B. Access to and use of simple furniture and set pieces, as well as minimal props and costume pieces.
    C. A studio theatre performance space with seating for approximately l00 people.
    D. Access to approximately 100 folding chairs and portable platforms for potential outdoor performances.

4. Course Content (Body of knowledge) -

    A. Study,observe and participate in a broad range of theatre production elements, in order to understand the inner workings of the theatrical production process.
        1. Creative: Script writing, directing, acting, design
        2. Technical: Stage Management, running crews
        3. Production: House Management, publicity, concessions
    B. Contribute to a viable performance product for public audience as the culmination of the terms' process.
        1. Understand the audition process (all acting and technical roles and positions will be assigned and/or supervised by student leaders and the instructor)
        2. Identify and adhere to deadlines and consequential scheduling needs
        3. Participate in all technical and dress rehearsals and performance times
    C. Explore work as an actor and/or production support
        1. Meet all deadlines for script breakdown and memorization
        2. Understand rehearsal preparation and performance requirements
        3. Understand the role an individual plays in a multi-collaborative art form

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Students' performance will be evaluated on the basis of quality and consistency of contribution to the ensemble process.
    B. Students' fulfillment of assigned roles necessary to complete the cooperative task of producing the performance.
    C. Students will be evaluated on strength of progressive growth and development during the term.
    D. Several public performances of the production will be presented. The quality of performances will be discussed individually with the student and during group critiques and evaluations.

7. Representative Text(s) -

Scripts generated by the class.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory.

10. Lab Content -

A. Cooperative rehearsal and development of student created plays.
B. Student responsibility coordinating entire program into performance ready entity.
C. Scheduled technical rehearsals and public performance time.

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

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

A. Reading and development of viable, performable short plays
B. Group and individual reading of student written work

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 46B

Course Title: THEATRE DEVELOPMENT WORKSHOP II

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Delves into the full development of an organic, original production from inception to performance. Students will produce a full-length production consisting of several student-generated short plays. Focus on writing skills and creative contributions to the shows content. Student responsibilities may extend to additional areas of acting and production support. The quarter culminates with several public performances.

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

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

| |
| |

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

| |
| |

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

X   Transfer
_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable towards degree credit at many institutions.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Janis Bergmann</u>   **Date:** <u>4/30/18</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

For authorized use only

Fine Arts and Communication

THTR 46B   THEATRE DEVELOPMENT WORKSHOP II

Edit Course Outline

THTR 46B	**THEATRE DEVELOPMENT WORKSHOP II**	**Summer 2017**
1 hour lecture, 3 hours laboratory.		**2 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 1   **Lab Hours:** 3   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

     Degree or Certificate Requirement: AA Degree

     Foothill GE Status: Non-GE

Articulation Office Information -

     C.I.D. Notation:

     Transferability: UC/CSU   **Validation:** 11/26/12; 10/01/13

Division Dean Information -

     Seat Count: 35   **Load Factor:** .059   **FOAP Code:** 114000143101100700

Instruction Office Information -

FSA Code:	1000 - DRAMA/THEATER ARTS
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	Theatre Arts
Program TOPs Code:	100700
Program Unique Code:	06047
Content Review Date:	0000-00-00
Former ID:	

Need/Justification -

     This course is a support course for the AA degree in Theatre Arts.

1. Description -

Delves into the full development of an organic, original production from inception to performance. Students will produce a full-length production consisting of several student-generated short plays. Focus on writing skills and creative contributions to the shows content. Student responsibilities may extend to additional areas of acting and production support. The quarter culminates with several public performances.

Prerequisite: None

Co-requisite: None

Advisory: This course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 50B.

2. Course Objectives -

The student will be able to:

     A. substantially develop skills applicable to the writing of play scripts for theatrical production.
     B. practically apply acquired skills directly into a public theatre production.
     C. participate in multiple areas of theatre craft.

3. Special Facilities and/or Equipment -

     A. An unobstructed, flat floor approximately 30' x 40', as well as additional classroom spaces for rehearsals.
     B. Access to and use of simple furniture and set pieces, as well as minimal props and costume pieces.
     C. A studio theatre performance space with seating for approximately l00 people.
     D. Access to approximately 100 folding chairs and portable platforms for potential outdoor performances.

4. Course Content (Body of knowledge) -

     A. Practically engage in the writing and creation of scripts and show content for production.
          1. Identify relevant, topical, contemporary themes
          2. Give a voice to issues and agendas relevant to the student artists' perception and sensitivities.
          3. Explore emphasis on multi-cultural perspectives and issues that shape and affect the immediate social climate.
     B. Create a fully prepared, viable performance product for public audience as the culmination of the terms' process.
          1. Meet all deadlines for script submission
          2. Translate script concept to stage performance
          3. Participate in play development and necessary rewrites
          4. Work with actors and technical elements to communicate ideas and concepts
     C. In addition to playwriting, each student of the class may work in multiple capacities on the production, including acting and production support.
          1. Meet all deadlines for rehearsal and performance needs.
          2. Manage a variety of responsibilities in contribution to the overall production
          3. Practice acquired or new skills

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

     A. Students' work will be evaluated on the basis of quality and consistency of contribution to the ensemble process.
     B. Students' fulfillment of assigned roles necessary to complete the cooperative task of producing the performance.
     C. Students will be evaluated on strength of progressive growth and development during the term.
     D. Several public performances of the production will be presented. The quality of written work and performances will be discussed individually with the student and during group critiques and evaluations.

7. Representative Text(s) -

Scripts generated by the class.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

Lecture, Discussion, Cooperative learning exercises, Oral presentations, Laboratory.

10. Lab Content -

A. Cooperative development and rehearsal of student created plays.
B. Student individual responsibility in contributing to the coordination of the entire program into performance ready entity.
C. Scheduled technical rehearsals and public performance time.

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

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

A. Development and writing of viable, performable short plays
B. Group and individual reading of student written work

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 49B

Course Title: PERFORMANCE PRODUCTION II

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:
Supervised performance participation in scheduled productions of the theatre arts department with a specific target towards text interpretation and commitment to characterization through live public performance. Culminates in a fully staged theatrical production.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

_____ Basic Skills

Criteria B. Need

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

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

This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable towards degree credit at many institutions.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>TOM GOUGH</u>   **Date:** <u>04/25/18</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

Fine Arts and Communication

THTR 49B   PERFORMANCE PRODUCTION II

Edit Course Outline

THTR 49B	**PERFORMANCE PRODUCTION II**	**Summer 2017**
1 hour lecture, 15 hours laboratory.		**6 Units**

Total Contact Hours: 192   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 216   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:** 15   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 12/11/09;11/14/12;9/14

Division Dean Information -

Seat Count: 100 **Load Factor:** .262 **FOAP Code:** 114000143101100700

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date: 0000-00-00

Former ID:

Need/Justification -

This course is a restricted support course for the AA degree in Theatre Arts. It is also transferable UC/CSU credit.

1. Description -

Supervised performance participation in scheduled productions of the theatre arts department with a specific target towards text interpretation and commitment to characterization through live public performance. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 49X.

2. Course Objectives -

The student will be able to:

    A. Recognize and apply premises of the play through study according to the identified work's historical content, style, genre, cultural and/or ethnic context.
        1. Apply the above perspectives towards analyzing dialogue for dramatic or humorous impact in live performance.
        2. Examine the rhythm, language structure and vocabulary of dialogue as they apply to psychological motivations of human behavioral choices.
    B. Interpret and experiment with analysis of a character's presented and imagined life circumstances, processing them into specific performance interpretation through live public performance.

3. Special Facilities and/or Equipment -

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment.

4. Course Content (Body of knowledge) -

    A. Study and assessment of the selected work of dramatic literature for performance (Lec)
        1. Determination of history, style, genre, cultural and/or ethnic context and the impact thereof upon performance choices for live public performance.(Lec)
        2. Rehearsed experimentation with multiple textual interpretations as they relate to nuanced variations in potential human response as determined by the assigned text. (Lab)
        3. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)
    B. Investigate influences in shaping the behavioral habits and patterns, motivations of character interpretation. (Lec)
        1. Assess and experiment through rehearsal the impact of environment, circumstances and background leading to confident character embodiment. (Lab)
        2. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Students will:

    A. demostrate proficiency by successfully completing designated class project/performance assignment for public presentation.
    B. arrive at proficiency through detailed instructor feedback and evaluation at every phase of the production process.
    C. arrive at proficiency through evaluation of written character studies, background research, peer and self-evaluation.

7. Representative Text(s) -

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

A. Lecture: presentation of theory and foundational premises of prescribed performance material
B. Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
C. Cooperative learning exercises: ensemble performance projects
D. Oral presentations: solo performance exercises
E. Laboratory: rehearsal and preparation
F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

10. Lab Content -

A. Participation and observation of rehearsal process for scheduled production.
B. Perform various, necessary production support functions including but not minted to, costume fittings, publicity, other preparation or technical support.
C. Plan, prepare and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum.
D. Fulfill the necessary group project requirements of public performance through personal preparation through warm-um, make-up application, costume preparation and other necessary elements.

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

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

A. Read and study assigned play scripts.
B. Research and study project related background materials.
C. Performance assignment memorization.
D. Read related project articles assigned by instructor.
E. Write self-reflection journal.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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

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

Course #:   THTR 49C

Course Title: PERFORMANCE PRODUCTION III

Credit Status:
X   Credit course
      Noncredit course

Catalog Description:

> Supervised participation as a performer in scheduled non-musical productions of the theatre arts department with a designated emphasis towards advanced vocal acumen and heightened physical embodiment through live public performance. Culminates in a fully staged theatrical production.

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

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

_____ Basic Skills

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable towards degree credit at many institutions.

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

Faculty Requestor: <u>TOM GOUGH</u>   **Date:** <u>04/25/18</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

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Fine Arts and Communication

THTR 49C   PERFORMANCE PRODUCTION III

Edit Course Outline

THTR 49C	**PERFORMANCE PRODUCTION III**	**Summer 2017**
1 hour lecture, 15 hours laboratory.		**6 Units**

Total Contact Hours: 192   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 216   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:** 15   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 02/8;12/9;11/14;12;9/14

Division Dean Information -

Seat Count: 100 **Load Factor:** .262 **FOAP Code:** 114000143101100700

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date: 0000-00-00

Former ID:

Need/Justification -

This course is a restricted support course fot the AA degree in Theatre Arts. It is also transferable for CSU/UC credit.

1. Description -

Supervised participation as a performer in scheduled non-musical productions of the theatre arts department with a designated emphasis towards advanced vocal acumen and heightened physical embodiment through live public performance. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses; not open to students with credit in THTR 49Y.

2. Course Objectives -

The student will be able to:

A. Experience rehearsal and development of progressive, challenging vocal techniques to be included in the rehearsal and performance process.
B. Explore and develop a confident sense of actor character representation through introduction to and incorporation of a variety of physicalized embodiment approaches cemented through the added challenges of live public performance.

3. Special Facilities and/or Equipment -

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment.

4. Course Content (Body of knowledge) -

A. Guided and drilled steps towards joining effective vocal production with appropriate scriptual and performance need analysis (for live public performance) including many of, but not limited to, the following targets:
   1. Regional dialect analysis and incorporation from a variety of cultural and socio-economic backgrounds. (Lec & Lab)
   2. Clear and appropriate articulation. (Lec & Lab)
   3. Appropriate projection and breath support techniques. (Lec & Lab)
   4. Language demands and influence. (Lec & Lab)
B. Guided and drilled steps towards joining effective physical representation of dynamic character challenges with appropriate scriptual and performance need analysis (for live public performance) including many of, but not limited to, the following targets:
   1. Gesture analysis and employment. (Lec & Lab)
   2. Foundational posture assessment. (Lec & Lab)
   3. Body energy communication potential. (Lec & Lab)
   4. Physical representation of human emotional interpretation. (Lec & Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Students will:

A. demostrate proficiency by successfully completing designated class project/performance assignment for public presentation.
B. arrive at proficiency through detailed instructor feedback and evaluation at every phase of the production process.
C. arrive at proficiency through evaluation of written character studies, background research, peer and self-evaluation.

7. Representative Text(s) -

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

A. Lecture: presentation of theory and foundational premises of prescribed performance material
B. Discussion: assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
C. Cooperative learning exercises: ensemble performance projects
D. Oral presentations: solo performance exercises
E. Laboratory: rehearsal and preparation
F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

10. Lab Content -

A. Participation and observation of rehearsal process for scheduled production.
B. Perform various, necessary production support functions--including but not minted to, costume fittings, publicity, other preparation or technical support.
C. Plan, prepare and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum.
D. Fulfill the necessary group project requirements of public performance through personal preparation through warm-um, make-up application, costume preparation and other necessary elements.

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

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

A. Read and study assigned play scripts.
B. Research and study project related background materials.
C. Performance assignment memorization.
D. Read related project articles assigned by instructor.
E. Write self-reflection journal.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

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

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

Course #:   THTR 49D

Course Title: PERFORMANCE PRODUCTION IV

Credit Status:
     X   Credit course
   _____   Noncredit course

Catalog Description:

Supervised performance participation in scheduled productions of the theatre arts department with specific inclusion through a rehearsal into live public performance context of augmented, nuanced acting skill premises and enhanced script interpretation of cultural and socio-economic circumstances. Culminates in a fully staged theatrical production.

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

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

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

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following criteria:

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

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

Criteria B. Need

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

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

> This course supports the college service area by extending students tangible opportunities for student success to develop extended, practiced mastery of the subject area and is transferable towards degree credit at many institutions.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>TOM GOUGH</u>   **Date:** <u>04/25/18</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>5/2/18</u>

Date of Approval by Division Curriculum Committee: <u>5/2/18</u>

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

For authorized use only

Fine Arts and Communication

THTR 49D   PERFORMANCE PRODUCTION IV

Edit Course Outline

THTR 49D	**PERFORMANCE PRODUCTION IV**	**Summer 2017**
1 hour lecture, 15 hours laboratory.		**6 Units**

Total Contact Hours: 192   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 216   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:** 15   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: AA Degree

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 11/14/12; 9/2014

Division Dean Information -

Seat Count: 100 **Load Factor:** .262 **FOAP Code:** 114000143101100700

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date: 0000-00-00

Former ID:

Need/Justification -

This course is a restricted support course for AA degree in Theatre Arts. This course is also transferable CSU/UC

credit.

1. Description -

Supervised performance participation in scheduled productions of the theatre arts department with specific inclusion through a rehearsal into live public performance context of augmented, nuanced acting skill premises and enhanced script interpretation of cultural and socio-economic circumstances. Culminates in a fully staged theatrical production.

Prerequisite: None

Co-requisite: None

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

2. Course Objectives -

The student will be able to:

   A. Experience rehearsal and development of progressive sensibility towards analyzing and applying character representation through comprehensive investigative script analysis techniques, manifesting into performance.
   B. Assess, explore and develop a confident sense of performance acumen through multiple interpretations of character through visualization, empathetic speculation, relationship and atmospheric circumstance analysis as dictated by script mandated circumstances through the added challenge of live public performance.

3. Special Facilities and/or Equipment -

A fully-equipped studio or standard proscenium theatre, dressing and make-up rooms, theatre scenic and costume shops, theatre box office, additional rehearsal space as required, basic audio-visual equipment, necessary production support staff.

4. Course Content (Body of knowledge) -

   A. Detailed examination of psychological determiners, as dictated by script triggers, and multiple response considerations therein as applied to developmental performance representation. (Lec)
       1. Comprehensive assessment of motivating factors that promote action in human behaviors and how they apply to specific acting representation and response. (Lec)
       2. Fulfilling above described research and rehearsed experimentation into confident public performance (Lab).
   B. Investigate influences in shaping the motivating forces present in varied social conditions of an individual as they impact interpretation of psycho-physical choices in acting through several of, but not limited to, the following advanced techniques: (Lab)
       1. Visualization (Lab)
       2. Speculative imagination (Lab)
       3. Role reversal/empathetic exploration (Lab)
       4. Subtext surfacing (Lab)
       5. Fulfillment of rehearsed experimentation of above premises into live public performance. (Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

   A. Completion of designated class project/performance assignment for public presentation. assign
   B. Detailed instructor feedback and evaluation at every phase of the production process.
   C. Evaluation of written character studies, background research, peer and self-evaluation.

7. Representative Text(s) -

The selected play script and appropriate background reading as assigned by the instructor each quarter. There is no regular text as the text chosen each term will not repeat within a minimum of 10 years. The text is chosen based on the specific performance project.

8. Disciplines -

Theatre Arts

9. Method of Instruction -

A. Lecture presentation of theory and foundational premises of prescribed performance material
B. Discussion assessment and analysis of situations as they relate to rehearsal instructions and performance preparation
C. Cooperative learning exercises ensemble performance projects
D. Oral presentations solo performance exercises
E. Laboratory, rehearsal and preparation
F. Demonstration: peer and instructor modelling and self-assessment through performance presentations
G. Trial and error experimentation towards fulfillment of prescribed course project a full-length production for public performance.

10. Lab Content -

A. Participation and observation of rehearsal process for scheduled production.
B. Perform various, necessary production support functions--including but not minted to, costume fittings, publicity, other preparation or technical support.
C. Plan, prepare and execute assigned facets of consistently performing in repetition a prescribed performance production in a public audience forum.
D. Fulfill the necessary group project requirements of public performance through personal preparation through warm-um, make-up application, costume preparation and other necessary elements.

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

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

A. Read and study assigned play scripts.
B. Research and study project related background materials.
C. Performance assignment memorization.
D. Read related project articles assigned by instructor.
E. Write self-reflection journal.

MATH DEPARTMENT PLAN FOR FALL 2018 DUE TO CHANGES FROM AB 705

1. **MATH 48A** (Precalculus I)

    •Students can place into MATH 48A using multiple measures or having met the prerequisite of MATH 105 (intermediate algebra).

    •If a student does not place into MATH 48A by either multiple measures or successful completion of MATH 105, the student can still take MATH 48A with a 2.5 unit corequisite class of MATH 248A (Just-in-time Support for MATH 48A).

2. **MATH 10** (Elementary Statistics)

    •All students can place directly into MATH 10.

    •Each section of MATH 10 will have an embedded tutor to assist the students in the class.

    •Supplemental instructors will be holding workshops in the STEM Center to further assist students for additional help.

3. **MATH 217+17** (STATWAY)

    •Any student can take MATH 217 as an option to complete their transfer level math requirement. Note that a student must take both MATH 217 (prereq) and MATH 17 to complete their transfer level math requirement.

4. **MATH 44** (Math for the Liberal Arts)

    •All students can place directly into MATH 44.

5. **MATH 105** (Intermediate Algebra)

    •This course will still be offered for the time being.

6. **MATH 230/235/230J** (MATH MY WAY)

    •These courses will no longer be offered.

7. **MATH 220** (Elementary Algebra)

    •This course will no longer be offered.

8. **MATH 180** (Quantitative Reasoning)

    •This is a new course that is intended to be a Title V course, to satisfy the graduation competency in math for the associate degree.

    •Any student can take this course as it has no prerequisite.

9. **NCBS 403A/403B** (Bridge to College Level Mathematics I and II)

    •The math department is still deciding whether we will be offering these courses in the fall.

10. **Professional Development**

    •There is a plan to provide mathematics faculty professional development opportunities that they are welcome to take advantage of in this changing landscape.

51ˢᵗ SPRING SESSION RESOLUTIONS

Adopted, April 14, 2018

Resolutions Committee 2017-18
Ginni May, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Carrie Roberson, ASCCC North Representative
Geoffrey Dyer, Taft College, Area A
Leigh Anne Shaw, Skyline College, Area B
Michael Dighera, Rio Hondo College, Area C
Donna Greene, College of the Desert, Area D

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ADOPTED RESOLUTIONS

1.0   ACADEMIC SENATE

1.01   S18   Adopt the 2018-2023 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created by the elected representatives of the ASCCC, the Executive Committee, with careful thought regarding the organization's mission and purpose as well as consideration of the ASCCC Executive Committee members' perceptions of the wishes of faculty statewide and with attention to the future health and growth of the ASCCC; and

Whereas, The current Strategic Plan of the ASCCC expires in 2018;

Resolved, That the Academic Senate for California Community Colleges adopt the 2018-2023 ASCCC Strategic Plan.[1]

Contact: Executive Committee

MSU

1.02   S18   Resolution Honoring Rich Hansen

Whereas, Rich Hansen ably served the California Community Colleges for more than two decades as a faculty member in the De Anza mathematics department, the president of the Foothill-De Anza Faculty Association, and the president and treasurer of the Faculty Association of California Community Colleges;

Whereas, Rich Hansen was first and foremost an advocate of students, always reminding those who worked with him that students must be at the center of everything we do;

Whereas, Rich Hansen represented faculty with distinction alongside Academic Senate for California Community Colleges representatives on the Student Success Task Force as well as all three California Community Colleges Chancellor's Office Accreditation Task Forces;

Whereas, Rich Hansen is a team player whose calm and logical reasoning style won the respect of his colleagues as well as a wide range of other constituents involved in state level policy-making; and

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[1] https://asccc.org/sites/default/files/ASCCC%20Strategic%20Plan%202018-2021%20for%20Area%20Meetings%20Discussion.pdf

Whereas, The fact that Rich Hansen taught mathematics did not cancel out the fact that his undergraduate degree was in history, and he always had historical perspective in mind, leading to his work on the ASCCC History Project as well as his willingness to work on the Accreditation History Project;

Resolved, That the Academic Senate for California Community Colleges thank Rich Hansen for his leadership, service, and contributions to the California Community College system and to the field; and

Resolved, That the Academic Senate for California Community Colleges wish Rich Hansen a negotiation-free retirement.

Contact: Foothill-DeAnza District Academic Senate, Area B

Acclamation

3.0 DIVERSITY AND EQUITY
3.01 S18 Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures*
Whereas, Resolution 3.01 S17 directed the Academic Senate for California Community Colleges to "update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *A Re-examination of Faculty Hiring Processes and Procedures*[2] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Equity and Diversity Action Committee

MSC

4.0 ARTICULATION AND TRANSFER
4.01 S18 Develop a Paper on Effective Transfer Practices
Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

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[2] https://asccc.org/sites/default/files/Hiring%20Paper%20Final%203.12.18.pdf

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 "Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions";

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Executive Committee

MSU

5.0   BUDGET AND FINANCE
5.01   S18   Funding for Apprenticeship Courses

Whereas, Apprenticeship programs have traditionally been offered in the construction and industrial trades, with related and supplemental instruction (RSI) courses for apprentices, which are typically offered at apprenticeship training centers operated by the trades, funded by the program, employer, and "Montoya Funds"[3];

Whereas, The California Community Colleges Chancellor's Office is engaged in efforts to expand apprenticeship offered by colleges into areas such as child development, health care, and other areas that overlap with college Career and Technical Education programs through grants awarded through the California Apprenticeship Initiative (CAI);

Whereas, In order to provide ongoing funding for the expansion of apprenticeship programs offered by colleges, the 2018 Education Budget Trailer Bill[4] includes language to allow courses required for apprenticeship programs to be offered at the community colleges and claim apportionment at the credit full-time equivalent student (FTES) rate, a proposal which was not vetted with representatives of the Academic Senate for California Community Colleges, the Department of Industrial Relations, and the California Apprenticeship Council; and

Whereas, The Legislative Analyst's Office (LAO) in its 2018-2019 Budget Higher Education Analysis[5] recommends that the proposal to allow credit FTES apportionment to be claimed for apprenticeship courses be rejected because it is not necessary, would result in different rules for different apprenticeship providers, and could result in inconsistencies in apprenticeship instructor qualifications, and instead recommends approving an increase to $23.6 million for Montoya Funds for 2018-2019, which is $5.8

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[3] Montoya Funds is the common term for Related and Supplemental Instruction Funds. For more information, go to https://www.dir.ca.gov/das/Funding_Source.htm.

[4] The trailer bill language is available at http://www.dof.ca.gov/budget/Trailer_Bill_Language/documents/ApprenticeshipPrograms-ClaimingFTES.pdf.

[5] The LAO 2018-2019 Budget Higher Education Analysis is available at http://www.lao.ca.gov/Publications/Report/3748#California_Community_Colleges_1

million more than proposed in the Governor's budget, so that all projected related and supplemental instruction hours for 2018-2019 are funded;

Resolved, That the Academic Senate for California Community Colleges oppose the 2018 Education Budget Trailer Bill language that amends Education Code §§76350 and 79149.1 to permit the claiming of apportionment for apprenticeship courses offered at community colleges at the credit full-time equivalent student (FTES) rate;

Resolved, That the Academic Senate for California Community Colleges support the Legislative Analyst's Office recommendation to augment Montoya Funds in order to ensure funding for all projected related and supplemental instruction hours for 2018-2019; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to work with representatives of the ASCCC, Department of Industrial Relations, California Apprenticeship Council, and other interested parties to address stakeholders' concerns before proposing any legislative revisions to the apprenticeship instruction funding formula.

Contact: John Freitas, Los Angeles City College

MSC

6.0 STATE AND LEGISLATIVE ISSUES
6.01 S18 Oppose Proposed Consolidation of Categorical Program Funding
Whereas, The California Community Colleges Chancellor's Office recently distributed a survey[6] to the system about the consolidation of categorical programs to prepare a proposal for the May revision to the Governor's 2018-19 budget proposal;

Whereas, Categorical programs were established to guarantee support services and open access to students with disabilities and students who are educationally and financially disadvantaged;

Whereas, Consolidation of categorical program funding could easily result in a reduction of services for the colleges' most marginalized and disproportionately impacted students; and

Whereas, Each categorical program requires continued funding so that colleges comply with state and federal directives;

Resolved, That the Academic Senate for California Community Colleges oppose any consolidation of categorical programs' funds because it diminishes the colleges' ability to meet their commitment to student success; and

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[6] https://asccc.org/sites/default/files/February%2028%202018%20Memo%20.pdf

Resolved, That the Academic Senate for California Community Colleges continue to advocate for the protection of marginalized groups.

Contact: Josh Ashenmiller, Fullerton College, Area D

MSC

6.02   S18   Opposition to the Proposed California Online Community College District

Whereas, The proposed California Online Community College District represents an investment in a new enterprise that expands the scope of the work of the California Community College Chancellor's Office (CCCCO) such that a regulatory agency tasked with ensuring the compliance of the colleges with regulation and law would be in competition with the colleges by potentially drawing students away from existing California community college districts and puts limited state educational resources into duplicating efforts already underway;

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development, and the trailer bill language for the California Online Community College District offers no assurance that curriculum and programs will be developed by the faculty experts;[7]

Whereas, Title 5 §53203 requires "the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters," and the proposed governance structure for California Online Community College District offers no assurance of an effective academic senate; and

Whereas, The California Online Community College District "shall seek accreditation and meet requirements for students to become eligible for federal and state financial aid,"[8] yet students of the new California Online Community College District will be ineligible for many years before the California Online Community College District is accredited;

Resolved, That the Academic Senate for California Community Colleges oppose the creation of the California Online Community College District and communicate that opposition to the legislature and other constituents as appropriate; and

Resolved, That the Academic Senate for the California Community Colleges strongly urge the California Community College Chancellor's Office and legislature to make more efficient use of state educational resources by utilizing the existing community college districts and expertise as opposed to creating the new California Online Community College District.

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[7] http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CCC-CaliforniaOnlineCommunityCollege.pdf
[8] §75007 (b): http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CCC-CaliforniaOnlineCommunityCollege.pdf

Contact: Wendy Brill-Wynkoop, College of the Canyons, Area C

Acclamation

6.03   S18   Support AB 2767 (Medina, as amended April 4, 2018) California Community Colleges Funding Formula Study

Whereas, The 2018-19 Governor's Budget for the California Community Colleges (CCC) proposes a radical change to the system's funding formula that would limit apportionment based on enrollment, provide funding in support for low-income students, and implement performance-based funding to incentivize increasing the number of certificates and degrees awarded[9];

Whereas, The Advisory Workgroup on Fiscal Affairs that advised the California Community College Chancellor's Office on development of the new funding formula consisted of college chief business officials and did not include faculty, yet Title 5 §53200 states "standards or policies regarding student preparation and success" and "processes for institutional planning and budget development" are "academic and professional matters," and Title 5 §53206 establishes the Academic Senate for California Community Colleges "so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters" and "The Board of Governors recognizes the Academic Senate for California Community Colleges as the representative…before the Board of Governors and Chancellor's Office"[10];

Whereas, The Academic Senate for California Community Colleges opposes incentivized funding as there is little to no scholarly research that indicates performance-based funding increases student success over time, and moreover there is strong evidence that performance-based funding reduces access and opportunity for many students creating greater inequity[11]; and

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[9] California Governor's 2018-19 Budget Proposal
http://www.ebudget.ca.gov/2018-19/pdf/BudgetSummary/HigherEducation.pdf
[10] California Code of Regulations, Title 5 §53200
http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/97-20.pdf;
California Code of Regulations Title 5 §53206 – Academic Senate for California Community Colleges
https://govt.westlaw.com/calregs/Document/I751B6470B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[11] ASCCC Community College Budget Proposal, February 2018
https://www.asccc.org/sites/default/files/Budgetf_02012018_Sen.pdf;
Why Performance-Based College Funding Doesn't Work, May, 2016
https://s3-us-west-2.amazonaws.com/production.tcf.org/app/uploads/2016/05/24182205/Why-Performance-Based-Funding-Doesnt-Work.pdf;
Resolution 06.05 F 2010 Accountability Measures of Student Success
https://www.asccc.org/resolutions/accountability-measures-student-success

Whereas, AB 2767 (Medina, as amended April 4, 2018)[12] calls for the Legislative Analyst's Office to conduct a study of the funding formula used by the California Community Colleges for the 2017–18 fiscal year, submit a report to the Legislature containing its findings from the study, and provide recommendations as to various funding formula models the Legislature may wish to adopt for use by the California Community Colleges;

Resolved, That the Academic Senate for the California Community Colleges support AB 2767 (Medina, as amended April 4, 2018) and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, College of the Canyons

MSU

6.04   S18   Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring

Whereas, Numerous studies have demonstrated the positive effects of expanded tutoring on student success[13] and, "the value of learning support and tutoring services to student success cannot be overestimated given the various levels of preparation our students bring to the classroom."[14];

Whereas, The California Community College Chancellor's Office in the *Vision for Success* has tasked the California Community College system with aspirational goals of increased student success and completion[15];

Whereas, California Education Code §84757 limits the CCC districts to collect apportionment for tutoring in the subject of basic skills[16], and allowing districts to claim apportionment for tutoring in all subjects would expand tutoring services on campuses[17]; and

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[12] AB 2767 (Medina, as amended April 4, 2018) http://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201720180AB2767
[13] The Effects of Tutoring on Academic Performance https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/tutoring-performance-measures-final-revisions-review.pdf and The Learning Center (TLC) Retention and Success Analysis – Fall 2012 https://intranet.canyons.edu/offices/instdev/ResearchBriefs/TheLearningCenterRetentionAndSuccessAnalysisFall2012_64_02_14.pdf
[14] Senate Rostrum, April 2018, "Supplemental Instruction Revisited"
[15] The Vision for Success http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf
[16] California Education Code. EDC § 84757
[17] Resolution 18.01 F 2012, "Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment" https://www.asccc.org/resolutions/support-elimination-basic-skills-restriction-tutoring-apportionment

Whereas, Allowing students to self-refer for tutoring, in addition to teacher referral, would remove a barrier to obtaining access to tutoring[18];

Resolved, That the Academic Senate for California Community Colleges support SB 1009 (Wilk, amended as of April 3, 2018) which "would provide that supervised tutoring for courses and classes in all subject areas that are either basic skills, degree applicable, or transfer level, irrespective of whether a student being tutored has been referred to tutoring by a faculty member or has self-initiated the tutoring, is eligible for state apportionment funding" and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, College of the Canyons

MSU

6.05   S18   Oppose AB 2248 (McCarty, as of March 23, 2018)

Whereas, Current California law defines, for the purpose of Cal Grant eligibility, a full-time student enrolled in any segment of higher education in California as being enrolled in "12 or more semester units or the equivalent";

Whereas, AB 2248 (McCarty, as of March 23, 2018)[19] would define full-time commencing with the start of the 2019-2020 academic year to mean students must complete at least "thirty or more semester units or the equivalent, in an academic year" for students enrolled in any segment of higher education in California, with the exception of California community college students; and

Whereas, Although AB 2248 (McCarty, as of March 23, 2018) creates an exception for California community college students to complete thirty or more semester units or the equivalent, the provisions of this bill would restrict access to Cal Grant awards for all students enrolled in four-year institutions, including those who transfer from California community colleges;

Resolved, That the Academic Senate for California Community Colleges oppose AB 2248 (McCarty, as of March 23, 2018) and communicate that opposition to the legislature and other constituents as appropriate.

Contact: John Freitas, Los Angeles City College

MSC

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[18] Resolution 20.01 F 2016, "Supporting Student Self-Referral for Tutoring Services"
https://www.asccc.org/resolutions/supporting-student-self-referral-tutoring-services
[19] The text of the bill as amended 3/23/2018 is available at
http://leginfo.legislature.ca.gov/faces/billPdf.xhtml?bill_id=201720180AB2248&version=20170AB224898AMD.

6.06   S18   Oppose AB 1786 (Cervantes, as of April 10, 2018)

Whereas, AB 1786 (Cervantes, as of April 10, 2018)[20], would "require a statewide articulation officer at the Office of the Chancellor of the California Community Colleges, who would be designated by the chancellor under the bill's provisions by March 31, 2019, to, using common course descriptors and pertinent recommendations of the American Council on Education, determine, by July 1, 2019, for which courses credit should be awarded for prior military experience";

Whereas, Articulation officers are, at most colleges, faculty, and the bill as written fails to specify whether the proposed statewide articulation officer would be faculty or how this individual would be hired and evaluated;

Whereas, The creation of a statewide articulation officer who would be determining course credit would be in direct conflict with local academic senate purview over curriculum and could potentially jeopardize articulation agreements for the 2.1 million students currently enrolled in California community colleges; and

Whereas, The Academic Senate for California Community Colleges has previously expressed its support for credit for prior military service, including resolution 18.04 S11 and its involvement in the California Community Colleges Chancellor's Office Credit for Prior Learning Workgroup;

Resolved, That the Academic Senate for California Community Colleges oppose AB 1786 (Cervantes, as of April 10, 2018) and communicate that opposition to the legislature and other constituents as appropriate; and

Resolved, That the Academic Senate for California Community Colleges support the ongoing efforts of the California Community Colleges Chancellor's Office Credit for Prior Learning Workgroup to determine the most effective way to provide credit for prior military service.

Contact: Dolores Davison, Foothill College

MSU

6.07   S18   Support AB 2621 (Medina, as of April 10, 2018) Online California Community College

Whereas, AB 2621 (Medina, as of April 10, 2018)[21], would require the Legislative Analyst's Office (LAO) to conduct a study on the feasibility of creating an exclusively online California community college and report its findings to the Legislature on or before July, 1 2019; and

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[20] AB 1786 (Cervantes, as of April 10, 2018)
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1786

[21] AB 2621 (Medina, as of April 10, 2018)
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2621

Whereas, Statewide faculty groups, including the Academic Senate for California Community Colleges, the Faculty Association for California Community Colleges, and the bargaining units for the faculty of the California community colleges, have expressed concerns regarding the cost, accreditation in regard to student financial aid access, and feasibility of the creation of a fully online community college in California;

Resolved, That the Academic Senate for California Community Colleges support AB 2621 (Medina, as of April, 10 2018) and communicate that support to the legislature and other constituents as appropriate.

Contact: Dolores Davison, Foothill College

MSU

6.08   S18   Support for Changes to Title 5 §§ 55200-55210

Whereas, The Title 5 language around distance education classes has not been updated since 2008, and significant changes have occurred during that time that warrant a reexamination and updating of the language;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has proposed changes to Title 5 §§55200-55210[22] regarding requirements for distance education classes, and those changes were sent to the field for comment; and

Whereas, The new Title 5 language around regular and substantive interaction and the definition of distance education complies with both the federal and the Accrediting Commission of Colleges and Junior Colleges (ACCJC) language about distance education courses;

Resolved, That the Academic Senate for California Community Colleges endorse the changes to Title 5 §§55200-55210 regarding distance education classes.

Contact: Kathy O'Connor, Santa Barbara City College

MSC

7.0   CONSULTATION WITH THE CHANCELLOR'S OFFICE
7.01   S18   Support Equity-Minded Funding That Relies on Locally Identified Goals

Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) proposes a new "student centered" college funding formula with metrics[23] including the number of disadvantaged students and number of completions that may result in competition among the 114 California community colleges for funds;

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[22] Proposed Title 5 §§55200-55210: https://asccc.org/file/proposed-changes-title-5docx
[23] pp 2-5: http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CCC-CommunityCollegeStudent-FocusedApportionmentsFormula.pdf

Whereas, The proposed performance-based model funding is in disagreement with Academic Senate for California Community Colleges positions opposing performance-based funding models, including Resolution 5.01 S11 on success-based metrics that asserts "that any such proposed funding modifications should be additive and above base funding"; and

Whereas, The proposed funding formula in the 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) calls for system-wide consultation in developing criteria and standards for making the annual budget requests;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to establish equity-minded funding approaches that rely primarily on progress toward locally identified goals while ensuring access for all students and maintaining instructional quality and rigor.

Contact: Executive Committee

MSU

7.02   S18   Wrap-Around Services and Online Student Success
Whereas, The Accrediting Commission for Community and Junior Colleges requires that student support services comparable to those for face-to-face students exist for students taking courses online;

Whereas, Numerous studies have demonstrated that students taking online courses require significant support services, to the point that the Online Education Initiative (OEI) states on its "Student Success" homepage[24] that "increasing student success involves many aspects of student support beyond that provided by the classroom instructor"; and

Whereas, The California Community Colleges Chancellor's Office, in its most recent online education report[25] makes it clear that the growth of online courses and programs, "creates new challenges for colleges that must now provide student services and other support in a virtual world";

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to support wrap-around student services[26] as an essential component for the success of online students.

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[24] http://ccconlineed.org/student-success-resources/
[25] Page 16:
http://californiacommunitycolleges.cccco.edu/portals/0/reportstb/report_distanceeducation2013_090313.pdf
[26] https://www.nea.org/assets/docs/Wraparound-Services-05142013.pdf

Contact: Executive Committee

MSC

7.03   S18   Including Noncredit in All Student Success Statewide Initiatives
Whereas, Career Development and College Preparation noncredit instruction serves as an integral part of current and future student success efforts by providing pathways to college credit programs that lead to completion of degree and certificate programs in transfer and Career and Technical Education programs for students who are unprepared or underprepared for college; and

Whereas, Student success initiatives such as the Guided Pathways Award Program and Student Equity do not explicitly identify noncredit programs as integral components of such student success efforts;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to explicitly identify noncredit programs as integral components of all current and future student success efforts, including the guided pathways frameworks colleges are working to develop and implement; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure the inclusion of noncredit allocation in the initial release of statewide initiatives and to ensure the inclusion of provisions allowing colleges and districts to include noncredit programs in their planning and implementation efforts.

Contact: Curtis Martin, Noncredit Committee, Modesto Junior College

Acclamation

7.04   S18   Identifying Appropriate Assessment Measures
Whereas, California Education Code §66010.4 (a)(2)(A) stipulates that community colleges shall offer "remedial instruction for those in need of it";

Whereas, Curriculum, including establishing prerequisites and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters per Title 5 §53200, and as such administrators should defer to the expertise of discipline faculty and the academic senate to develop placement models that comply with all legal requirements, and that may include some courses in remediation for students who need it;

Whereas, AB 705 (Irwin, 2017) states that "'assessment' means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations,

academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance," thus an assessment instrument used along with other measures for assisting students will help students make informed decisions regarding how to begin and successfully complete their mathematics, reading, writing, and/or English as a Second Language (ESL) sequences; and

Whereas, California Education Code §78213 2(c) stipulates that "The Board of Governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges" as one component of a multiple measures placement model;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to ensure the right and responsibility of local academic senates to work with discipline faculty to use appropriate assessment instruments, as part of a multiple measures placement process, to help students make informed decisions as to how to begin and complete their mathematics, reading, writing, and/or English as a Second Language (ESL) sequences;

Resolved, That the Academic Senate for California Community Colleges assert the right and responsibility of individual California community colleges to make the local decisions to continue to offer appropriate classes below transfer level in mathematics, reading, writing, and ESL for those students who prefer to take a more measured approach to their education or need some remediation to ensure success at the transfer level; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office convene the Chancellor's Office Assessment Workgroup required by Title 5 §78213 2(c) and rely primarily upon recommendations of the Academic Senate for California Community Colleges.

Contact: Gayle Pitman, Sacramento City College, Area A

Acclamation

7.05   S18   Legal Interpretation of AB 705 (Irwin, 2017)

Whereas, The changes to California Education Code Section §78213(d)(1)(E) resulting from the passage of AB 705 (Irwin, 2017) stipulate regarding multiple measures that "The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit English as a Second Language

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(ESL) students will complete transfer-level coursework in English within a timeframe of three years"; and

Whereas, The California Community Colleges Chancellor's Office has released AB 705 guidelines for English placement[27] and will soon be releasing guidelines for mathematics placement, although no regulations have been established, and genuine and meaningful collegial consultation with the Academic Senate for California Community Colleges as the legally recognized voice of faculty in academic and professional matters has not occurred;

Resolved, That the Academic Senate for California Community Colleges work with system partners, and legislative entities as appropriate, to obtain a legal opinion to determine whether or not AB 705 (Irwin, 2017) allows students to be placed into courses below transfer-level if local faculty determine, based on local research, that these students would be best served by such placement;

Resolved, That the Academic Senate for California Community Colleges work with system partners and legislative entities to obtain a legal opinion to determine whether the California Community Colleges Chancellor's Office AB 705 Guidelines are consistent with existing law; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to delay implementation of the AB 705 Guidelines until a legal opinion has been received and additional consultation with the ASCCC has occurred.

Contact: Troy Myers, Sacramento City College, Area A

MSU

7.06   S18   Support Students' Rights to Enroll in English as a Second Language (ESL) Coursework

Whereas, AB 705 (Irwin, 2017) rightfully distinguishes English as a Second Language (ESL) students as "foreign language learners who require additional language training in English" with needs separate from those of native English speakers in California Community College English pathways, and therefore intentionally provides English language learners (ELLs) in credit ESL with up to three years to achieve language proficiency before and being mainstreamed into native-speaker transfer-level English;

Whereas, The pathway to academic proficiency in English is not identical for every student and is dependent upon length of time and quality instruction at an appropriate level as well as additional factors far beyond the control of the classroom;

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[27] https://asccc.org/sites/default/files/English705Guidance_CCCCO_03_22_18.pdf

Whereas, The multiple measures using high school transcript information, including grade point average (GPA), have the potential to be applied in such a manner as to sweep high school ELLs into transfer-level English despite not having spent sufficient time in English language learning and despite the fact that GPAs of ELLs from the varied and inconsistent ESL models across California high schools (which include sheltered, pull-out, inclusion, transitional bilingual, structured immersion, and others) may not accurately predict success in the same way as with their native-speaking cohorts; and

Whereas, While some high school senior ELLs may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English in the United States but whose language proficiency may still require attention to specific needs that are not met in transfer-level English, even with co-requisite or other support;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the AB 705 Implementation Committee and Work Groups to ensure that students who will be best served by credit academic ESL courses be distinguished in the implementation of AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and ESL professionals to ensure that placement processes using multiple measures provide ample opportunity for ELLs to know their rights to enroll in credit academic ESL coursework that may better ensure their success in pursuing their transfer and career goals.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSU

7.07   S18   Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL)

Whereas, AB 705 (Irwin, 2017) stipulates that "Colleges shall use evidence-based multiple measures for placing students into English as a Second Language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years";

Whereas, AB 705 (Irwin, 2017) also states that "Instruction in English as a Second Language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English [and] require support to successfully complete degree and transfer requirements in English";

Whereas, The purpose of language placement assessments for ESL, as with all foreign languages, is to align a language-learning curriculum with the needs of a language learner in order to maximize success in achieving language proficiency;

Whereas, AB 705 (Irwin, 2017) states that "'assessment' means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Board of Governors as the approving body of all placement instruments to refrain from disallowing all placement instruments as a multiple measure; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Board of Governors to ensure that credit ESL departments are afforded the opportunity to provide language proficiency assessment via multiple measures that may include quality standardized assessment tests for the purpose of aligning college language-learning curriculum with the needs of the English language learners who seek English proficiency at the advanced post-secondary level.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSU

7.08   S18   Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General
Whereas, The Social Justice Studies "Area of Emphasis" (AOE) Transfer Model Curriculum (TMC) was developed by an intersegmental Faculty Discipline Review Group, vetted by California State University (CSU) and California Community College (CCC) faculty and other interested parties, approved, and posted as final to the C-ID website on September 28, 2015;

Whereas, The Social Justice Studies TMC includes the following stipulation: "*Local associate degrees for transfer (ADTs) based on this AOE TMC may have more specific titles that reflect the orientation of the local ADT or ADTs. A given CCC can offer, for example, "'Social Justice Studies: Africana Studies'" and/or "'Social Justice Studies: LGBT Studies'"*;

Whereas, Per the California Community Colleges Chancellor's Office's memo entitled "Associate Degree for Transfer Advisory" dated March 26, 2018[28], the California Community Colleges Chancellor's Office has responded to the field's advocacy and established a Taxonomy of Programs (TOP) code for locally developed "general" Social Justice Studies ADTs—and clarified that colleges are allowed to submit more than one degree in this category—along with discrete TOP codes for Social Justice Studies ADTs with concentrations in Ethnic Studies, Gender Studies, Chicano Studies, LGBTQ Studies, African American Studies, Asian American Studies, and Native American Studies; and

Whereas, The established TOP codes and corresponding titles still do not reflect the full range of Social Justice Studies concentrations that the California community colleges are prepared to offer, and the designation "General" is an inadequate descriptor of the orientation of these degrees;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to permit California community colleges to develop and offer, under the general Social Justice Studies TOP Code, multiple Social Justice Studies degrees with specific emphases and appropriate titles as determined by local colleges.

Contact: Mandy Liang, City College of San Francisco

MSU

7.09   S18   Small and Rural College Participation in Online Education Initiative Course Exchange

Whereas, Online Education Initiative (OEI) Pilot courses that have been reviewed and meet the OEI Course Design Rubric have an average success rate 4.9% above the statewide success rate for online courses,[29] correlating with the high quality of materials required to meet the OEI rubric and the resources (or online ecosystem) available to colleges in the OEI Consortium;

Whereas, The OEI announced expansion of its Consortium in late 2017, with a final application deadline of Friday March 9, 2018, and at least 29 colleges applied to join the Consortium, but the California Community Colleges Chancellor's Office (CCCCO) released a Request For Applications (RFA) to manage the California Virtual Campus/Online Education Initiative (CVC-OEI) on March 8, 2018 including the language that an objective of the grant is to expand the Course Exchange by making "20 seats available to participating students from other colleges by Fall term 2018" in "each course offered through the CVC-OEI,"[30] despite the fact that existing colleges in the OEI Consortium have only been required to make five seats available in Course Exchange courses for students from other colleges throughout the application period to join the OEI Consortium, and the Online Education Initiative Advisory Committee (OEIAC) including

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[28] https://asccc.org/sites/default/files/AA18-10_ADT_Advisory.pdf
[29] http://ccconlineed.org/about-the-oei/governance/consortium-expansion/
[30] http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Telecom.aspx

Academic Senate for California Community Colleges (ASCCC) representatives is tasked in its charter to "Provide recommendations to the OEI project staff and CCCCO on policies for the Exchange"[31] but has made no recommendations regarding the 20 seats indicated in the RFA to manage the CVC-OEI, despite the requirement's relationship to processes for institutional planning and budget development and processes for predictive scheduling in order for students to achieve their educational goals expeditiously;

Whereas, The OEI website throughout the application period for joining the consortium stated "When a college becomes a member of the OEI consortium, the college and its faculty have the opportunity to participate in the course exchange,"[32] but the CCCCO RFA to manage the CVC-OEI extends eligibility to all 114 California community colleges to become home colleges, thereby increasing the number of students who can potentially enroll in the teaching college's courses; and

Whereas, The new 20-seat requirement may preclude students at teaching colleges, especially those that are small and rural colleges, as well as colleges with small class sizes and limited course offerings, who are at or above cap but whose students might otherwise benefit from the OEI online ecosystem, from enrolling in required coursework which may not be available elsewhere in the Course Exchange, potentially placing students at teaching colleges in competition with students from all California community colleges for seats in Course Exchange courses at their own colleges;

Resolved, That the Academic Senate for California Community Colleges recommend to the California Community Colleges Chancellor's Office that appropriate mechanisms be identified and implemented by the Online Education Initiative Advisory Committee to ensure that participation as teaching colleges in the Course Exchange does not impede degree and certificate completion for students at small and rural colleges; and

Resolved, That the Academic Senate for California Community Colleges recommend to the California Community Colleges Chancellor's Office and the Online Education Initiative Advisory Committee that, in light of varying class sizes and limited numbers of sections of courses available at small and rural colleges, the requirement of 20 seats for students from other California community colleges in Course Exchange courses be replaced with an appropriate percentage of seats per course.

Contact: Geoffrey Dyer, Taft College

MSU

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[31] http://ccconlineed.org/about-the-oei/governance/steering-committee/
[32] http://ccconlineed.org/oei-course-exchange/

9.0 CURRICULUM

9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development*

Whereas, Resolution 9.02 S16 directed the Academic Senate for California Community Colleges to "develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Educational Program Development*[33] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Randy Beach, Educational Policies Committee

MSU

9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning

Whereas, The California State University (CSU), through CSU Executive Order 1100, no longer requires that a course included in CSU General Education Breadth Area B4, Quantitative Reasoning, have an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that "a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in… mathematics within a one-year timeframe" and "for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in…mathematics within a one-year timeframe" and mathematics is a required component of all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters as per the "10+1" in Title 5 §53200, and, as such, administrators should defer to the expertise of the academic senate to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

Whereas, In fall 2017, the Academic Senate for California Community Colleges, the California Mathematics Council of Community Colleges, and the California Mathematics Council of Community Colleges-South joined together and formed a task force to address math and quantitative reasoning education in California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task

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[33] https://asccc.org/sites/default/files/Effective%20Practices%20Paper%203.12.18.pdf

Force Recommendations – Part I[34] as options for colleges to consider in moving toward compliance with AB 705 (Irwin, 2017);

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in mathematics and quantitative reasoning;

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges recommend that the Math and Quantitative Reasoning Task Force create an additional C-ID descriptor for a pre-statistics course that focuses on mathematical topics relevant for statistics, including algebra.

Contact: Executive Committee

MSC

9.03   S18   Effective Practices in Online Communication Courses

Whereas, California Code of Regulations Title 5 **§**55202 states that distance education courses must adhere to the "same standards of course quality" as traditional classroom courses and that determinations of course standards and quality must be made "with the full involvement of faculty," and given that the separate course review and approval of distance education courses required by Title 5 §55206 maintains districts' local authority to determine if courses will "be provided through distance education"**;**

Whereas, California State University (CSU) Executive Order 1100, section 3.2 states "GE requirements may be satisfied through courses taught in all modalities" including "completely online,"[35] and many speech and oral communication classes offered by California community colleges satisfy the A1 Oral Communication requirement of the CSU-Breadth Pattern for General Education;

Whereas, For-profit colleges, CSU campuses, and some California community colleges currently offer communication courses, including public speaking, online; and

Whereas, Many students endeavor to achieve their degrees, including Associate Degrees for Transfer to CSU, completely online, and restricting online course offerings for general education requirements creates a barrier to these students' success and transfer guarantees;

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[34] https://asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0 (click on Resolutions) or https://asccc.org/directory/math-and-quantitative-reasoning-task-force.
[35] https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html

Resolved, That the Academic Senate for California Community Colleges through its discipline expert lists and discipline-specific state associations identify and disseminate effective and promising practices for teaching oral communication courses online.

Contact: Geoffrey Dyer, Taft College, Area A

MSC

9.04   S18   Effective Practices in Online Lab Science Courses
Whereas, California Code of Regulations Title 5 **§**55202 states that distance education courses must adhere to the "same standards of course quality" as traditional classroom courses and that determinations of course standards and quality must be made "with the full involvement of faculty," and given that the separate course review and approval of distance education courses required by Title 5 §55206 maintains districts' local authority to determine if courses will "be provided through distance education";

Whereas, California State University (CSU) Executive Order 1100, section 3.2 states "GE requirements may be satisfied through courses taught in all modalities" including "completely online,"[36] and most lab science classes offered by California community colleges satisfy the B3 Laboratory Activity requirement of the CSU-Breadth Pattern for General Education, with the 1 unit laboratory activity requirement often embedded into a course meeting the requirements for B1 Physical Science or B2 Life Science;

Whereas, For-profit colleges, CSU campuses, and some California community colleges currently offer science courses, including lab sciences, online, and proposed Education Trailer Bill language (February 13, 2018, Department of Finance) includes a proposal to establish the California Educational Learning Laboratory with the purpose of increasing outcomes and closing achievement gaps "using learning science and adaptive learning technologies in online and hybrid college-level lower division courses in science, technology, engineering, and mathematics (STEM)"[37]; and

Whereas, Many students endeavor to achieve their degrees, including Associate Degrees for Transfer to CSU, completely online, and restricting online course offerings for general education requirements creates a barrier to these students' success and transfer guarantees;

Resolved, That the Academic Senate for California Community Colleges engage science faculty, through its discipline expert lists and discipline-specific state associations, to make recommendations regarding lab science courses most adaptable to online instruction without compromising student outcomes related to laboratory practices necessary for upper division study or employment and disseminate its findings; and

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[36] https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html
[37]
http://www.dof.ca.gov/Budget/Trailer_Bill_Language/documents/CaliforniaEducationLearningLab_001.pdf

Resolved, That the Academic Senate for California Community Colleges through its discipline expert lists and discipline-specific state associations identify and disseminate effective and promising practices for teaching appropriate laboratory courses online.

Contact: Cheryl Aschenbach, Lassen College, Area A

MSC

10.0 DISCIPLINES LIST

10.01 S18 Revise the Disciplines List Revision Process

Whereas, The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication;

Whereas, Multiple issues with the clarity of the minimum qualifications for disciplines have arisen over time, including changes to the names of degrees, the order of degree names, punctuation issues, and the lack of consistent clarity provided for the appropriate application of the disciplines not requiring a master's degree; and

Whereas, The process to revise the Disciplines List occurs annually, but requires proposals to revise existing disciplines and add new disciplines to originate from the field through local senates or discipline organizations, which may result in the lack of a consistent and thorough review of the discipline minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Revision process in order that the Disciplines List is updated to ensure that the minimum qualifications for all disciplines are current and provide clarity to the field; and

Resolved, That the Academic Senate for California Community Colleges convene a task force to initiate a complete and thorough review of the Disciplines List for the purpose of engaging discipline faculty to update and clarify all faculty minimum qualifications.

Contact: John Freitas, Standards and Practices Committee, Executive Committee

MSC

10.02 S18 Endorse Proposed Revisions to Apprenticeship Minimum Qualifications

Whereas, The delegates at the Fall 2017 Plenary Session approved Resolution 10.01 F17 which calls for the Academic Senate for California Community Colleges to "continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges";

Whereas, Representatives of the Academic Senate for California Community Colleges and representatives of the California Apprenticeship Council engaged in sustained and respectful dialog and reached agreement on the following revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413:

(a) The minimum qualifications for service as a~~n community college faculty member~~ apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be satisfied by meeting one of the following two requirements:
(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of ~~degree applicable~~ apprenticeship or college level course work~~, in addition to apprenticeship credits~~.
(A) This last requirement may be satisfied concurrently during the first two (2) years of employment as an apprenticeship instructor.
(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for an apprenticeship program approved by the California Department of Industrial Relations, Division of Apprenticeship Standards for a minimum of ten years;
(4) The Board of Trustees of a community college district in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach credit apprenticeship courses in an urgency condition.
(A) "Urgency condition" is defined as: A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.
(B) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years provided that the instructor possesses:
1. Six (6) years of occupational experience in the subject matter to be taught, and a journeyman's certificate in the subject matter area to be taught; or
2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.
(C) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary instructor.

(b) The minimum qualifications for service as a~~n community college faculty member~~ apprenticeship instructor teaching Community College noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor; and

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges voted at its February 2-3, 2018 meeting to support the proposed revisions to the credit apprenticeship minimum qualifications prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate for California Community Colleges and urge approval of the revisions by the Board of Governors.

Contact: Executive Committee

MSU

11.0   TECHNOLOGY
11.01   S18   Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*

Whereas, Resolution 11.01 S16 directed the Academic Senate for California Community Colleges to "in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Online Education Programs: A Faculty Perspective*[38] and disseminate to local senates and curriculum committees upon its adoption.

Contact: Conan McKay, Online Education Committee

MSC

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[38] https://asccc.org/sites/default/files/OE%20Paper%20Final%203.12.18.pdf

13.0   GENERAL CONCERNS

13.01   S18   Expanding Competency-Based Instruction through an Online Consortium

Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 20, 2018) calls for creation of a new California Online Community College District for "working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations";

Whereas, The faculty in the California Community College system (CCC) recognize the urgent need for expansion of career and technical curriculum offering nontraditional programs focusing on competency-based education that lead to industry recognized credentials, and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor's Office;

Whereas, The student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality[39] and therefore would benefit from access to local on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students would benefit from local access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges create a task force that includes participation from system partners to explore the design and implementation of online, competency-based instruction by leveraging local resources and utilizing existing talent through a consortium-based approach; and

Resolved, That the Academic Senate for California Community Colleges engage with system partners to explore the feasibility of leveraging local resources and talent at colleges accessible to online consortium students to provide on-campus student support services and physical laboratory space regardless of the location of the teaching college.

Contact: Executive Committee

MSC

13.02   S18   Guided Pathways Handbook

Whereas, Guided pathways represents an opportunity for the 114 colleges to examine student success, identify invisible barriers accumulated in our institutions and in California's higher education system, and create clear messaging for our students to successfully complete their own educational goals;

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[39] Jaggers (2011). Online Learning: Does It Help Low-Income and Underprepared Students? Community College Research Center Working Paper No. 26. https://files.eric.ed.gov/fulltext/ED515135.pdf

Whereas, Faculty participation is essential to a process that builds on and rigorously examines our ability to deliver services and enable students to complete programs of study; and

Whereas, Participatory governance is the vehicle to transform institutions in a sustainable and scalable manner;

Resolved, That the Academic Senate for California Community Colleges create a handbook of actions local academic senates can use as examples to promote inquiry at their colleges and modify existing practices through participatory governance; and

Resolved, That the Academic Senate for California Community Colleges distribute these materials in a variety of appropriate venues.

Contact: Janet Fulks, ASCCC Guided Pathways Task Force, Area A

MSU

13.03   S18   Research on Guided Pathways Outcomes in California
Whereas, Guided pathways represents an opportunity for California community colleges to carefully examine and transform institutional practices;

Whereas, Recent legislative mandates and external pressures may create an environment of rapid change[40]; and

Whereas, Faculty are responsible to maintain rigor and quality of curriculum, programs and student success;

Resolved, That the Academic Senate for California Community Colleges work with guided pathways liaisons, local academic senates, and system partners to immediately examine needs for change, areas where change has been implemented, and data associated with shifts in practice and report the findings to the field by December 2018.

Contact: Janet Fulks, ASCCC Guided Pathways Task Force, Area A

MSU

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[40] Examples:
(705 creates pressure to act quick . . .)
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705
(The vision)
http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf
(CA GP itself)
http://cccgp.cccco.edu/
(Info on proposed budget model)
http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Fiscal%20Affairs/CommunityCollegesFundingModelRecommendationwithdisclaimer.pdf

13.04 S18   Providing Educational Access and Adequate Support for California Community College Students with Disabilities

Whereas, Federal and state nondiscrimination laws stipulate that students with disabilities must have access to general college services and instructional programs;[41]

Whereas, The Board of Governors of the California Community Colleges implemented revisions to Title 5 regulations[42] on July 1, 2016 to address "academic adjustments, auxiliary aids, services and/or instruction through Disabled Students Programs and Services (DSPS), on and/or off campus, to students with disabilities";[43]

Whereas, Implementation of AB 705 (Irwin, 2017) may have a significant impact on the ability of California community college students with disabilities to complete transfer-level English, mathematics, and other coursework; and

Whereas, Faculty and colleges may find it challenging to provide adequate access, sufficient support, and reasonable accommodations while maintaining academic standards on and/or off campus to a diverse and growing student population with a wide range of disabilities;

Resolved, That the Academic Senate for California Community Colleges work with appropriate stakeholders to provide the needed resources to serve students with disabilities and by Fall 2019 Plenary Session develop a paper that reviews how effectively California community colleges are serving their students with disabilities, shares best practices, and provides guidance on how to ensure access to educational programs and adequate support for students with disabilities, on and/or off campus; and

Resolved, That the Academic Senate for California Community Colleges recommend that the AB 705 Implementation Task Force take into account and address the unique needs of students with disabilities when developing their implementation guidelines.

Contact: Angela C. Echeverri, Los Angeles Mission College

MSC

13.05 S18   Develop a Paper on Career and Technical Education, Cooperative Work Experience, Internship, and Apprenticeship Programs

Whereas, apprenticeship programs are regulated by federal labor laws and are primarily funded by labor unions and/or industry;

Whereas, Career and Technical Education (CTE), Cooperative Work Experience (CWE), and internship programs are regulated by California Education Code and primarily funded by public funds; and

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[41] Section 504, the Americans with Disabilities Act, and California Government Code section 1135 et. seq.
[42] California Title 5 Code of Regulations, §§56000-56076
[43] California Education Code, §§67310-13 and 84850

Whereas, CTE, CWE, internship programs, and apprenticeship programs are often conflated, and no current clear guidelines exist for the use of best practices for setting up these various programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.

Contact: Michael Berke, San Jose City College

MSU

13.06 S18   Using Data to Assess the Impact of AB 705 (Irwin, 2017)
Whereas, It is critical to assess the impact of AB 705 (Irwin, 2017);

Whereas, AB 705 (Irwin, 2017) is mandated to be implemented within the entire California Community College system; and

Whereas, The implementation of AB 705 (Irwin, 2017) is an academic and professional matter impacting curriculum, prerequisites, and educational planning under the purview of the Academic Senate for California Community Colleges;

Resolved, That when AB 705 (Irwin, 2017) is implemented, the Academic Senate for California Community Colleges give guidance to the local colleges on the types of data to collect to assess the impact of AB 705 (Irwin, 2017), particularly regarding equity; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to work with the ASCCC to revise the implementation guidelines for AB 705 (Irwin, 2017) in response to collected local data.

Contact: Mandy Liang, City College of San Francisco

MSU

15.0   INTERSEGMENTAL ISSUES
15.01 S18   California State University Systemwide Credit Policy
Whereas, Both the California State University (CSU) and the University of California (UC) have had systemwide minimum semester credit policies on the granting of units for Advanced Placement (AP) credit for admission purposes, which facilitates transfer by providing consistency for students on how to use external exam credit towards admission criteria;

Whereas, the UC continues to have a systemwide policy for the granting of units for AP credit for admission purposes;

Whereas, The CSU Coded Memorandum ASA-2018-06 Systemwide Credit for External Examination[44] dated April 11, 2018 has removed CSU's system-wide policies on the granting of units for AP credit for admission purposes; and

Whereas, Without a CSU systemwide minimum semester credit policy for AP credit for admissions purpose, students who apply to multiple CSU campuses with AP credit may meet the 60 units required for admission at some CSUs but not at others;

Resolved, That Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Academic Senate of the California State University, and the California State University Office of the Chancellor, as appropriate, to reinstate the systemwide policies on the granting of units for AP credit for admissions purposes.

Contact: David DeGroot, Allan Hancock College

MSU

17.0   LOCAL SENATES
17.01   S18   Noncredit Instruction in Guided Pathways Efforts
Whereas, Career Development and College Preparation noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation noncredit courses provide valuable opportunities that prepare students who are unprepared or underprepared for college-level coursework for entry into the workforce, and provide onramps into credit certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving unprepared and underprepared students as part of college guided pathways efforts; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates on the effective use of Career Development and College Preparation noncredit instruction in guided pathways planning and implementation efforts.

Contact: Donna Necke, Noncredit Committee, Mt. San Antonio College

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[44] ASA-2018-06: http://www.calstate.edu/acadaff/codedmemos/ASA-2018-06.pdf

MSU

17.02   S18   Increase Participatory Governance on Colleges' Satellite Campuses
Whereas, "Effective participation" means that all stakeholders must be afforded an opportunity to review and comment upon recommendations, proposals, and other matters and to participate effectively in discussions of academic and professional matters delineated in Title 5;

Whereas, Many California community colleges and districts have satellite campuses but hold governance meetings, trainings, and activities primarily or entirely on their "main" campuses; and

Whereas, The significance of location is an issue of equity for faculty, staff, student, and administrative participation in local senates' governance;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to rotate their senate meetings to include satellite or alternative campuses for their college;

Resolved, That the Academic Senate for California Community Colleges encourage the use of technological applications to extend governance access and participation across college campuses when feasible; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) add emphasis on significance of location as an issue of equity in shared governance to the appropriate ASCCC documents, including the *Local Senates Handbook*.

Contact: Fenyx, American River College

MSC

17.03   S18   Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives
Whereas, The AB 705 (Irwin, 2017) requirement that community colleges maximize the probability that students complete transfer-level English and math courses by the end of their first year has resulted in several reforms to address developmental education needs of many students who will be placed in these courses;

Whereas, Active learning practices for developmental education documented by the Research and Planning Group in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007)[45] anticipated greater one-on-one interaction between faculty and students within the classroom;

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[45] https://files.eric.ed.gov/fulltext/ED496117.pdf

Whereas, Publicly available data on college websites and other sites, such as collegetuitioncompare.com, collegesimply.com, and cappex.com, show that colleges with smaller class sizes tend to have better graduation, transfer, and retention rates; and

Whereas, The role of administrators outlined in the Academic Senate for California Community Colleges' paper *Setting Course Enrollment Maximums: Process, Roles, and Principles* (2012)[46] includes ensuring fiscal viability under enrollment-based funding but does not account for new state directives such as AB 705 (Irwin, 2017) and the *Vision for Success*;[47]

Resolved, That the Academic Senate for California Community Colleges encourage local senates, in collaboration with collective bargaining agents, to advocate for reducing course enrollment maximums for courses with enrollment maximums exceeding discipline faculty recommendations for what is needed to maximize the probability of satisfying new state directives, such as AB 705 (Irwin, 2017) and the *Vision for Success*.

Contact: Jeffrey Hernandez, East Los Angeles College

Acclamation

19.0   PROFESSIONAL STANDARDS
19.01   S18   Faculty Involvement in Responding to Litigation or Student Complaints
Whereas, Education Code §70902 (b)(7) ensures the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

Whereas, Title 5 §53200 includes grading policies and standards or policies regarding student preparation and success as areas in which a college district must rely primarily or reach mutual agreement with the local academic senate based on local policy;

Whereas, Changes in policy or procedures that are initiated in response to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor; and

Whereas, Faculty can respect the confidentiality and sensitive nature of litigation and student complaints while maintaining their purview in areas of academic standards;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to respect their collegial consultation process and involve the academic senate and discipline faculty in the development or revision of policies and procedures relevant to all areas of academic and professional matters when responding to legal action

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[46] https://www.asccc.org/sites/default/files/ClassCapsS12.pdf
[47] http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters that may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor.

Contact: Executive Committee

MSU

19.02   S18   Defining Collegiality in the Workplace

Whereas, Concern that lack of collegiality has negatively impacted the morale and health of faculty leading to collective bargaining agreement provisions allowing for investigation and mediation to resolve non-collegiality issues;

Whereas, Even though the Academic Senate for California Community Colleges' efforts have advanced the practice of collegial consultation, collective bargaining agreement provisions addressing a lack of workplace collegiality may remain underutilized in the absence of a clear definition of "collegiality" and a thorough description of practicable and observable ways to implement collegiality as a shared responsibility among colleagues toward a common purpose;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 06.02 (S92) on collegiality out of concern for whether "respect for faculty and collegiality in general" were advanced following the passage of AB 1725 (Vasconcellos, 1988), and, since that time, has provided guidance to local senates on advancing professional conduct, e.g., *Faculty as Professionals: Responsibilities, Standards and Ethics* (2002), and on improving collegial consultation, e.g., in collaboration with the Community College League of California, *Participating Effectively in District and College Governance* (1998); and

Whereas, Research has shown that the broader notion of collegiality in a professional workplace is a misunderstood ideal or "a complex and somewhat 'slippery' idea that features (sic) in academic leadership literature in a variety of, sometimes contradictory, ways";[48]

Resolved, That the Academic Senate for California Community Colleges develop a paper by the Fall 2019 Plenary Session that defines what collegiality in the workplace means for community college faculty, reviews the best practices in the promotion of a collegial workplace, and provides guidance to faculty on facilitating collegial relationships.

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[48] Giedre Kligyte & Simon Barrie (2014) Collegiality: leading us into fantasy – the paradoxical resilience of collegiality in academic leadership, Higher Education Research & Development, 33:1, 157-169, DOI: 10.1080/07294360.2013.864613 Link: https://www.tandfonline.com/doi/full/10.1080/07294360.2013.864613?scroll=top&needAccess=true See also Shin Freedman, "Collegiality Matters: How Do We Work With Others?" (2009). Proceedings of the Charleston Library Conference. http://dx.doi.org/10.5703/1288284314771

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

MSC

19.03 S18   Oppose Efforts to Permit Single-Course Equivalency
Whereas, Representatives of the California Community Colleges Chancellor's Office
have recently claimed publicly that Legal Opinion L 03-28[49], which deems single-course
equivalency illegal, could be reversed as a means to meet the Strong Workforce Program
goal to increase the numbers of industry experts serving as Career and Technical
Education (CTE) instructors, a reversal which is contrary to the established Academic
Senate for California Community Colleges position in opposition to single-course
equivalency as established by its adoption of Resolution 10.09 S02;

Whereas, Single-course equivalency or single-course qualification would result in
colleges hiring faculty who are not familiar with the full range of curriculum offered
within the discipline, and who would not be able to convey to their students the
connections between the single courses they are qualified to teach and the other courses
that are part of the broader program of study, which would undermine existing standards
for faculty minimum qualifications and the quality of instruction;

Whereas, To be a faculty member in the California Community Colleges is to be a
member of a profession that has professional standards, such as minimum qualifications
for academic and/or professional experience preparation, which deserve to be respected;
and

Whereas, The Academic Senate for California Community Colleges adopted Resolution
10.02 S16 which supports working with discipline faculty to identify more narrowly
defined disciplines within existing CTE disciplines while ensuring that existing standards
for faculty minimum qualifications remain high and the integrity and quality of
instruction is not undermined;

Resolved, That the Academic Senate for California Community Colleges strongly object
to efforts by representatives of the California Community Colleges Chancellor's Office to
permit single-course equivalency as established in California Community Colleges
Chancellor's Office Legal Opinion L 03-28; and

Resolved, That the Academic Senate for California Community Colleges strongly urge
the California Community Colleges Chancellor's Office to support Academic Senate for
California Community Colleges' efforts as the representative of all faculty on academic
and professional matters to work with CTE discipline faculty to develop solutions that
enable more industry experts to teach CTE courses without weakening faculty
professional standards and instructional quality.

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[49] Legal Opinion L 03-28: http://extranet.cccco.edu/Portals/1/Legal/Ops/OpsArchive/03-28.pdf

Contact: John Freitas, Los Angeles City College

MSC

FAILED RESOLUTIONS

6.08.01 S18 Amend Resolution 6.08 S18
Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the changes to Title 5 §§55200-55210 regarding distance education classes <u>and communicate that endorsement to the legislature and other constituents as appropriate</u>.

Contact: Matt Clark, Woodland Community College

MSF

7.05.02 S18 Amend Resolution 7.05 S18
Add a new first Resolved:

Resolved, that the Academic Senate for California Community Colleges urge both the California Community Colleges Chancellor's Office (CCCCO) and the Board of Governors to pursue a legal analysis of AB 705 (Irwin, 2017) and to use this analysis to help construct curriculum and placement guidelines and/or policies from the CCCCO for the colleges.

Contact: Toni Parsons, San Diego Mesa College

MSF

9.02.01 S18 Amend Resolution 9.02 S18
Add a third Resolved,

Resolved, That the Academic Senate for California Community Colleges recommend that the Math and Quantitative Reasoning Task Force create an additional C-ID descriptor for a pre-statistics course that is not algebra-based.

Contact: Gretchen Ehlers, West Valley College

MSF

17.01.01 S18 Amend Resolution 17.01 S18
Amend the second Whereas:
Whereas, Career Development and College Preparation noncredit courses provide

valuable opportunities that prepare ~~traditionally marginalized~~ students ~~who are in unprepared or underprepared~~ for college-level coursework, entry into the workforce, and provide onramps into credit certificate and degree programs;

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving ~~unprepared and underprepared~~ traditionally marginalized students as part of college guided pathways efforts; and

Contact: Leigh Anne Shaw, San Mateo County Community College District

MSF

DELEGATES

COLLEGE	NAME / SIGNATURE
Alameda, College of	Rochelle Olive
Allan Hancock College	Marla Allegre
American River College	Gary Aguilar
Antelope Valley College	Van Rider
Bakersfield College	Victor Diaz
Barstow College	Nance Nunes-Gill
Berkeley City College	Kelly Pernell
Butte College	Christie Trolinger
Cabrillo College	Robin McFarland
Canada College	Hyla Lacefield
Canyons, College of the	Jason Burgdorfer
Cerritos College	Michelle Lewellen
Cerro Coso College	Jan Moline
Chabot College	Laurie Dockter
Chaffey College	Marie Boyd
Citrus College	Alfie Swan
Clovis College	Elizabeth Romero
Coastline College	Stephen Barnes
Columbia College	Nate Rien
Contra Costa College	Katherine Krolikowski
Cosumnes River College	Shannon Mills
Crafton Hills College	Mark D. McConnell
Cuesta College	Stacy Millich
Cuyamaca College	Kim Dudzik
De Anza College	Karen Chow
Desert, College of the	Donna Greene
Diablo Valley College	John Freytag
East Los Angeles College	Jeffrey Hernandez
El Camino College	Darcie McClelland
Evergreen Valley College	Eric Narveson
Folsom Lake College	Paula Haug
Foothill College	Isaac Escoto
Foothill DeAnza CCD	Mayra Cruz
Fresno City College	Bruce Hill
Fullerton College	Josh Ashenmiller
Gavilan College	Nikki Dequin
Glendale College	Piper Rooney
Grossmont College	Tate Hurvitz
Hartnell College	Lisa Storm
Imperial Valley College	Mary Lofgren
Irvine Valley College	June McLaughlin
Laney College	Fred Bourgoin
Las Positas College	Melissa Korber
Lassen College	Jeff Owens
Long Beach City College	Jorge Ochoa

COLLEGE	NAME / SIGNATURE
Los Angeles CCD	Angela Echeverri
Los Angeles City College	Christine Park
Los Angeles Mission College	Deborah Paulsen
Los Angeles Pierce College	Anna Bruzzese
Los Angeles Southwest College	Robert L Stewart
Los Angeles Trade Tech College	Christie Dam
Los Angeles Valley College	Joshua Miller
Los Medanos College	Silvester Henderson
Los Rios CCD	Carlos Lopez
Marin, College of	Meg Pasquel
Mendocino College	Jason Edington
Merced College	Julie Clark
Merritt College	A.M. Rivas
MiraCosta College	Erin Thomas
Mission College	Thais Winsome
Modesto Junior College	Rob Stevenson
Monterey Peninsula College	Sunny LeMoine
Moorpark College	Erik Reese
Moreno Valley College	Ann Pfeifle
Mt. San Antonio College	Donna Necke
Mt. San Jacinto College	Tamara Smith
Napa Valley College	Amanda Badgett
Norco College	Peggy Campo
Ohlone College	Brenda Ahntholz
Orange Coast College	Lee Gordon
Palomar College	Travis Ritt
Peralta CCD	Joseph Bielenski
Rancho Santiago CCD	Mike Taylor
Reedley College	Rebecca Snyder
Rio Hondo College	Michael Dighera
Riverside CCD	Mary Legner
Riverside College	Mark Sellick
Sacramento City College	Troy Myers
Saddleback College	Dan Walsh
San Bernardino Valley College	Celia Huston
San Diego City College	Jennifer Boots
San Diego Continuing Ed	Richard Weinroth
San Diego Mesa College	Kim Perigo
San Diego Miramar College	Marie McMahon
San Francisco, City College of	Mandy Liang
San Joaquin Delta College	Joel Beutel
San Jose City College	Jesus Covarrubias
San Jose -Evergreen CCD	Phillip Crawford
San Mateo CCD	Leigh Ann Shaw
San Mateo, College of	Jeramy Wallace
Santa Ana College	Monica Zarske

COLLEGE	NAME / SIGNATURE
Santa Barbara City College	Kathy O'Connor
Santa Monica College	Nathaniel Donahue
Santa Rosa Junior College	Eric Thompson
Santiago Canyon College	Michael DeCarbo
School of Continuing Education (Fomerly N Orange Co CCD/Noncredit)	Alli Stanojkovic
Sequoias, College of the	Greg Turner
Shasta College	Cathy Anderson
Sierra College	Ray Nichols
Skyline College	Kathryn Williams Browne
Solano College	Michael Wyly
Southwestern College	Carre Lesh
Taft College	Geoffrey Dyer
Victor Valley College	Harry Bennett
West Hills College-Coalinga	Jeff Wanderer
West Los Angeles College	Holly Bailey-Hofmann
West Valley College	Gretchen Ehlers
Woodland College	Matt Clark
Yuba College	Greg Kemble

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Vice President	John Stanskas
Secretary	Dolores Davison
Treasurer	John Freitas
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Area D	Craig Rutan
North Rep	Cheryl Aschenbach
North Rep	Carrie Roberson
South Rep	Randy Beach
South Rep	Lorraine Slattery-Farrell
At Large Rep	Sam Foster
At Large Rep	LaTonya Parker