

College Curriculum Committee Meeting Agenda
Tuesday, October 30, 2018
2:00 p.m. – 3:30 p.m.
Room 3305

Item	Action	Attachment(s)	Presenter
1. Minutes: October 16, 2018	Action	#10/30/18-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. Certificate Creation Workshops are Next Week! d. Math Changes Affecting Requisites e. CIO Conference Report Out	Information	#10/30/18-2 #10/30/18-3	Armerding Starer
4. Stand Alone Approval Request: LINC 68B	2nd Read/ Action	#10/30/18-4	Armerding
5. Proposed Process to Streamline Certificates of Achievement	2nd Read/ Action	#10/30/18-5—6	Armerding
6. Placement Test Language on CORs	Action	#10/30/18-7	Armerding
7. New Program Application: Film, Television, and Electronic Media ADT	1st Read	#10/30/18-8—10	Armerding
8. Stand Alone Approval Request: ALCB 466	1st Read	#10/30/18-11	Armerding
9. Stand Alone Approval Request: HORT 401A	1st Read	#10/30/18-12	Armerding
10. Stand Alone Approval Request: HORT 401B	1st Read	#10/30/18-13	Armerding
11. Stand Alone Approval Request: HORT 401C	1st Read	#10/30/18-14	Armerding
12. Stand Alone Approval Request: HORT 401D	1st Read	#10/30/18-15	Armerding
13. Stand Alone Approval Request: HORT 401E	1st Read	#10/30/18-16	Armerding
14. Stand Alone Approval Request: HORT 401F	1st Read	#10/30/18-17	Armerding
15. Stand Alone Approval Request: LINC 401	1st Read	#10/30/18-18	Armerding
16. Stand Alone Approval Request: LINC 402	1st Read	#10/30/18-19	Armerding
17. Stand Alone Approval Request: LINC 405	1st Read	#10/30/18-20	Armerding
18. Governance Committee Questions	Discussion	#10/30/18-21	Armerding
19. Good of the Order			Armerding
20. Adjournment			Armerding

Attachments:

- #10/30/18-1 Draft Minutes: October 16, 2018
- #10/30/18-2 New Course Proposal: COMM 5
- #10/30/18-3 CCC Notification of Proposed Requisites
- #10/30/18-4 Stand Alone Course Approval Request: LINC 68B
- #10/30/18-5 Temporary Process to Streamline Certificates of Achievement—draft (updated)
- #10/30/18-6 Division Certificate Report (sample)—draft

- #10/30/18-7 New Placement Language Options for CORs
- #10/30/18-8 Film, Television, and Electronic Media ADT Narrative
- #10/30/18-9 Film, Television, and Electronic Media ADT TMC
- #10/30/18-10 Film, Television, and Electronic Media ADT Additional Information
- #10/30/18-11 Stand Alone Course Approval Request: ALCB 466
- #10/30/18-12 Stand Alone Course Approval Request: HORT 401A
- #10/30/18-13 Stand Alone Course Approval Request: HORT 401B
- #10/30/18-14 Stand Alone Course Approval Request: HORT 401C
- #10/30/18-15 Stand Alone Course Approval Request: HORT 401D
- #10/30/18-16 Stand Alone Course Approval Request: HORT 401E
- #10/30/18-17 Stand Alone Course Approval Request: HORT 401F
- #10/30/18-18 Stand Alone Course Approval Request: LINC 401
- #10/30/18-19 Stand Alone Course Approval Request: LINC 402
- #10/30/18-20 Stand Alone Course Approval Request: LINC 405
- #10/30/18-21 President Seeks Recommendations/Feedback from Governance

2018-2019 Curriculum Committee Meetings:

<u>Fall 2018 Quarter</u>	<u>Winter 2019 Quarter</u>	<u>Spring 2019 Quarter</u>
10/2/18	1/22/19	4/23/19
10/16/18	2/5/19	5/7/19
10/30/18	2/19/19	5/21/19
11/13/18	3/5/19	6/4/19
11/27/18	3/19/19	6/18/19

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

2018-2019 Curriculum Deadlines:

- 12/1/18 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/18 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- TBD Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
- TBD Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
- 6/1/19 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Ben Armerding (Faculty Co-Chair), Jeff Bissell (KA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Kimberly Escamilla (LA), Isaac Escoto (AS President), Lisa Eshman (BH), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2018-19

Meeting Date: 10/30/18Co-Chairs (2)

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only)	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Jeff Bissell (F)	7663	KA	bisselljeff@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
<input type="checkbox"/>	Lisa Eshman	7203	BH	eshmanlisa@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
<input checked="" type="checkbox"/>	Rosa Nguyen	7421	PSME	nguyenrosa@fhda.edu
<input type="checkbox"/>	Simon Pennington	7156	Dean—FA/KA	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input checked="" type="checkbox"/>	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

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

Visitors

Kay Thornton, Lee Ann Emanuel, Ben Schwartzman,
Kristin Tripp - Caldwell

<p>c. ASCCC Fall Plenary Resolutions</p> <p>d. Venue Changes for Remainder of Fall Quarter CCC Meetings</p> <p>e. Implementation Team for CourseLeaf</p> <p>f. Certificate Creation Workshops</p>	<p>Armerding noted, in agenda email, resolutions which may be of interest to group: 8.01, 9.01, 9.02, 9.03, 9.04, 15.01, 18.01. No questions/comments from group. New draft will be released soon; Armerding will update group if necessary. Plenary is Nov. 1-3.</p> <p>We've been asked to move some upcoming meetings, so that the President's Conference Room may be used for other events. The Oct. 30 meeting will be held in room 3305, and the Nov. 13 & 27 meetings will be held in room 3504.</p> <p>Starer still looking for members from CCC to be involved in CourseLeaf implementation. Please contact him if interested. Kinesiology rep asked for specifics regarding frequency/schedule of meetings—Starer still finishing up initial paperwork with CourseLeaf, so unknown right now.</p> <p>Two upcoming workshop dates, Nov. 6 & 7, for faculty to work on creating certificates; specific times have not yet been set. Will be hands-on, held in computer lab. Bio Health rep asked if specifically for streamlined process—that will be the focus, but also helpful for those interested in learning more about certificate creation.</p>
<p>4. Stand Alone Approval Request: LINC 68B</p>	<p>Speaker: Ben Armerding First read of Stand Alone Approval Request for LINC 68B. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>5. Proposed Process to Streamline Certificates of Achievement</p>	<p>Speaker: Ben Armerding Related to the recent CCCCCO changes to certificates of achievement (discussed at last meeting), proposal is for temporary process to streamline our local approval process of changing an existing non-transcriptable certificate to a certificate of achievement. Armerding noted there will be a sunset deadline for the process, based on the CCCCCO's guidance/deadlines (not yet released). PSME rep asked if process will apply only to the certificates we're now required to submit—CCC will need to decide. Starer noted that process will not be for brand-new certificates. Noted that local approval steps have been streamlined as much as possible, while maintaining the approval steps and documentation mandated by law. Vanatta noted CCC approval step—uses Consent Calendar, with each division providing a report listing all of their proposed certificates. CCC will need to decide what information should be included on reports. Starer is following up regarding Vice Presidents approval step, to determine possible changes to current process.</p> <p>BSS rep asked about sunset deadline and the possibility that process may need to be changed based on the CCCCCO's guidelines—that is a possibility. Armerding asked group if process should also include existing non-transcriptable certificates under 12 units, which would require additional course(s)—yes. Should there be a limit to how many units/courses may be added—group doesn't think so. PSME rep asked if courses potentially being added should be restricted to existing courses—yes. Pennington noted that creation of stackable certificates may mean that courses are removed. Armerding noted that breaking up one certificate into multiple (related to creation of stackable) should follow the old process. PSME rep asked if an individual course may be included in multiple certificates—yes.</p> <p>Document will be updated based on today's discussion. Second read and possible action will occur at next meeting.</p>

<p>6. Placement Test Language on CORs</p>	<p>Speaker: Ben Armerding UC faculty determine requisite(s) for UC-transferable courses, as indicated in UC TCA Guidelines, but UC faculty allow community college faculty to determine how requisite is satisfied (e.g., by a course, by assessment, etc.). Armerding displayed examples of placement test language that Day received from UCs, and asked the group for thoughts. PSME rep noted that a student is unlikely to know what “AB 705” means—group agreed. Day noted that many community colleges are using “or equivalent” along with course number (e.g., “MATH 105 or equivalent”). Counseling rep asked if course titles may be included alongside course numbers to assist students—Vanatta noted the logistical difficulties of this, including the need to manually update a title in each instance, if it changes. CourseLeaf will address this, as a user can hover-over a course number on a requisite and see information about that course. PSME rep commented that “equivalent” is better than “multiple measures,” as students likely don’t know what that means. Group discussion about “equivalent”: good because it can cover many things, including guided placement; could be too vague for students, and “appropriate placement” on its own may be better. Starer noted that if “equivalent” is not used, a student may not know that they may substitute a course taken elsewhere. Counseling rep noted that we’re no longer allowed to use placement tests, and “appropriate placement” may make students think they need to take a test. Armerding suggested adding more detail, including high school GPA and guided self-placement wording. BSS rep asked what’s included in equivalent, other than having taken an actual course—cumulative GPA, evaluation of transcripts; Armerding provided example for English placement, using GPA and transcripts to determine.</p> <p>Day noted inflexibility of C-ID—they have informed colleges that they might not re-approve courses for C-ID, depending on the nature of language changes on requisites. Day noted that “appropriate placement” should pass muster. Starer suggested “as determined by the college’s placement process.” Armerding will draft new language for discussion and possible adoption at next meeting— PSME rep suggested including both vague and specific options to discuss. BSS rep asked if changes would affect how counselors assist students— Counseling rep noted students will still need to see counselors to determine placement; hope is that language could better prompt students to make a counseling appointment. Vanatta noted that language should be universal on CORs across all divisions, not just for English and Math, even though AB 705 is prompting this. Fong noted possible changes to English eligibility Advisory language, due to AB 705—current language is related to student’s eligibility for ENGL 1A, but AB 705 assumes that all students are eligible (some with support). BSS rep asked if Advisory info entered in Banner (i.e., must Advisory specify course number)—it is not, so there is more flexibility with wording than on a prereq/coreq. Counseling rep noted that Advisory statements do help influence conversations with students.</p>
<p>7. Good of the Order</p>	
<p>8. Adjournment</p>	<p>3:09 PM</p>

Attendees: Ben Armerding (Faculty Co-Chair), Jeff Bissell (KA), Zachary Cembellin (PSME), Stephanie Chan (guest—LA), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Lisa Schultheis (BH), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

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**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: Ché Meneses

Proposed Number: COMM 5

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Mass Communication

Proposed Catalog Description & Requisites:

The study of mass media and media technology as applied to society. Includes a study of media functions, responsibilities, practices, and influences, as well as a study of media history, development, and impact in shaping modern culture.

Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Proposed Discipline: Communication Studies OR Journalism OR Mass Communication

(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?

AA degree in Communication Studies

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

Comments & Other Relevant Information for Discussion:

This course will be cross-listed with JRNL 2.

Instruction Office:

Date presented at CCC:

Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
ASTR 54H: Honors Institute Seminar in Astronomy	G. Mathews	Coreq: ASTR 10BH (Honors General Astronomy: Stars, Galaxies, Cosmology)	Ongoing
CHEM 1AH: Honors General Chemistry	R. Daley	Prereq: CHEM 25 (Fundamentals of Chemistry)	Update to existing CHEM prereq, for 2019-20
C S 3M: Intermediate Algorithm & Data Structure Methodologies in Python	E. Haight	Prereq: C S 3A (Object-Oriented Programming Methodologies in Python)	New course for 2019-20

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: LINC 68B

Course Title: Google Docs

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

An introduction to Google Docs, the free online word processing application in the Google office suite, which allows people to collaborate on a single version of a document. Google Docs is a powerful, easy to use application for teachers, students, groups, and organizations that want to share and collaborate with documents online. Participants will have hands-on experience creating, formatting, editing, saving, sharing, printing documents, inserting graphics, composing tables, and working collaboratively on a single document.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

- Indeed.com: 4,857 jobs list Google Docs as a skill necessary for employment in Los Altos, California
- [NYTimes Article](#): How Google Took Over the Classroom (2017)

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Lisa DeLapo **Date:** 05/16/18

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/15/18

Date of Approval by Division Curriculum Committee: 6/15/18

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

Submissions Course Outline Editor

[Return to Administration](#)

For authorized use only

[View for Printing \(New Window\)](#)

[Run Compare Utility \(New Window\)](#)

Business and Social Sciences

LINC 68B GOOGLE DOCS

[Edit Course Outline](#)

LINC 68B

GOOGLE DOCS

Summer 2019

6 hours lecture. This course meets 1 time per quarter.

.5 Units

Total Contact Hours: 6

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 18

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

Lecture Hours: .5

Lab Hours:

Weekly Out of Class Hours: 1

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

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 6/4/12; 11/13/12; 5/18

Division Dean Information -

Seat Count: 50 Load Factor: .011 FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12.

1. Description -

An introduction to Google Docs, the free online word processing application in the Google office suite, which allows people to collaborate on a single version of a document. Google Docs is a powerful, easy to use application for teachers, students, groups, and organizations that want to share and collaborate with documents online. Participants will have hands-on experience creating, formatting, editing, saving, sharing, printing documents, inserting graphics, composing tables, and working collaboratively on a single document.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of internet technologies, such as using web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 270S.

2. Course Objectives -

The student will be able to:

- A. Explain how Google Docs fits with all other Google applications
- B. Create and edit a document in Google Docs
- C. Configure a document in Google Docs for sharing
- D. Collaborate with others on creating a single document in Google Docs
- E. Manage collection of files

3. Special Facilities and/or Equipment -

- A. When offered on/off campus: Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratories equipped with online PCs and Macintosh computers, network server access, and printers.
- B. When taught via Foothill Global Access on the internet: Students must have currently existing email accounts/email address and ongoing access computers with email software, web browsing capability, FTP program, and access to the internet.

4. Course Content (Body of knowledge) -

- A. Explain how Google Docs fits with all other Google applications
 1. Overview of the Google suite of applications
 2. Connections among the applications
- B. Create, edit, and share a document in Google Docs
 1. Explore the menus and commands
 2. Navigate and edit
 3. Insert images, links, tables
 4. Share and publish
- C. Configure a document in Google Docs for sharing
 1. Set permissions
 2. Invite collaborators
- D. Collaborate with others on creating a single document in Google Docs
 1. Define the collaboration rules and guidelines
 2. Identify types of collaboration documents
- E. Manage collection of files
 1. Explain Google file management types
 2. Create collections

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

- A. Creating documents using characteristics of quality defined by the class.
- B. Writing an evaluation critique and reflection for their own and classmates' projects, with emphasis on use of constructive comments and suggested improvements with respect to established characteristics of good multimedia design.

C. Participating in class discussions, critiques, and collaborative document creation.

7. Representative Text(s) -

Brumbaugh, Kyle, Elizabeth Calhoun, Ramsey Musallam, and Robert Pronovost. [Creating a Google Apps Classroom: The Educator's Cookbook](#). Shell Education, 2014.
Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the internet, and discussion may be handled with internet communication tools.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

During periods of instruction the student will be:

- A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
- B. Participating in facilitated discussions of live presentations, readings or video presentations
- C. Presenting in small group and whole class situations

10. Lab Content -

Not applicable.

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

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

- A. Each class session requires the student to read and analyze selected websites or student projects related to that session's topics. Class discussion is encouraged.
- B. Each session's topic requires a written response to a prompt that is turned in for instructor or peer review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product.
- C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well.

FOOTHILL COLLEGE
College Curriculum Committee
Temporary Process to Streamline Certificates of Achievement

Background

In August, the California Community Colleges Chancellor's Office (CCCCO) approved changes to the total units allowed for credit certificates (certificates of achievement). Whereas these certificates used to require 27 quarter units, now they have a minimum of 24 quarter units.

A second type of certificate of achievement, sometimes referred to as a "low unit certificate," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23 quarter units. Although the college is not required to submit to the CCCCCO these low unit certificates, it has the option of doing so, which also enables the college to list these certificates on students' transcripts.

As a result of these changes, 13 of Foothill's existing certificates (either non-transcriptable certificates or low unit certificates of achievement) must be submitted to the CCCCCO for approval, if the college wishes to continue to offer them. Additionally, 34 existing non-transcriptable certificates fall within the low unit range of 12-23 and may be submitted to the CCCCCO. Therefore, the CCC has created the following process to help streamline the local program approval process for these certificates. Additionally, if a Division wishes to increase the units on an existing non-transcriptable certificate that currently falls under the 12-unit minimum, to bring it within the range of a certificate of achievement, the process may be used. All documentation and local approvals required by the CCCCCO are included in the process.

Deadline for Divisions to submit certificate proposals for CCC review: Friday, December 14, 2018. (Please note that this deadline is subject to change, as the CCCCCO has yet to set their own deadline for submissions.)

Note that this process shall be used only to streamline local approval of existing (i.e., listed in the 2018-19 college catalog) non-transcriptable certificates and low unit certificates of achievement. Any certificate being modified past the Dec. 14th deadline, as well as any new certificate being developed, shall follow the normal program creation process.

Process

- A. The Instruction Office will send each Division a report, listing their existing non-transcriptable certificates and low unit certificates of achievement. The Division will complete the report for submission to the CCC (see step F).
- B. Prepare the Narrative document, based on the type of program (Workforce or Local [non-workforce]), determined by program TOP Code), that includes the following:
 - a. Workforce Certificate:
 - i. Program Goals and Objectives
 - ii. Catalog Description
 - iii. Program Requirements (list of courses)

- iv. Master Planning
- v. Enrollment and Completer Projections
- vi. Place of Program in Curriculum/Similar Programs
- vii. Similar Programs at Other Colleges in Service Area
- viii. Labor Market Information and Analysis (in a separate document) —
refer to pp. 86-89 of the PCAH 6th Edition
- ix. Apprenticeship only: approval letter from the California DAS

b. Local Certificate:

- i. Program Goals and Objectives
- ii. Catalog Description
- iii. Program Requirements (list of courses)
- iv. Master Planning
- v. Enrollment and Completer Projections
- vi. Place of Program in Curriculum/Similar Programs
- vii. Similar Programs at Other Colleges in Service Area
- viii. At least one piece of additional documentation (in a separate document), for example:
 - 1. Programmatic articulation agreements
 - 2. ASSIST documentation

For further information, refer to pp. 85-86 of the PCAH 6th Edition

- C. The certificate is forwarded to the Vice Presidents to determine if adequate resources are available.
- D. The certificate is forwarded to the Division Curriculum Committee for approval.
- E. Upon Division Curriculum Committee approval, the certificate is forwarded to the Instruction Office.
- F. Once the Division Curriculum Committee has approved all certificates involved in this streamlining process, the Division will send their completed report (see step A) to the Instruction Office. The Division's report will be included on the Consent Calendar for the next available meeting of the CCC, with the Narrative for each submitted certificate included in the attachments to the CCC agenda. The CCC will have the option of pulling an individual certificate for additional discussion or to exclude it from approval.
- G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendized at the next available Board meeting.
- H. Upon FHDA Board approval:
 - a. Workforce applications will be sent to the appropriate Regional Consortium and the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the CCCC. *Note: Apprenticeship applications do not require Regional Consortium or BACCC approval and will be submitted to the CCCC immediately following FHDA Board approval.*
 - b. Local applications and all attachments will be submitted by the Instruction Office to the CCCC.

Division Certificate Report: Fine Arts and Communication

Below is a list of the existing (2018-19 catalog) non-transcriptable certificates and low-unit certificates of achievement for the division. Highlighted are certificates that currently total 24 or more quarter units—we will be required to submit these to the state as certificates of achievement. For each certificate that the division plans to submit, please complete the additional fields listed below.

Certificate Title	Current Units	New Units	TOP Code	Local or Workforce	Rationale for Change in Units (if applicable)
Communication Studies Certificate of Specialization	20				
Communication Studies Certificate of Proficiency	15				
Web Design and Development Career Certificate	24				
Graphic Design Skills Certificate	12				
Garment Printing Skills Certificate	12				
Illustration Skills Certificate	12				
Game Design Skills Certificate	12				
Songwriting Certificate of Proficiency	20				
Game Audio Certificate of Proficiency	20				
Music Business Certificate of Proficiency	16				
Electronic Music Certificate of Proficiency	16				
Audio Post Production Certificate of Proficiency	16				
Music History and Literature Certificate of Achievement	25				

Photo Criticism Skills Certificate	12				
Popular Culture Certificate of Proficiency	16				
Actor Career Certificate	26				
Theatre Technology Career Certificate	24				
Theatre Production Organization Career Certificate	24				
Theatre Costume and Makeup Career Certificate	24				

For certificates that the division does not plan to submit, or plans to deactivate, please move the certificate into the table, below, and complete the additional fields.

Certificate Title	Current Units	Deactivating? (Y/N)	Rationale for Keeping as Non-Transcriptable (if applicable)

FOOTHILL COLLEGE
College Curriculum Committee
New Language to Replace “Placement” on Course Outlines of Record—Options

Background

UC faculty determine the prerequisite/co-requisite for UC-transferable courses as indicated in the UC TCA Guidelines. However, UC faculty leave it to CCC faculty to determine how the prerequisite is satisfied – whether that is by a course “if necessary” or by some other means (such as assessment, etc.) is up to the CCC faculty. Given the changes required by AB 705, we can no longer use “placement tests” so we need to adjust some of the standard language we use for prerequisites. Below are samples of “clear” and “vague” language that we can consider using.

CLEAR:

“appropriate placement based on High School GPA and/or transcripts or Guided Self Placement”

For example:

Math: Completion of MATH 105 OR appropriate placement based on High School GPA and/or transcripts or Guided Self Placement

English/ESLL: Completion of ENGL 110 OR appropriate placement based on High School GPA and/or transcripts or Guided Self Placement OR completion of ESLL 125 & ESLL 249.

VAGUE:

“equivalent”

For example:

Math: Completion of MATH 105 OR equivalent.

English/ESLL: Completion of ENGL 110 OR completion of ESLL 125 & ESLL 249 OR equivalent.

Foothill College
Program Application
Associate in Arts in Film, Television, and Electronic Media for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree is an interdisciplinary program designed to explore the context and influence of media through both application and reflection. Students will have a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

Program Learning Outcomes

- Students will demonstrate the ability to analyze, synthesize, and critique media languages and aesthetics.
- Students will demonstrate the ability to interpret, evaluate, and analyze the wide variety of contexts and ideologies embedded within different media forms.
- Students will demonstrate a working knowledge of media history and technological innovation, including its effects upon the development of media as business and art form.
- Students will demonstrate the ability to analyze media's role in the shaping of cultural values and perceptions.

Item 2. Catalog Description

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree will prepare students to transfer to a four-year university and for professional careers in a variety of media-related fields. The degree will offer a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

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

In addition, the student must complete the following:

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

Transfer Model Curriculum (TMC) Template for Film, Television, and Electronic Media

CCC Major or Area of Emphasis: Film, Television, and Electronic Media

TOP Code: 060420

CSU Major(s): Radio-Television-Film, Television-Film, Television, Video, Film, and Electronic Arts

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

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

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

or the ASSIST website:

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

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Film, Television, and Electronic Media for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: Select two (6 units)						
Introduction to Electronic Media (3) OR Introduction to Mass Communications (3)	FTVE 100 OR JOUR 100	JRNL 2	Mass Communication	5	D	4
Introduction to Media Aesthetics and Cinematic Arts (3)	FTVE 105	MDIA 1 or MDIA 1H	Introduction to Film Studies Honors Introduction to Film Studies	4 4	C1	3A
Introduction to Media Writing (3)	FTVE 110					
LIST A: Select one from each area (6 units)						
Area 1: Audio						
Beginning Audio Production (3)	FTVE 120	MDIA 81B or MTEC 57A	Sound Design for Film & Video Sound Design for Film & Video	4 4		
Beginning Radio Production (3)	FTVE 125					
Area 2: Video or Film Production						
Beginning Single Camera Production (3)	FTVE 130	MDIA 20	Fundamentals of Media Production	4		

Beginning TV Studio Production (3)	FTVE 135					
Beginning Motion Picture Production (3)	FTVE 150					
LIST B: Select one (3 units)						
Any course not already used above.						
Any course articulated as lower division major preparation in the Radio-Television-Film, Television-Film, Television, Video, Film and Electronic Arts major at a CSU. See examples on TMC.	AAM	MDIA 2A	History of Film 1895-1945	4	C2	3A
		MDIA 2B	History of Film 1945-Current	4	C2	3A
		MDIA 5	American Cinema	4	C1	3A
		MDIA 30	Digital Video Editing I	4		
		MDIA 52	Scriptwriting for Film & Video	4		
		THTR 1	Introduction to Theatre	4	C1	3A
LIST C: Select one (3 units)						
Any course not already used above.						
Non-fiction / Reality Production (3)	BCT		Note: Students must complete two courses from LIST C.			
Introduction to Motion Graphics (3)	BCT	MDIA 32	Motion Graphics	4		
Internship (3 units maximum)	BCT					
Any course articulated as fulfilling CSU GE Area C.	GECC	CRWR 6	Introduction to Creative Writing	5	C2	
OR	OR	ENGL 34C	Literature into Film	4	C1	3A
Any CSU-transferable Radio-Television-Film, Television-Film, Television, Video, Film and Electronic Arts course.	BCT	HUMN 3	World Myths in Literature Arts & Film	4	C2	3B
		HUMN 3H	Honors World Myths in Literature Arts & Film	4	C2	3B
		MDIA 2C	Current Trends in Film, TV & the Internet	4	C1	3A
		MDIA 3	Introduction to Film & Media Criticism	4	C1	3A
		MDIA 4	Experimental Film & Video	4	C1	3A
		MDIA 6	Film & New Media Genres	4	C1	3A
		MDIA 7	Documentary Film	4	C1	3A
		MDIA 8A	Race & Gender in American Media	4	D	4
		MDIA 9	Global Media	4	D	4
		MDIA 11	Introduction to Popular Culture	4	C2	3B
		MDIA 11H	Honors Introduction to Popular Culture	4	C2	3B
		MDIA 12	Popular Culture & United States History	4	C2	3B
		MDIA 13	Video Games & Popular Culture	4	D	4
		MDIA 31	Digital Video Editing II	4		
		MDIA 40	Digital Sound, Video & Animation	4		
		MDIA 51	Web Video	4		
		MUS 7F	Music in Film	4	C1	3A

		THTR 12A	Stage & Screen	4	C1	3A
Total Units for the Major:	18	Total Units for the Major:		29-30		
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>		9-21	9-21	
		General Education (CSU-GE or IGETC) Units		39	37	
		Elective (CSU Transferable) Units		11-24	11-24	
		Total Degree Units (maximum)		60		

Foothill College
Additional Program Information for CCC Review
Associate in Arts in Film, Television, and Electronic Media for Transfer Degree

Master Planning

The Foothill College Mission Statement outlines the importance of programs for transfer and to support students as global citizens: "...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." This program will support students looking to transfer by providing a solid foundation in media study basics as well as transferable and articulating classes to many four-year programs. In addition, the program is intended to address a specific need for employment within our region, including careers in media marketing and promotion, film and video production, and media analysis and archivist. Finally, the program will support the college mission by addressing the increasing importance of media literacy in contemporary society and will strive to produce well-educated citizens.

Enrollment and Completer Projections

Numbers indicate that several of the courses in the major will continue to have robust enrollment, while others should have enrollment boosted by affiliation with the new major. Year 1: It is estimated that one year after the program commences, there will be five transfer completers in Media Studies. Year 5: It is estimated that after five years, the program can be increased to ten annual completers of the transfers.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MDIA 1/1H	Introduction to Film Studies	7	235	7	250
MDIA 2A	History of Film 1895-1945	4	150	4	155
MDIA 2B	History of Film 1945-Current	8	250	8	275
MDIA 2C	Current Trends in Film, TV, & the Internet	1	40	1	45
MDIA 3	Introduction to Film & Media Criticism	1	40	1	45
MDIA 5	American Cinema	4	180	4	200
MDIA 6	Film & New Media Genres	1	40	1	45
MDIA 11/11H	Introduction to Popular Culture	15	600	15	600
MDIA 12	Popular Culture & United States History	2	80	2	80
MDIA 13	Video Games & Popular Culture	4	50	6	55
MDIA 20	Fundamentals of Media Production	1	15	1	20
MDIA 30	Digital Video Editing I	1	25	0	0

MDIA 31	Digital Video Editing II	0	0	1	25
MDIA 32	Motion Graphics	1	25	1	25
MDIA 51	Web Video	1	25	0	0
MDIA 52	Scriptwriting for Film & Video	0	0	1	25
MDIA 81/MUS 57A	Sound Design for Film & Video	1	25	1	25
New courses, no past data					
JRNL 2	Mass Communication	2	80	4	160
MDIA 4	Experimental Film & Video	0	0	1	25
MDIA 7	Documentary Film	0	0	1	25
MDIA 8A	Race & Gender in American Media	1	25	1	25
MDIA 9	Global Media	1	25	1	25

Similar Programs at Other Colleges in Service Area

There are no specific Media Studies certificate or associate degree programs in the Bay Area. While there are many similar programs in the service area, most deal with only focused aspects of media, e.g., film studies, media arts, communication studies, etc.

Many of the MDIA courses are articulated with CSU and UCs – see Appendix A for a list.

Students could potentially transfer to any of these programs:

CSU

San Francisco State University: Cinema, BA, MA, MFA-
<http://bulletin.sfsu.edu/colleges/liberal-creative-arts/cinema/ba-cinema/>

San Jose State University: Radio, Television, Film, BA-
<http://www.sjsu.edu/trft/>

San Diego State: Television, Film and new Media Major.
<http://arweb.sdsu.edu/es/admissions/majors/tvfilmnewmediaproduct.htm>

CSU Los Angeles: Television, Film, and Media Studies. <http://www.calstatela.edu/academic/tvf>

CSU Northridge: Cinema and television Arts Major.
<http://www.csun.edu/mike-curb-arts-media-communication/cinema-television-arts>

UC

UC Davis: American Studies Major.
<https://ams.ucdavis.edu/welcome>

UC Davis: Cinema and Digital Media Major.
<https://www.ucdavis.edu/majors/cinema-and-digital-media/>

UC Riverside: Media and Cultural Studies. BA
<http://mcs.ucr.edu/>

UC Santa Barbara: Film and Media Studies Major.
<http://www.filmandmedia.ucsb.edu/>

UC Santa Cruz: Film and Digital Media, Critical Studies. BA
<https://admissions.sa.ucsc.edu/majors/filmdigital>

Identification of any additional resources need to establish the program

None.

Top Code: 0604.20

Distance Education: 50-99%

Appendix A

Articulation and Transfer Data

SJSU: Radio-Television-Film Major. This major accepts MDIA 1, 2A, 20
<http://www.sjsu.edu/trft/>

CSU Los Angeles: Television, Film, and Media Studies. This major accepts MDIA 20 and 52
<http://www.calstatela.edu/academic/tvf>

CSU Northridge: Cinema and television Arts Major. This major requires MDIA 1 and PHOT 1
<http://www.csun.edu/mike-curb-arts-media-communication/cinema-television-arts>

CSU San Diego: Television, Film and new Media Major. This major requires THTR 1 and
MDIA 1 <http://arweb.sdsu.edu/es/admissions/majors/tvfilmmnewmediaprod.htm>

SFSU: Cinema Major. This major requires MDIA 1 and 2B
<http://bulletin.sfsu.edu/colleges/liberal-creative-arts/cinema/ba-cinema/>

UC Davis: American Studies Major. This major requires MDIA 1, MUS 8, ENGL 12, ANTH 2A, SOC 30 and HIST 17A, B or C, all of which we have articulated; it also requires an Introduction to American Studies course and would accept courses in popular culture in lieu of MUS 8. <https://ams.ucdavis.edu/welcome>

UC Davis: Cinema and Digital Media Major. This major requires MDIA 30 and MDIA 1
<https://www.ucdavis.edu/majors/cinema-and-digital-media/>

UC Riverside: Media and Cultural Studies. BA. This major accepts MDIA 1, 2B, as well as MUS 7F, Art 3, BUSI 11, and CS 1A.
<http://mcs.ucr.edu/>

UC Santa Barbara: Film and Media Studies Major. This major requires MDIA 1 and ENGL 40, 12 or 12. <http://www.filmandmedia.ucsb.edu/>

UC Santa Cruz: Film and Digital Media, Critical Studies. This major accepts MDIA 30.
<https://admissions.sa.ucsc.edu/majors/filmdigital>

CRWR 6- Introduction to Creative Writing- IGETC3A, CSUC1
ENGL 34C- Literature into Film- IGETC3A, CSUC1
HUM 3/3H- World Myths in Literature, Arts, & Film- IGETC3B, CSUC2
JRNL 2- Mass Communication- IGETC4, CSUD
MDIA 1 or 1H- Intro to Film- FH1, IGETC3A, CSUC1
MDIA 2A or 2B- Film History-FH1, IGETC3A, CSUC2
MDIA 2C- Current Trends- FH1, IGETC3A, CSUC1
MDIA 3 Introduction to Film & Media Criticism- FH5, CSUC1
MDIA 4 Experimental Film & Video- IGETC3A
MDIA 5- American Cinema- IGETC3A, CSUC1
MDIA 6 Film & New Media Genres- IGETC3A, CSUC1
MDIA 7 Documentary Film- IGETC3A, CSUC1 and C2
MDIA 8A Race & Gender in American Media- UCT, CSUT
MDIA 9 Global Media- UCT, CSUT
MDIA 11 or 11H- Intro to Pop Culture- FH1, IGETC3B, CSUC2
MDIA 12- Popular Culture and United States History- FH6, IGETC3B, CSUC2
MDIA 13 Video Games & Popular Culture- FH1, - UCT, CSUT
MDIA 20- Digital Video Production I- UCT, CSUT
MDIA 30 Digital Video Editing I- UCT, CSUT
MDIA 31 Digital Video Editing II- UCT, CSUT
MDIA 32 Motion Graphics- UCT, CSUT
MDIA 40 Digital Sound, Video & Animation- UCT, CSUT
MDIA 51- Web Video- CSUT
MDIA 52- Scriptwriting- CSUT
MDIA 81B Sound Design for Film & Video- CSUT
MUS 7F- Music in Film- IGETC3A, CSUC1
THTR 1- Introduction to Theatre- IGETC3A, CSUC1
THTR 12A- Stage & Screen- IGETC3A, CSUC1

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: ALCB 466

Course Title: Accessing the Digital World

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Hands-on practice for individuals with disabilities and/or older adults in understanding and demonstrating the basics of utilizing smart phones, tablets, and/or computers, to be better connected to the digital world and able to access people and resources they may need. Training and instruction in performing a variety of basic tasks involved in operating a variety of devices will be provided.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

Transfer

Workforce/CTE

Basic Skills

Criteria B. Need

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

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

This course will be added as one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The course was developed in response to site coordinator requests, based upon individual site need and demands from local residents.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Ben Schwartzman **Date:** 3/27/18

Division Curriculum Representative: Ben Schwartzman **Date:** 3/27/18

Date of Approval by Division Curriculum Committee: 3/27/18

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

Submissions Course Outline Editor

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Student Resource and Support Programs

ALCB 466 ACCESSING THE DIGITAL WORLD

[Edit Course Outline](#)

ALCB 466 ACCESSING THE DIGITAL WORLD

Summer 2019

2 hours lecture.

0 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 24 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 2 Lab Hours: Weekly Out of Class Hours:

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/2018

Division Dean Information -

Seat Count:

Load Factor:

FOAP Code:

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

**Program
TOPs Code:**

**Program
Unique
Code:**

**Content
Review
Date:**

Former ID:

Need/Justification -

This course has been created to respond to the many requests received from members of the community for courses to help individuals with disabilities and older adults access the internet, learn how to use smart phones and tablets, and other related skills. As this technology has evolved and is continuing to evolve, it is imperative to assist these communities in staying connected to friends and loved ones, as well as helping them to access other important resources in their lives.

1. Description -

Hands-on practice for individuals with disabilities and/or older adults in understanding and demonstrating the basics of utilizing smart phones, tablets, and/or computers, to be better connected to the digital world and able to access people and resources they may need. Training and instruction in performing a variety of basic tasks involved in operating a variety of devices will be provided.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Turn on and turn off their smart phone, tablet, and/or computer.
- B. Download and install applications or programs on their smart phone, tablet, and/or computer.
- C. Make phone calls, send text messages, send emails, or connect to others via social media.
- D. Access important online resources by using their smart phone, tablet, and/or computer.

3. Special Facilities and/or Equipment -

- A. Accessible classroom
- B. Internet access

4. Course Content (Body of knowledge) -

- A. Basic operation of smart phone, tablet, and/or computer
 - 1. Turning on and off the device
 - 2. Adjusting volume, text size, screen brightness, and other settings
 - 3. Learning their phone number
 - 4. Creating an account/email address
 - 5. Creating and writing down passwords
- B. Downloading applications or programs
 - 1. How to use the App Store
 - 2. How to create an account on various applications and programs
 - 3. How to download and install applications and programs
- C. Connecting to others
 - 1. How to make phone calls using a smart phone or tablet
 - 2. How to send text messages using a smart phone or tablet
 - 3. How to send emails using a computer, smart phone, or tablet
 - 4. How to connect to others via social media (e.g., Facebook)
- D. Accessing important online resources
 - 1. How to use Google to find information
 - 2. How to access transportation online (e.g., public transportation schedules, Uber or Lyft, paratransit, etc.)
 - 3. How to access bank account online

4. How to access important government and community resources online (e.g., DMV, Department of Rehabilitation, Social Security, fire station, police station, doctor's office, hospitals, etc.)

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. Class participation
- B. Instructor observation
- C. Student demonstration of understanding

7. Representative Text(s) -

Cotten, Yost, Berkowsky, Winstead, and Anderson. Designing Technology Training for Older Adults in Continuing Care Retirement Communities. CRC Press, 2016.

8. Disciplines -

Disabled Students Programs and Services (DSPS)

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, demonstrations.

10. Lab Content -

Not applicable.

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

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

Not applicable.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: HORT 401A

Course Title: Landscape Certification: Common Core

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Includes horticultural math, plant identification, workplace safety, plant reading, plant sensitivity, grading and sodding, irrigation identification, controller programming, lateral repair and head adjustments and truck and trailer operation. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

Submissions Course Outline Editor

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Biological and Health Sciences

HORT 401A LANDSCAPE CERTIFICATION: COMMON CORE

[Edit Course Outline](#)

HORT 401A

LANDSCAPE CERTIFICATION: COMMON CORE

Summer 2019

24 hours lecture total per quarter.

0 Units

Total Contact Hours: 24

(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: 2

Lab Hours:

Weekly Out of Class Hours: 4

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .031 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Includes horticultural math, plant identification, workplace safety, plant reading, plant sensitivity, grading and sodding, irrigation identification, controller programming, lateral repair and head adjustments and truck and trailer operation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Identify horticultural plant material.
- B. Describe plant sensitivity to placement.
- C. Identify workplace safety procedures and equipment.
- D. Grade and sod a site.
- E. Identify irrigation components.
- F. Program an irrigation controller.
- G. Repair irrigation lateral and adjust irrigation heads.
- H. Compute basic horticultural math problems.
- I. Comprehend operation of horticultural equipment.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Open area to observe equipment operation.
- C. Arboretum with species from plant list.
- D. Horticulture equipment and vehicles.

4. Course Content (Body of knowledge) -

- A. Identify horticultural plant material.
 1. Identify deciduous and evergreen trees.
 2. Identify deciduous and evergreen shrubs.
 3. Identify perennials.
 4. Identify vines.
 5. Identify ground covers.
 6. Identify ornamental grasses.
- B. Describe plant sensitivity to placement.
 1. Soil textures and structures.
 2. Soil fertility and pH.
 3. Solar exposure.
 4. Microclimate.
 5. Moisture conditions.
- C. Identify workplace safety procedures and equipment.
 1. Demonstrate utilization of personal protective devices.
 2. Describe safety and emergency situations.
 3. Identify hazardous situations.
- D. Grade and sod a site.
 1. Describe steps to prepare a site for grading.
 - a. Describe how to remove and store topsoil.
 2. Level a site to required elevations.
 3. Restore topsoil and level to proper subgrade.
 4. Lay sod.
 5. Water and secure sod.
- E. Identify irrigation components.
 1. Describe irrigation system components.
 2. Describe difference between spray and drip systems.
- F. Program an irrigation controller.

1. Set controller parameters.
2. Program individual zones.
3. Demonstrate controller operation.
- G. Describe repair of irrigation lateral and adjust irrigation heads.
 1. Locate problems with irrigation piping.
 2. Correct problems with irrigation piping.
 3. Identify incorrect irrigation head placement and orientation.
 4. Place irrigation heads in correct alignment.
- H. Compute basic horticultural math problems.
 1. Perform linear calculations.
 2. Perform perimeter calculations.
 3. Perform area calculations.
 4. Perform volume calculations.
 5. Convert material weights.
- I. Describe the operation of horticulture equipment.
 1. Tractor and skidsteer.
 2. Hook-up and back a trailer.
 3. How to start and operate small gas powered engine equipment.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.
- B. Presentations on technical topics.
- C. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Demonstrations of technical topics.
- D. Discussion with groups and students in class.
- E. Observation of participatory demonstrations.

10. Lab Content -

Not applicable.

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

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

- A. Reading 20-30 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing reports on horticultural topics.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: HORT 401B

Course Title: Landscape Certification: Softscape Installation

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Topics to include plan reading, plant layout, horticultural principles, irrigation components, controller programming, lateral repair and head adjustment, plant installation, post-planting care, sod installation, plant id and rototiller operation. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

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Biological and Health Sciences

HORT 401B LANDSCAPE CERTIFICATION: SOFTSCAPE INSTALLATION

[Edit Course Outline](#)

HORT 401B

LANDSCAPE CERTIFICATION: SOFTSCAPE INSTALLATION

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

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

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .016 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Topics to include plan reading, plant layout, horticultural principles, irrigation components, controller programming, lateral repair and head adjustment, plant installation, post-planting care, sod installation, plant identification and rototiller operation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Read landscape plan.
- B. Identify plants.
- C. Layout plant material from plan.
- D. Describe horticultural principles.
- E. Identify irrigation components.
- F. Program irrigation controllers.
- G. Repair irrigation laterals and adjust irrigation heads.
- H. Install plants.
 - I. Complete post-planting techniques.
 - J. Install sod.
- K. Operate a rototiller.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Lab area with open space to operate equipment.
- C. Arboretum with species from plant list.
- D. Nursery with plant species from list.
- E. Horticultural equipment and tools.

4. Course Content (Body of knowledge) -

- A. Read landscape plan.
 1. Identify objects on plan.
 2. Note the scale and orientation of the plan.
 3. Identify which plants go in which locations.
- B. Identify plants.
 1. Review identification of trees and shrubs.
 2. Review identification of vines, ground covers, perennials and decorative grasses.
- C. Layout plant material from plan.
 1. Identify location of designated species.
 2. Choose and place species from nursery to site.
- D. Describe horticultural principles.
 1. Describe growing conditions at planting site.
 2. Identify corrections necessary to improve planting site.
- E. Identify irrigation components.
 1. Identify irrigation controllers.
 2. Identify irrigation mainline and laterals.
 3. Identify irrigation valves.
 4. Identify irrigation heads.
 5. Identify drip irrigation components.
- F. Program irrigation controllers.
 1. Set up irrigation zones.
 2. Set time and frequency for zones based on plant type.
 3. Demonstrate operation of controller.
- G. Repair irrigation laterals and adjust irrigation heads.

1. Identify problems with irrigation laterals.
 2. Repair irrigation laterals.
 3. Reset irrigation heads for proper spray pattern.
 4. Adjust irrigation heads for proper spray pattern.
- H. Install plants.
1. Excavate proper planting hole.
 2. Examine plant for root problems and correct any problems found.
 3. Place plant.
 4. Backfill plant.
- I. Complete post-planting techniques.
1. Mulch installed plant.
 2. Water installed plant.
 3. Stake or guy installed plant (if necessary).
 4. Wrap installed plant (if necessary).
- J. Install sod.
1. Prepare site for sod installation.
 2. Lay sod.
 3. Roll and water sod.
- K. Operate a rototiller.
1. Fuel and prep equipment.
 2. Start equipment.
 3. Operate rototiller over site.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.
- B. Reports on field conditions for softscape installation.
- C. Descriptions of applied practice procedures.
- D. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation, Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory activities.
- D. Discussion with groups and students in class.

10. Lab Content -

Not applicable.

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

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

- A. Reading 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Writing papers on landscape softscape material options.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

Course #: HORT 401C

Course Title: Landscape Certification: Hardscape Installation

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Topics include plan reading, hardscape math calculations, instrument operation, grading and drainage, equipment operation, and paver installation. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

Transfer

Workforce/CTE
 Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

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Biological and Health Sciences

HORT 401C LANDSCAPE CERTIFICATION: HARDSCAPE INSTALLATION

[Edit Course Outline](#)

HORT 401C

LANDSCAPE CERTIFICATION: HARDSCAPE INSTALLATION

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

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

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .016 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Topics include plan reading, hardscape math calculations, instrument operation, grading and drainage, equipment operation, and paver installation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Read a hardscape plan.
- B. Perform material quantity math.
- C. Operate a survey instrument.
- D. Grade a site for drainage.
- E. Install pavers.
- F. Operate landscape equipment.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

4. Course Content (Body of knowledge) -

- A. Hardscape plan reading.
 1. Identifying plan symbols.
 2. Identifying plan scale and orientation.
 3. Determining locations of proposed hardscape.
 4. Determining materials required for proposed hardscape.
- B. Material quantity math.
 1. Calculating plan linear dimensions.
 2. Calculating perimeter dimensions.
 3. Calculating area measurements.
 4. Calculating volume measurements.
- C. Survey instrument operation.
 1. Setting up instrument.
 2. Locating benchmark.
 3. Taking foresites and setting elevation stakes.
- D. Grading a site for drainage.
 1. Identifying topography for site.
 2. Recognizing site areas that require cut or fill.
- E. Paver installation.
 1. Outlining the steps for paver installation.
 2. Demonstrating the procedure for preparing paver base.
 3. Demonstrating the procedure for installing pavers.
- F. Equipment operation.
 1. Describe appropriate equipment for a job.
 2. Describe use of equipment to prepare a site.
 3. Demonstrate use of equipment to install a project.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.

- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

10. Lab Content -

Not applicable.

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

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

- A. Reading 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for hardscape installation.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: HORT 401D

Course Title: Landscape Certification: Irrigation Installation

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation plan reading, advanced irrigation components, basic horticultural principles, lateral repair and head adjustment, advanced program controller, lateral installation, mainline installation, valve repair, valve wiring and pipe installation equipment. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

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Biological and Health Sciences

HORT 401D LANDSCAPE CERTIFICATION: IRRIGATION INSTALLATION

[Edit Course Outline](#)

HORT 401D

LANDSCAPE CERTIFICATION: IRRIGATION INSTALLATION

Summer 2019

24 hours lecture total per quarter.

0 Units

Total Contact Hours: 24

(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: 2

Lab Hours:

Weekly Out of Class Hours: 4

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .031 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation plan reading, advanced irrigation components, basic horticultural principles, lateral repair and head adjustment, advanced program controller, lateral installation, mainline installation, valve repair, valve wiring and pipe installation equipment. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Read an irrigation plan.
- B. Identify advanced irrigation components.
- C. Comprehend basic horticultural principles.
- D. Perform advanced program controller.
- E. Install mainlines.
- F. Install laterals.
- G. Wire a valve.
- H. Repair a valve.
- I. Repair a lateral and adjust a head.
- J. Operate pipe installation equipment.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Outdoor area to observe pipe and valve installation.
- D. Horticulture equipment and vehicles.

4. Course Content (Body of knowledge) -

- A. Irrigation plan reading.
 1. Determining scale and orientation of plan.
 2. Identifying irrigation related symbols.
 3. Locating irrigation component installation.
- B. Advanced irrigation components.
 1. Description of irrigation components.
 2. Identification of new component advantages.
 3. Description of valves for irrigation system.
 4. Description of backflow prevention devices.
 5. Description of low flow and drip irrigation components.
- C. Basic horticultural principles.
 1. Identification of plant material requirements for site.
 2. Description of soil conditions at site.
 3. Description of drainage conditions at site.
- D. Advanced program controller.
 1. Setting up irrigation zones.
 2. Setting timing for irrigation zones.
 3. Scheduling irrigation applications.
- E. Mainline installation.
 1. Identification of mainline location and size.
 2. Describe connection to other irrigation components.
 3. Describe installation details such as trench preparation and depth.
- F. Lateral installation.
 1. Locate and size lateral irrigation lines.
 2. Describe connection to other irrigation components.
 3. Describe installation details such a trench preparation and depth.

- G. Valve wiring.
 - 1. Layout and installation of valve wires.
 - 2. Connection of valve wires to controller.
 - 3. Connection of valve wires to valves.
- H. Valve repair.
 - 1. Identify problems association with valve malfunction.
 - 2. Describe repair procedures to correct valve problems.
- I. Lateral repair and head adjustment.
 - 1. Identify damage and problems with irrigation laterals.
 - 2. Repair damage to irrigation laterals.
 - 3. Identify irrigation head misplacement.
 - 4. Correct irrigation head placement.
- J. Pipe installation equipment.
 - 1. Identify equipment used to create irrigation trenches.
 - 2. Describe operation of irrigation trenching equipment.

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

10. Lab Content -

Not applicable.

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

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

- A. Reading 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for irrigation installation and management.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: HORT 401E

Course Title: Landscape Certification: Turf Management

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation principles, irrigation components, turfgrass principles, performing turfgrass calculations, basic controller programming, lateral repair and head adjustment, safe operation of power blower, 21" mower, intermediate walk-behind mower, riding mower, edger and trimmer, aerator, and understanding of turf fertilizer. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

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Biological and Health Sciences

HORT 401E LANDSCAPE CERTIFICATION: TURF MANAGEMENT

[Edit Course Outline](#)

HORT 401E

LANDSCAPE CERTIFICATION: TURF MANAGEMENT

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1

Lab Hours:

Weekly Out of Class Hours: 2

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .016 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation principles, irrigation components, turfgrass principles, performing turfgrass calculations, basic controller programming, lateral repair and head adjustment, safe operation of power blower, 21" mower, intermediate walk-behind mower, riding mower, edger and trimmer, aerator, and understanding of turf fertilizer. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Describe turfgrass maintenance principles.
- B. Perform turfgrass maintenance calculations.
- C. Apply turf fertilizer.
- D. Describe irrigation principles.
- E. Identify irrigation components.
- F. Describe controller programming.
- G. Repair laterals and adjust heads.
- H. Perform safe operation of turf equipment.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

4. Course Content (Body of knowledge) -

- A. Turfgrass maintenance principles.
 1. Describe the goals of a turfgrass installation.
 2. Identify the maintenance techniques required for turf.
 3. Describe the schedule of turfgrass maintenance techniques.
- B. Turfgrass maintenance calculations.
 1. Perform linear, perimeter, area and volume calculations.
 2. Calculate materials quantities for turf applications.
 - a. Fertilizer.
 - b. Topdressing.
 - c. Seed and sod.
- C. Turf fertilizer.
 1. Identify turf nutrient requirements.
 2. Describe turf fertilizers.
 3. Select appropriate fertilizer for turf use.
- D. Irrigation principles.
 1. Describe the purpose of irrigation.
 2. Identify the types of irrigation.
 3. Match irrigation types to plant needs.
 4. Describe the methods behind water conservation.
- E. Irrigation components.
 1. Identify irrigation supply and distribution lines.
 2. Identify irrigation control equipment.
 3. Identify irrigation valves and heads.
- F. Controller programming.
 1. Create irrigation zones.
 2. Set irrigation times for zones.
 3. Set irrigation cycles for zones.
- G. Lateral repair and head adjustment.

1. Identify damage and leading irrigation laterals.
 2. Repair irrigation laterals.
 3. Identify misdirected irrigation heads.
 4. Adjust irrigation heads to proper locations.
- H. Safe operation of turf equipment.
1. Describe types of equipment used to maintain turf.
 2. Describe the safe operation of:
 - a. Power blower.
 - b. 21" mower.
 - c. Intermediate walk behind mower.
 - d. Edger and trimmer.
 - e. Aerator.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation, Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

10. Lab Content -

Not applicable.

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

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

- A. Reading 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for turf maintenance.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: HORT 401F

Course Title: Landscape Certification: Ornamental Maintenance

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General subjects related to certification with the California Landscape Contractors Association. Topics include ornamental horticulture maintenance principles, irrigation principles, irrigation components, maintenance calculations, plant identification review, controller programming, lateral repair and head adjustment, tree planting and staking, pruning, safe operation of landscape maintenance equipment. This course is intended for students seeking Certified Landscape Technician certification.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

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: David Sauter **Date:** 5/1/18

Division Curriculum Representative: Sara Cooper **Date:** 5/18/18

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

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

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Biological and Health Sciences

HORT 401F LANDSCAPE CERTIFICATION: ORNAMENTAL MAINTENANCE

[Edit Course Outline](#)

HORT 401F

LANDSCAPE CERTIFICATION: ORNAMENTAL MAINTENANCE

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1

Lab Hours:

Weekly Out of Class Hours: 2

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

Division Dean Information -

Seat Count: 35 Load Factor: .016 FOAP Code: 114000141091010900

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

1. Description -

General subjects related to certification with the California Landscape Contractors Association. Topics include ornamental horticulture maintenance principles, irrigation principles, irrigation components, maintenance calculations, plant identification review, controller programming, lateral repair and head adjustment, tree planting and staking, pruning, safe operation of landscape maintenance equipment. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. List ornamental horticultural principles.
- B. List irrigation principles.
- C. Identify irrigation components.
- D. Perform maintenance calculations.
- E. Identify plant material.
- F. Program an irrigation controller.
- G. Repair irrigation laterals and adjust head placement.
- H. Plant and stake trees.
 - I. Prune ornamental landscape plants.
- J. Describe safe operation of landscape maintenance equipment.

3. Special Facilities and/or Equipment -

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

4. Course Content (Body of knowledge) -

- A. List ornamental horticultural principles.
 - 1. Determine goals for landscape maintenance.
 - 2. Create a budget for landscape maintenance.
 - 3. Identify standards of quality for landscape maintenance.
- B. List irrigation principles.
 - 1. Describe the purpose of irrigation.
 - 2. Identify the types of irrigation.
 - 3. Match irrigation types to plant needs.
 - 4. Describe the methods behind water conservation.
- C. Identify irrigation components.
 - 1. Identify irrigation supply and distribution lines.
 - 2. Identify irrigation control equipment.
 - 3. Identify irrigation valves and heads.
- D. Perform maintenance calculations.
 - 1. Perform linear, perimeter, area and volume calculations.
 - 2. Convert volumes to material quantities.
 - 3. Order materials based on calculations.
- E. Identify plant material.
 - 1. Identify landscape trees and shrubs.
 - 2. Identify landscape ground covers, vines, perennials and decorative grasses.
- F. Program an irrigation controller.
 - 1. Create irrigation zones.
 - 2. Set irrigation times for zones.
 - 3. Set irrigation cycles for zones.
- G. Repair irrigation laterals and adjust head placement.
 - 1. Identify damage and leading irrigation laterals.

2. Repair irrigation laterals.
 3. Identify misdirected irrigation heads.
 4. Adjust irrigation heads to proper locations.
- H. Plant and stake trees.
1. Install landscape trees.
 2. Stake landscape trees.
 3. Identify other post-planting care required for planted trees.
- I. Prune ornamental landscape plants.
1. Assess pruning needs of landscape plants.
 2. Describe appropriate pruning cuts for landscape plants.
 3. Direct pruning of landscape plants for maximum health and esthetics.
- J. Describe safe operation of landscape maintenance equipment.
1. Describe the safe operation of a chainsaw.
 2. Describe the safe operation of a power blower.
 3. Describe the safe operation of landscape maintenance hand tools.

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

7. Representative Text(s) -

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.
Study manual required for training courses.

8. Disciplines -

Ornamental Horticulture

9. Method of Instruction -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

10. Lab Content -

Not applicable.

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

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

- A. Reading 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for ornamental landscape maintenance.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: LINC 401

Course Title: Basic Makerspace Skills I

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic Makerspace safety, basic tool safety, basic prototyping. Students 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 the two-course sequence of 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. This course cannot be taken for credit.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

Foothill Labor Market report can be found here: <http://bit.ly/fhmaker>

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Lisa DeLapo **Date:** 5/17/18

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/15/18

Date of Approval by Division Curriculum Committee: 6/15/18

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

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Business and Social Sciences

LINC 401 BASIC MAKERSPACE SKILLS I

[Edit Course Outline](#)

LINC 401 BASIC MAKERSPACE SKILLS I

Summer 2019

12 hours lecture total per quarter.

0 Units

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

Total Student Learning Hours: 36 (Total of All Lecture, Lab and Out of Class hours X 12)

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

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for specific equipment. As students repeat the course, additional basic skills with different equipment may be added, and students will become more proficient in the use of equipment in the Makerspace.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/18/18

Division Dean Information -

Seat Count: 50

Load Factor: .016

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program

TOPs Code:

**Program
Unique
Code:**

**Content
Review
Date:**

Former ID:

Need/Justification -

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

1. Description -

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic Makerspace safety, basic tool safety, basic prototyping. Students 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 the two-course sequence of 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. This course cannot be taken for credit.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of operating systems; familiarity using web browsers, email, bookmarking, searching and downloading.

2. Course Objectives -

The student will be able to:

- A. Demonstrate specific use cases and safe operation of specific tools/machines.
- B. Demonstrate tool/machine knowledge required to use the tool/machine effectively, including the creation of digital files required by the machine.
- C. Show documentation of work products and prototypes that clearly demonstrates safety and knowledge of specific tools/machines.

3. Special Facilities and/or Equipment -

Makerspace equipment, including, but not limited to: laser cutters, vinyl/paper cutters, power tools, hand tools, sewing/embroidery machines.

4. Course Content (Body of knowledge) -

This course will encompass several Makerspace areas, focused on safety, basic machine usage, hand/power tool safety and prototyping.

- A. Basic Makerspace Safety
 1. Basic Makerspace functions and work products
 2. Safety procedures and use processes
 3. Sample project ideas and demonstrations
 4. Uses in hobby, prototyping, and industrial contexts
 5. Acknowledgement of Makerspace policies, procedures, and information
- B. Basic Machine Usage (Laser Cutter, Vinyl/Paper Cutters, Sewing/Embroidery)
 1. Knowledge of tool usage and work products that can be created
 2. Basic safety precautions while operating the machine
 3. Knowledge and ability to use digital tools and files to create work products
 4. Demonstration of basic machine operation in the presence of MakerSpace staff
- C. Hand/Power Tool Safety
 1. Understanding the difference between hand/power tools and the appropriate usage the variety of tools available in the Makerspace
 2. Preparing the work area so that the hand/power tool can be used appropriately and safely
 3. Knowledge of individual tool capabilities and uses

4. Demonstration of use of a hand/power tool in the presence of Makerspace staff
- D. Prototyping
1. Development of work products from concept to drawing/digital file
 2. Development of low/no cost prototype to develop a proof of concept
 3. Transferring design concepts from analog to digital format, so that they can be shared
 4. Documentation of products created demonstrating safety and proper techniques for usage

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency via:

- A. Student participation in digital badging activities.
- B. Demonstration of required tool/equipment knowledge and the use of digital tools to interact with tools and equipment.
- C. Demonstration of required skill to appropriately and safely use tools and equipment.
- D. Documentation of work products using digital tools, including desktop computers, software, and cameras.

7. Representative Text(s) -

Dougherty, Dale, and Ariane Conrad. Free to Make: How the Maker Movement is Changing our Schools, our Jobs, and our Minds. Berkeley, CA: North Atlantic Books, 2016. Print
Hirshberg, Peter, Dale Dougherty, and Marcia Kadanoff. Maker City: A Practical Guide for Reinventing our Cities. San Francisco, CA: Maker Media, Inc., 2017. Print

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

During periods of instruction the student will be:

- A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
- B. Participating in facilitated discussions of live presentations, readings or video presentations
- C. Presenting in small group and whole class situations

10. Lab Content -

Not applicable.

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

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

- A. Example reading assignment: Students will read, both in print and online, manuals and instructions relating to the appropriate and safe operation of a tool. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the appropriate use of a tool, as well as describing specific use cases in hobby, prototyping, and industrial settings.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: LINC 402

Course Title: Basic Makerspace Skills II

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic machine safety, basic computing concepts, basic electronics. Students 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 the two-course sequence of 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. This course cannot be taken for credit.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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

Foothill Labor Market report can be found here: <http://bit.ly/fhmaker>

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Lisa DeLapo **Date:** 5/17/18

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/15/18

Date of Approval by Division Curriculum Committee: 6/15/18

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

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Business and Social Sciences

LINC 402 BASIC MAKERSPACE SKILLS II

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LINC 402 BASIC MAKERSPACE SKILLS II

Summer 2019

12 hours lecture total per quarter.

0 Units

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

Total Student Learning Hours: 36 (Total of All Lecture, Lab and Out of Class hours X 12)

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

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for specific equipment. As students repeat the course, additional basic skills with different equipment may be added, and students will become more proficient in the use of equipment in the Makerspace.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/18/18

Division Dean Information -

Seat Count: 50 Load Factor: .016 FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program

TOPs Code:

**Program
Unique
Code:**

**Content
Review**

Date:

Former ID:

Need/Justification -

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

1. Description -

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic machine safety, basic computing concepts, basic electronics. Students 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 the two-course sequence of 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. This course cannot be taken for credit.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of operating systems; familiarity using web browsers, email, bookmarking, searching and downloading.

2. Course Objectives -

The student will be able to:

- A. Identify specific machines typically found in Makerspaces and their usage.
- B. Demonstrate specific use cases and safe operation of specific tools/machines.
- C. Demonstrate tool/machine knowledge required to use the tool/machine effectively, including the creation of digital files required by the machine.
- D. Identify tool/equipment uses in hobby, prototyping, and industrial environments.

3. Special Facilities and/or Equipment -

Makerspace equipment, including, but not limited to: CNC routers and lathes, 3-D printers, power tools, hand tools, soldering irons, small electronics (Arduino, Raspberry Pi, Microbit).

4. Course Content (Body of knowledge) -

This course will encompass several Makerspace areas, focused on safety, computing, and electronics.

- A. Basic Machine Safety (machines not covered in LINC 401)
- B. Basic Tool Functions and Work Products
- C. Safety Procedures and Use Processes
- D. Sample Project Ideas and Demonstrations
- E. Uses in Hobby, Prototyping, and Industrial Contexts
- F. Basic Computing Concepts
 1. Basic connections to electrical (battery/AC power) sources, including ground and safety precautions
 2. Uses of small computers in simple contexts, including the connection of sensors and other peripherals to increase functionality
 3. Demonstrate the use of small computers in daily life, including devices connected to the internet
 4. Uses in hobby, prototyping, and industrial contexts
- G. Basic Electronics
 1. Understanding of basic electrical concepts, including the connection of power to devices through batteries or AC power
 2. The use of a multimeter to test electrical voltage from a battery or AC power and continuity of wires/circuits/connections
 3. Basic knowledge and use of electrical components, including transistors, capacitors, and resistors

4. Demonstration of the basics relating to circuits and soldering
5. Uses of electronics in hobby, prototyping, and industrial contexts

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency via:

- A. Student participation in digital badging activities.
- B. Demonstration of required tool/equipment knowledge and the use of digital tools to interact with tools and equipment.
- C. Demonstration of required skill to appropriately and safely use tools and equipment.
- D. Documentation of work products using digital tools, including desktop computers, software, and cameras.

7. Representative Text(s) -

Dougherty, Dale, and Ariane Conrad. Free to Make: How the Maker Movement is Changing our Schools, our Jobs, and our Minds. Berkeley, CA: North Atlantic Books, 2016. Print

Hirshberg, Peter, Dale Dougherty, and Marcia Kadanoff. Maker City: A Practical Guide for Reinventing our Cities. San Francisco, CA: Maker Media, Inc., 2017. Print

Instructor-assigned notes and materials.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

During periods of instruction the student will be:

- A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
- B. Participating in facilitated discussions of live presentations, readings or video presentations
- C. Presenting in small group and whole class situations

10. Lab Content -

Not applicable.

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

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

- A. Example reading assignment: Students will read, both in print and online, manuals and instructions relating to the appropriate and safe operation of a tool. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the appropriate use of a tool, as well as describing specific use cases in hobby, prototyping, and industrial settings.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

Course #: LINC 405

Course Title: Beginning Technology Skills

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This noncredit course introduces students and other individuals to basic technology skills. These skills include, but are not limited to: basic word processing skills; basic spreadsheet skills; basic management and organization of files; saving, downloading, and uploading files; basic email use; mouse/navigation skills; internet search skills. Students will be able to learn independently or in small groups to enhance their personal skills in using a computer for basic digital tasks needed to begin Foothill College coursework.

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

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

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

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

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

Criteria A. Appropriateness to Mission

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

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

- Transfer
 Workforce/CTE
 Basic Skills

Criteria B. Need

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

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

- Computer Self-Efficacy and Its Relationship with Web Portal Usage: [Research Article](#)
- Computer Anxiety, Computer Self-Efficacy and Attitudes Towards the Internet of First Year Students: [Research Article](#)
- Users' Perceptions of e-learning environments and services effectiveness: [Research Article](#)

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Lisa DeLapo **Date:** 5/30/18

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/15/18

Date of Approval by Division Curriculum Committee: 6/15/18

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

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Business and Social Sciences

LINC 405 BEGINNING TECHNOLOGY SKILLS

[Edit Course Outline](#)

LINC 405

BEGINNING TECHNOLOGY SKILLS

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1

Lab Hours:

Weekly Out of Class Hours: 2

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

Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Basic skills may be improved and broadened through repetition and guided practice.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/8/18

Division Dean Information -

Seat Count: 50 Load Factor: .016 FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The primary target audience includes students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

1. Description -

This noncredit course introduces students and other individuals to basic technology skills. These skills include, but are not limited to: basic word processing skills; basic spreadsheet skills; basic management and organization of files; saving, downloading, and uploading files; basic email use; mouse/navigation skills; internet search skills. Students will be able to learn independently or in small groups to enhance their personal skills in using a computer for basic digital tasks needed to begin Foothill College coursework.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Demonstrate the ability to use basic computer skills in an educational setting.
- B. Create, edit, delete, save, and manage files in word processing, spreadsheets, and email.

3. Special Facilities and/or Equipment -

Computers, including but not limited to: desktops, laptops, or other mobile devices.

4. Course Content (Body of knowledge) -

- A. Basic Email
 1. Create, save, respond to, and send email
 2. Add attachments to email
 3. Identify when to use carbon copy or blind copy
- B. Basic Word Processing
 1. Create, edit, save, share, and delete files in a word processing tool
 2. Format a basic document
- C. Basic Spreadsheets
 1. Create, edit, save, share, and delete files in a spreadsheet tool
 2. Use basic formulas
 3. Format a basic spreadsheet
- D. File Management
 1. Delete, save, move, rename, and organize files
 2. Download and upload files
- E. Basic Navigation on a Device
 1. Mouse skills
 2. Trackpad skills
- F. Internet Search
 1. Use a browser to do basic searches

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

- A. Completing assignments through badging system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

Miller, Michael. Absolute Beginner's Guide to Computer Basics. 8th ed. Que Publishing, 2015. Print

8. Disciplines -

Instructional Design/Technology OR Computer Information Systems

9. Method of Instruction -

Lecture, discussion, demonstration.

10. Lab Content -

Not applicable.

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

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

- A. Example reading assignment: Students will read, both in print and online, instructions relating to the basic use of a device. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a computer application, such as email, word processing document, or spreadsheet.

PRESIDENT SEEKS RECOMMENDATIONS/FEEDBACK FROM GOVERNANCE ACADEMIC YEAR 2018-19

The Council

- What should the college policy/practice be on textbooks to reduce textbook costs for students?
- What is the future of community college education, and what should the college do in the next 2-years to revise the EMP by June 2020 – “Education Master Plan 2020”?
- Should we revise the college Core Values to include equity, diversity, inclusion, service, service leadership, innovation, etc.?
- In collaboration with the Community and Communication Committee & Equity and Education Committee, should we revise our Institutional Learning Outcomes to incorporate elements of Service Leadership?
- What programs and services should be eliminated to meet budget reduction requirements?
- Do you recommend the new programs coming forth this year to be approved?
- Do you recommend that new programs be approved by the Council in addition to approval by the Curriculum Committee? What criteria should the Council use to approve new programs e.g. connection to mission, cost, demand, etc.? What should the process be for approval of new instructional programs at Foothill College, including committee approval and criteria for recommending to the President and Board of Trustees?
- How should program review be redesigned to be more effective?
- Should the college have a cap on online class offerings, and why?
- Feedback on the annual State Scorecard.
- Evaluate prior year’s and current year’s mid-year effectiveness of Strategic Objectives.
- Feedback on Strategic Objectives for the upcoming year.

PRESIDENT SEEKS RECOMMENDATIONS/FEEDBACK FROM GOVERNANCE ACADEMIC YEAR 2018-19

Equity & Education Committee:

- Evaluate the effectiveness of the current equity plan (including but not limited to: evaluate the “targeted” demographics; assess the effectiveness of Umoja, First Year Experience, Puente, STEM Core, Mellon Scholar, Honors, and other equity-focused learning communities; and assess the role of CTE in college equity agenda).
- Develop an Equity Plan 2.0 (starting Jan. 2019) for submission to the Board of Trustees by December 2019; & provide a big picture allocation of funds in light of the consolidated, block grant.
- Assess the effective use of funds for Strong Workforce, and recommend ways to increase effectiveness of funds (including allocation of funds next year) to promote the state requirements (equity, increase FTES, salary placement) while meeting the college’s strategic objectives and education master plan.
- Develop an Education Master Plan (EMP 2020) for implementation starting September 2020.
- When the EMP 2020 is developed, what is the role and goal of CTE programs as they relate to the college’s overall mission of student success and student equity.
- Led by the Council, should we revise our Institutional Learning Outcomes to incorporate elements of Service Leadership?
- Recommend a college policy/practice on AB 705.
- Recommend a process, policy/practice, and design for Guided Pathway.
- Recommend prioritization of faculty hiring (for both general fund and categorical funds).
- Evaluate the effectiveness of STEM Center and Teaching Learning Center in helping to close achievement gaps, for both face-to-face and online students.
- Evaluate all dual enrollment programs/efforts to achieve equity and increase college-preparedness: Middle College, Early College Promise, College Now, AB 288 partnerships, free-flow dual credit, etc.
- Assess the quality of online education and recommend ways to improve its effectiveness in increasing student success, closing equity gaps, decreasing online drops prior to census day, promoting Service Leadership, and creating community.

PRESIDENT SEEKS RECOMMENDATIONS/FEEDBACK FROM GOVERNANCE ACADEMIC YEAR 2018-19

Community & Communication Committee:

- In collaboration with the Revenue and Resources Committee, how should the college facilities be organized to promote community among students and among faculty/staff?
- How can a college promote “community” for the 30% online-only student community?
- Led by the Council, should we revise our Institutional Learning Outcomes to incorporate elements of Service Leadership?
- How can we better utilize PGA and other professional development funds to increase service on campus for students and employees?
- How can the college “promote consistent and clear communication in order to create a more informed, cohesive and engaged community”?
- Evaluate the effectiveness of college outreach efforts and recommend strategies for better outreach to meet college strategic objectives.
- Assess the hiring practices of the college to increase racial and ethnic diversity, particularly in faculty (full-time and part-time) and management; and recommend changes in policy/procedures and allocation funds to increase such diversity.
- Assess the Science Learning Institute, the Family Engagement Institute, and the Krause Center for Innovation to recommend how these institutes could be better integrated to promote the college goals and strategic objectives.
- Evaluate current strategies and recommend ways to establish communities for veterans, undocumented students, foster youth, homeless, & food-insecure students.
- What should be the college focus/priority be as it relates to the following EMP goals:
 - Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community. (Service Leadership)
 - Provide effective onboarding, support and professional development for all college employees. (professional development strategy plan?)
 - Encourage employee participation in leadership and activities that engages them with the College and the community. (as related to Service Leadership?)
 - Increase lifelong learning opportunities for our community. (Celebrity Forum and Service Leadership?)
 - Promote decision-making that respects the diverse needs of the entire college community. (evaluate new governance design)

PRESIDENT SEEKS RECOMMENDATIONS/FEEDBACK FROM GOVERNANCE ACADEMIC YEAR 2018-19

Revenue & Resource Committee:

- What are the leverage points under the new funding formula whereby the college should revise and create policies/procedures/practices to better position the college for increased funding in 2018-19, 2019-20, and 2020-21?
- What is the recommendation for how to prioritize room-use requests for various departments and programs on campus?
- What should be the college policy/practice on College Promise?
- How do we evaluate the effective use of campus facilities?
- Develop a timeline on how to better approve funding resources semi-annually or quarterly (versus yearly under OPC).
- Should we revise the Facilities Master Plan (for a future bond) in light of budget reductions and program changes?
- In collaboration with the Community and Communication Committee, how should the college facilities be structured to promote community among students and among faculty/staff?
- What should the college policy/practice be for drop-for-nonpayment that's strategic as part of enrollment management?
- What is the CTE share of FTES/costs (compared to De Anza)? What should be the college policy/practice be in evaluating enrollment, productivity, and costs?
- What should occur with the college bookstore in light of deficit?
- Evaluate the Technology Plan on its effectiveness, and allocate resources and identify timeline.
- Evaluate the Sustainability Plan on its effectiveness, and allocate resources and identify timeline.
- Provide the Equity and Education Committee with the budget for equity, SSSP, basic skills, and Strong Workforce; and identify the remaining portions that could be utilized for recommendation on resource allocation.
- Evaluate the Governor's Budget Proposal & recommend a college advocacy position.
- Evaluate and recommend strategies for increasing revenue for the college and its programs.

Updated as of 8/28/2018