

College Curriculum Committee Meeting Agenda
Tuesday, November 27, 2018
2:00 p.m. – 3:30 p.m.
Room 3504

Item	Action	Attachment(s)	Presenter
1. Minutes: November 13, 2018	Action	#11/27/18-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. Notification of Proposed Requisites b. Spring Registration Dates	Information	#11/27/18-2	Armerding
4. Stand Alone Approval Request: ENGL 246A	2nd Read/ Action	#11/27/18-3	Armerding
5. Stand Alone Approval Request: NCEL 405	2nd Read/ Action	#11/27/18-4	Armerding
6. Program Creation Process Revision	Discussion	#11/27/18-5	Armerding
7. Credit by Exam Policy	Discussion		Armerding
8. Good of the Order			Armerding
9. Adjournment			Armerding

Attachments:

- #11/27/18-1 Draft Minutes: November 13, 2018
- #11/27/18-2 CCC Notification of Proposed Requisites
- #11/27/18-3 Stand Alone Course Approval Request: ENGL 246A
- #11/27/18-4 Stand Alone Course Approval Request: NCEL 405
- #11/27/18-5 New Program Proposal form—draft

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), Rachele Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), 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)

<p>c. Library's OER Website</p> <p>d. ADT Update</p> <p>e. Partnership Resource Team Visit</p> <p>f. Makerspace Coordinator Certificate Approval</p>	<ul style="list-style-type: none"> • UCs working on creating transfer degrees, similar to CSU's ADTs, specifically for chemistry and physics. • Credit for prior learning, particularly when it applies to military experience and training. Plans to bring topic to CCC for discussion and possible creation of policy, later this year. <p>Armerding will provide update on resolutions at next meeting.</p> <p>Foothill and De Anza have an extensive website listing OER materials: //libguides.fhda.edu/OER. Please share link with colleagues and encourage them to explore using OER materials.</p> <p>ASCCC passed resolution in favor of "UC ADT" partnership—still very tentative; next month, UC will announce new list of transfer agreements, and the "UC ADT" may or may not be included; the UC Academic Senate will be voting on the proposal in the spring. Faculty at some CSUs have been removing their programs from the list of ADT similar agreements in the online CSU ADT Degree and Search Tool, without informing community colleges—Day asked group to encourage students to meet with a counselor to confirm ADT acceptance of their major at CSU campuses. CCCCCO issued a memo that it will not approve new ADT applications requiring IGETC for UC pattern—should not affect our approved ADTs. CA Commission on Teacher Credentialing recently made changes which may result in revision to requirements for Elementary Teacher Education ADT, which we are in the process of submitting. Shared lists of disciplines being updated for C-ID and ADTs—please contact Day if interested in participating.</p> <p>Visit was generally positive. Team commented on timing of visit, given ongoing work on governance redesign and budget situation.</p> <p>The CCCCCO has approved the Makerspace Coordinator certificate of achievement!</p>
<p>4. Consent Calendar</p> <p>a. GE Application</p>	<p>Speaker: Ben Armerding</p> <p>The following GE application was presented: Area VII—BIOL 81. Bio Health rep noted that faculty has done a lot of preliminary research, backed by NIH grant.</p> <p>Motion to approve M/S (Serna, Day). Approved.</p>
<p>5. New Program Application: Film, Television, and Electronic Media ADT</p>	<p>Speaker: Ben Armerding</p> <p>Second read of new Film, Television, and Electronic Media ADT. No comments.</p> <p>Motion to approve M/S (Day, Schultheis). Approved.</p>
<p>6. Stand Alone Approval Request: ALCB 466</p>	<p>Speaker: Ben Armerding</p> <p>Second read of Stand Alone Approval Request for ALCB 466. No comments.</p> <p>Motion to approve M/S (Venkataraman, Serna). Approved.</p>
<p>7. Stand Alone Approval Request: HORT 401A</p>	<p>Speaker: Ben Armerding</p> <p>Second read of Stand Alone Approval Request for HORT 401A. Armerding asked group if HORT Stand Alone requests may be considered in batch, with option to pull any individual request—group agreed. No additional comments.</p> <p>Motion to approve items 7-12 M/S (Serna, Kuehnl). Approved.</p>

8. Stand Alone Approval Request: HORT 401B	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for HORT 401B. <i>[Note: see item 7 for comments and approval.]</i></p>
9. Stand Alone Approval Request: HORT 401C	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for HORT 401C. <i>[Note: see item 7 for comments and approval.]</i></p>
10. Stand Alone Approval Request: HORT 401D	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for HORT 401D. <i>[Note: see item 7 for comments and approval.]</i></p>
11. Stand Alone Approval Request: HORT 401E	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for HORT 401E. <i>[Note: see item 7 for comments and approval.]</i></p>
12. Stand Alone Approval Request: HORT 401F	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for HORT 401F. <i>[Note: see item 7 for comments and approval.]</i></p>
13. Stand Alone Approval Request: LINC 401	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for LINC 401. Armerding asked group if LINC Stand Alone requests may be considered in batch, with option to pull any individual request—group agreed. No additional comments.</p> <p>Motion to approve items 13-15 M/S (Francisco, Cembellin). Approved.</p>
14. Stand Alone Approval Request: LINC 402	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for LINC 402. <i>[Note: see item 13 for comments and approval.]</i></p>
15. Stand Alone Approval Request: LINC 405	<p>Speaker: Ben Armerding Second read of Stand Alone Approval Request for LINC 405. <i>[Note: see item 13 for comments and approval.]</i></p>
16. Stand Alone Approval Request: ENGL 246A	<p>Speaker: Ben Armerding First read of Stand Alone Approval Request for ENGL 246A. Will be permanently Stand Alone. Designed for AB 705 compliance—will be a corequisite for ENGL 1A, for students who do not meet prerequisite. PSME rep noted inclusion of ENGL 1AH—Language Arts rep explained that intention is for honors course to be accessible to more students, so dept. determined that corequisite is appropriate. Armerding noted that excluding corequisite could prohibit basic skills students from taking honors course.</p> <p>Second read and possible action will occur at next meeting.</p>
17. Stand Alone Approval Request: NCEL 405	<p>Speaker: Ben Armerding First read of Stand Alone Approval Request for NCEL 405. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
18. Math Changes Affecting Requisites	<p>Speaker: Ben Armerding Follow up to discussions at previous meetings, regarding Math dept. courses being deactivated, related to AB 705. Vanatta is still waiting for complete responses from two divisions. Armerding considered setting a deadline for responses—Vanatta will first follow up with them; if necessary, CCC Team will determine deadline and can provide support. Vanatta asked group to determine effective quarter for COR updates; would like to process updates at the same time as the removal of placement test language (discussed at previous meeting). Counseling rep suggested ASAP, considering that the MATH changes/deactivations have already been made; helps students and counselors have accurate information. Winter quarter</p>

	<p>registration begins this week—already too late to implement; spring registration likely begins in early March (Armerding will follow up regarding dates). Group consensus is for CORs to be updated in time for spring registration. Vanatta noted that CCC has not determined process for divisions to follow when responding—she has advised reps to discuss/approve at division CC meeting and note approval in meeting minutes. Does not recall any responses involving adding to existing requisite/Advisory—only removal. Group agreed that division CC approval sufficient if course(s) removed from requisite/Advisory.</p>
<p>19. Program Creation Process Revision</p>	<p>Speaker: Ben Armerding Armerding shared current program creation process. Certain groups no longer exist, given governance redesign: Transfer and Workforce Work Groups, and PaRC. Thus, process needs to be changed—Academic Senate will work with governance groups, but discussions have not yet begun. Armerding would like CCC to discuss: which group(s) should be reviewing/approving new programs; what aspects of current process are valuable, if any. Will provide feedback from CCC to Isaac Escoto, to inform AS/governance discussions. Multiple reps commented on lack of clarity regarding structure of new governance groups, which makes it hard to determine which group(s) should be involved. PSME rep suggested college-wide review be included, especially regarding resource availability; ideally, early in the process. (Different) PSME rep suggested temporary process for new programs, similar to recently-passed streamlined process, until official process revised.</p> <p>Starer noted this is an opportunity for CCC to assert how/when curriculum should move through governance. Urged group to take a fresh look at which groups are worthwhile to contribute to the process and would provide valuable feedback. Cautioned against temporary process and delaying revision of official process. PSME rep suggested “new program proposal form” for initial review, before faculty create full documentation—similar to New Course Proposal. Vanatta noted current process does not require faculty to create full documentation until division CC review/approval step, but most do not realize this, or were misinformed. PSME rep noted importance of faculty meeting with division dean, especially early in the process. Question if dean would be able to speak to resource allocation on a campus-wide level—no clear response given. Starer noted that our division CC setup is unique; Hueg suggested initial CCC review early on, with full approval later. Language Arts rep agreed and shared prior experience at other college—faculty presented new programs at beginning of process.</p> <p>PSME rep noted faculty hesitation to create new programs due to concern that CCC would not approve, after working hard to put together documentation. BSS rep noted faculty have been presented with comments/concerns following approval of new programs, as others on campus were unaware of program being created—would be helpful for such comments/concerns to be shared earlier in process. Armerding noted New Course Proposal intends to provide campus-wide notification of new course being created; stressed importance of campus-wide transparency and communication. Question regarding how CourseLeaf will affect creation of new programs—unsure. Day noted Academic Senate has primary function over curriculum; onus on CCC to propose new process, whether via creation of a subcommittee or by</p>

	<p>working directly with AS.</p> <p>Armerding reiterated suggestions of new program proposal form as a first-look for CCC, and resource allocation review early in the process. PSME rep asked if new governance model has a version of PaRC—Starer noted currently is The Council, but Pres. Nguyen hoping that other groups will inform The Council, instead of The Council doing its own direct review. Starer mentioned Revenue and Resource committee. Armerding noted Pres. Nguyen’s question to The Council (discussed at previous CCC meeting), regarding review of new programs, related to timing/order of review/approval steps. Day noted importance of support for new programs related to pedagogy, aside from resource availability. Discussion will continue at next meeting, with goal of making recommendation to AS and other groups regarding process.</p>
<p>20. Degrees/Certificates Awarded in 2017-18</p>	<p>Speaker: Paul Starer Please share attachment with your constituents. There are many ways we measure our success, and program awards is an important part. Starer emphasized that students continue to receive local AA/AS degrees, not just ADTs—students still finding value in them. Commended group for hard work in encouraging students to complete degrees/certificates—Starer sent data to deans to share with their divisions, in celebration. Day noted most programs’ numbers increased; thanks needs given to staff in A&R, whose workload has increased, accordingly.</p>
<p>21. Apprenticeship GE Mapping</p>	<p>Speaker: Paul Starer Somewhat related to credit for prior learning (mentioned earlier). Group of faculty and staff working to map curriculum in our existing plumbing apprenticeship program to Foothill GE areas. Goal is to capture students’ learning over five years of program, not necessarily course-to-course but “bits and pieces” throughout full program, to match to GE areas. If match does not exist, advising apprenticeship faculty on content changes that could be made to create match. Early in winter quarter, results of mapping will come to CCC for review and discussion of how could be approved for Foothill GE—hope is that students graduating in June, 2019, will be able to receive GE credit. Starer stressed that this is not request for special dispensation; asking CCC to take a fresh look at how a student may satisfy GE. Please contact Starer with any questions or concerns.</p>
<p>22. Good of the Order</p>	
<p>23. Adjournment</p>	<p>3:33 PM</p>

Attendees: Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Simon Pennington (Dean, FA & KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

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
ENGL 246A: Composition & Reading Supplemental Instruction	S. Chan	Coreq: ENGL 1A or 1AH (Composition & Reading or Honors)	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 #: ENGL 246A

Course Title: Composition & Reading Supplemental Instruction

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Incorporates and contextualizes reading and writing strategies aligned with ENGL 1A and 1AH coursework. Students receive additional support for success in ENGL 1A or 1AH by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

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.

In compliance with legislation AB 705, this course provides students, who would otherwise be placed in pre-transfer level courses, additional support and guided instruction to meet the ENGL 1A/1AH learning objectives. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A/1AH. This corequisite model aligns with recommendations from the state chancellor's office as well as the California Acceleration Project, and is supported by data showing that transfer level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the co-requisite.

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: Stephanie Chan **Date:** 6/13/18

Division Curriculum Representative: Brian Lewis **Date:** 6/13/18

Date of Approval by Division Curriculum Committee: 6/19/2018

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

Submissions Course Outline Editor

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Language Arts

ENGL 246A COMPOSITION & READING SUPPLEMENTAL INSTRUCTION

[Edit Course Outline](#)

ENGL 246A

COMPOSITION & READING SUPPLEMENTAL INSTRUCTION

Summer 2019

2 hours lecture.

2 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:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/2018

Division Dean Information -

Seat Count: 25 Load Factor: .044 FOAP Code: 114000123031150100

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 -

In compliance with legislation AB 705, this course provides students, who would otherwise be placed in pre-transfer level courses, additional support and guided instruction to meet the ENGL 1A/1AH learning objectives. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A/1AH. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project, and is supported by data showing that transfer-level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the corequisite.

1. Description -

Incorporates and contextualizes reading and writing strategies aligned with ENGL 1A and 1AH coursework. Students receive additional support for success in ENGL 1A or 1AH by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

Prerequisite: None

Corequisite: ENGL 1A or 1AH.

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Practice integrated reading and writing strategies to support the writing process as applied to ENGL 1A or 1AH.
- B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A or 1AH.

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Practice reading and writing strategies to support the writing process as relevant to student needs in ENGL 1A or 1AH:
 1. Reading strategies for comprehension and critical reading, such as:
 - a. Activating schema: previewing, predicting, prior knowledge
 - b. Think aloud
 - c. Talking to the text (e.g., double entry journals, annotation)
 - d. Sectioning and reverse outlining
 - e. Vocabulary in context
 - f. Summary for comprehension
 - g. Questioning
 - h. Graphic organizers
 - i. Text-based discourse, including class discussion strategies
 - j. Create and foster personal connections to the texts
 - k. Establish a community of readers who are able to discuss texts with ease and critical attention (e.g., think/pair/share, response cards, idea gallery, "Cocktail Party")
 2. Writing strategies for all stages of writing process, such as:
 - a. Understanding and responding to a prompt
 - b. Brainstorming: free-write, concept mapping, listing
 - c. Outlining
 - d. Thesis statements: closed versus open
 - e. Evaluation of evidence
 - f. Drafting
 - g. Understanding and incorporating feedback
 - h. Revision: essay level, paragraph level, sentence level
 - i. Sentence combining, such as coordination, subordination, correlatives, modifiers (noun phrases, adjective clauses, verbal phrases)
 - j. Proofreading to identify and eliminate errors, such as comma splices, fragments, spelling (e.g., homophones)
- B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A or 1AH:
 1. Reflect on the student's own learning to identify and overcome difficulties during the reading and writing process
 2. Develop metacognitive awareness of the range of reading and writing strategies and when to employ them
 3. Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Successful completion of ENGL 1A or 1AH
- B. Midterm and final self-assessment

7. Representative Text(s) -

This course should primarily focus on texts assigned in the ENGL 1A or 1AH corequisite course.

Behrens and Rosen. Writing and Reading Across the Curriculum. New York: Longman, 2015.

Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings. New York: Norton, 2017.

8. Disciplines -

English

9. Method of Instruction -

Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing.

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 of books and/or articles on the process and purpose of reading and writing in an academic setting
- B. Reading and evaluation of student work (self and that of peers)
- C. Written reflections and self-evaluations

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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 #: NCEL 405

Course Title: Introduction to Computer & Internet Language for ESL

Credit Status:

Credit course
 Noncredit course

Catalog Description:

An introductory course for the adult English-learner to the computer and internet language needed to be successful on the community college campus and in college-level coursework. Primary focus is on developing language to communicate basic computer problems and directions for basic computer tasks, through listening, speaking, reading and writing activities in the classroom.

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.

English learning students at various levels of language development typically fit into two groups of technological experience: one where the students have very little experience with computers and the Internet, and another in which the students may be extremely skilled with computers and the Internet yet lack the language to communicate in tech jargon. The achievement gap seen in many credit courses suggests that English learners could benefit from a class such as this because many basic college-level assignments require some degree of cultural and linguistic awareness beyond just having the grammar and vocabulary to complete work. In addition, the use of Canvas is becoming increasingly popular which is good for saving paper, but poses an added challenge for English learners who lack tech experience. Even requiring work to be typed, by itself, involves some understanding of how to manipulate the software to follow certain heading and other formatting styles. Every year a handful of students visit the TLC with essays adhering to a double-spacing requirement. This is a standard practice that typically begins in Middle School or High School in the US, but for students unfamiliar with this norm, they often double-space each line manually. For these students, double-spacing becomes a painstaking and time-consuming process, and this basic requirement that is easily incorporated into student work with formatting tools available in most word processors becomes an obstacle for students new to this idea.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Amy Sarver **Date:** 6/21/18

Division Curriculum Representative: Ben Armerding **Date:** 6/23/18

Date of Approval by Division Curriculum Committee: 6/23/18

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

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Language Arts

NCEL 405 INTRODUCTION TO COMPUTER & INTERNET LANGUAGE FOR ESL

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NCEL 405 INTRODUCTION TO COMPUTER & INTERNET LANGUAGE FOR ESL

Summer 2019

48 hours lecture total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Course content changes each time the course is offered. Materials change based on current resources and individual instructor preferences; due to the flexible materials selection, the course is easily adaptable to meet various student levels and needs. For students with minimal experience and skills, this allows them to learn at their own pace.

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: 6/21/18

Division Dean Information -

Seat Count: 35

Load Factor: .062

FOAP Code: 114000123041493087

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 follows the goals and mission of Foothill College to help students overcome obstacles to meet academic expectations. English learning students at various levels of language development typically fit into two groups of technological experience: one where the students have very little experience with computers and the internet, and another in which the students may be extremely skilled with computers and the internet yet lack the language to communicate in tech jargon. The achievement gap seen in many credit courses suggests that English learners could benefit from a course such as this because many basic college-level assignments require some degree of cultural and linguistic awareness beyond just having the grammar and vocabulary to complete work. In addition, the use of Canvas is becoming increasingly popular, which is good for saving paper, but poses an added challenge for English learners who lack tech experience. Even requiring work to be typed, by itself, involves some understanding of how to manipulate the software to follow certain heading and other formatting styles. Every year a handful of students visit the TLC with essays adhering to a double-spacing requirement. This is a standard practice that typically begins in middle school or high school in the U.S., but for students unfamiliar with this norm, they often double-space each line manually. For these students, double-spacing becomes a painstaking and time-consuming process, and this basic requirement that is easily incorporated into student work with formatting tools available in most word processors becomes an obstacle for students new to this idea.

1. Description -

An introductory course for the adult English-learner to the computer and internet language needed to be successful on the community college campus and in college-level coursework. Primary focus is on developing language to communicate basic computer problems and directions for basic computer tasks, through listening, speaking, reading and writing activities in the classroom.

Prerequisite: None

Co-requisite: None

Advisory: One of the following NCEL level 1 courses is recommended: NCEL 411, 412 or 413.

2. Course Objectives -

The student will be able to:

- A. Demonstrate an understanding of basic computer/internet terms.
- B. Follow and give directions on how to do basic computer/internet tasks, using standard English.
- C. Send emails and contribute to online forums using appropriate tone for intended audience.
- D. Perform basic internet searches (with consideration for internet safety).
- E. Search for classes in the searchable schedule of classes, important dates and deadlines, financial aid information, etc., on the Foothill website (foothill.edu).

3. Special Facilities and/or Equipment -

- A. Computer lab, access to computers.

4. Course Content (Body of knowledge) -

- A. Demonstrate an understanding of basic computer/internet terms.
 1. Computer
 2. Monitor
 3. Mouse
 - a. Right click
 - b. Left click
 4. Keyboard
 - a. Caps lock
 - b. Tab
 - c. Shift
 - d. Enter
 5. Web browser
 6. URL
 7. Search bar
 8. Email

9. Spam
 10. Hackers/scammers
 11. JPEG
 12. Streaming
 13. Window
 14. (Browser) tab
 15. Desktop
 16. Laptop
 17. Tablet
- B. Follow and give directions (using imperatives, as well as other colloquialisms (e.g., "What you want to do is...") for giving directions) on how to do basic computer/internet tasks.
1. Turn on and off the computer
 2. Open an internet/web browser
 3. Create an email account
 4. Submit an assignment in canvas
- C. Send emails or contribute to online forums using appropriate tone for intended audience.
1. Elevated or formal tone for academics or higher authority (employers, professors, doctors, etc.)
 2. Informal tone for friends and family
- D. Perform basic internet searches (with consideration for internet safety).
1. Keyword grammar/syntax
 2. Site reliability and protecting sensitive information
 3. Narrow search results
- E. Search for classes in the searchable schedule of classes, important dates and deadlines, financial aid information, etc., on the Foothill website (foothill.edu).
- F. Navigate the LMS (Canvas) to find important course content and information, and submit assignments.
1. Syllabus
 2. Modules
 3. Announcements
 4. Files
 5. Discussions
 6. Assignments
 7. Grades
- G. Use online dictionaries and other online tools for English learners.
1. Merriam Webster's English Learner's Dictionary Online
 2. Duolingo
 3. Quizlet
 4. YouTube
 5. PBS.org
 6. NPR.org

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. In-class exercises
- B. Homework exercises
- C. Vocabulary tests
- D. Reading tests
- E. Listening tests
- F. Writing tasks

7. Representative Text(s) -

www.usa.gov/online-safety
spclc.org/curricula-resources/computer-curriculum
digitalliteracy.gov
www.netliteracy.org/wp-content/uploads/2012/07/Basic-Computer-Skills1.pdf

8. Disciplines -

English as a Second Language (ESL): Noncredit

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, oral presentations, 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. Read written conversations, short narrative paragraphs, explanations and instructions in the text.
- B. Read internet articles, internet reviews, instruction manuals, and personal narratives.
- C. Write short paragraphs about personal experiences.

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

**Foothill College
College Curriculum Committee
New Program Proposal**

*This form should be completed by the faculty author(s) as preparation to creating a new program. 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**.*

Faculty Author(s):

Program Type:

Credit or Noncredit:

Proposed Total Units (or Hours, if Noncredit):

Proposed Program Title:

Has the proposed program been discussed with the division dean and department faculty?

Are there any other departments or programs that may be impacted from the creation of this program? Please identify those departments/programs and the effect:

Please identify any resources that will be needed for this program:

Comments & Other Relevant Information for Discussion: