

College Curriculum Committee Meeting Agenda
Tuesday, October 22, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: October 8, 2019	Action	#10/22/19-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. Notification of Proposed Requisites b. ASCCC Fall Plenary Resolutions c. Nutrition and Dietetics ADT Approval	Information	#10/22/19-2 #10/22/19-3	Kuehnl
4. Additions to Credit by Examination List: SPAN 1, 2, 3, 4, 5, 6	Information		Kuehnl
5. Stand Alone Approval Request: BUSI 59C	2nd Read/ Action	#10/22/19-4	Kuehnl
6. Stand Alone Approval Request: BUSI 59D	2nd Read/ Action	#10/22/19-5	Kuehnl
7. Stand Alone Approval Request: BUSI 59E	2nd Read/ Action	#10/22/19-6	Kuehnl
8. Stand Alone Approval Request: MUS 38A	2nd Read/ Action	#10/22/19-7	Kuehnl
9. Stand Alone Approval Request: MUS 38B	2nd Read/ Action	#10/22/19-8	Kuehnl
10. Stand Alone Approval Request: MUS 38C	2nd Read/ Action	#10/22/19-9	Kuehnl
11. Stand Alone Approval Request: PHT 58	2nd Read/ Action	#10/22/19-10	Kuehnl
12. Stand Alone Approval Request: HORT 400A	1st Read	#10/22/19-11	Kuehnl
13. Stand Alone Approval Request: HORT 400B	1st Read	#10/22/19-12	Kuehnl
14. Stand Alone Approval Request: HORT 400C	1st Read	#10/22/19-13	Kuehnl
15. Stand Alone Approval Requests: ITSC 101, 105, 106, 110, 113, 114, 115, 123, 125, 127, 128, 130, 131, 132, 134	1st Read	#10/22/19-14- 29	Kuehnl
16. Requisite Recency	Discussion		Kuehnl
17. Good of the Order			Kuehnl
18. Adjournment			Kuehnl

Attachments:

- #10/22/19-1 Draft Minutes: October 8, 2019
- #10/22/19-2 CCC Notification of Proposed Requisites
- #10/22/19-3 ASCCC Fall 2019 Resolutions Packet
- #10/22/19-4 Stand Alone Course Approval Request: BUSI 59C
- #10/22/19-5 Stand Alone Course Approval Request: BUSI 59D
- #10/22/19-6 Stand Alone Course Approval Request: BUSI 59E

- #10/22/19-7 Stand Alone Course Approval Request: MUS 38A
- #10/22/19-8 Stand Alone Course Approval Request: MUS 38B
- #10/22/19-9 Stand Alone Course Approval Request: MUS 38C
- #10/22/19-10 Stand Alone Course Approval Request: PHT 58
- #10/22/19-11 Stand Alone Course Approval Request: HORT 400A
- #10/22/19-12 Stand Alone Course Approval Request: HORT 400B
- #10/22/19-13 Stand Alone Course Approval Request: HORT 400C
- #10/22/19-14 Stand Alone Course Approval Requests: ITSC 101, 105, 106, 110, 113, 114, -29 115, 123, 125, 127, 128, 130, 131, 132, 134

2019-2020 Curriculum Committee Meetings:

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
10/8/19	1/21/20	4/21/20
10/22/19	2/4/20	5/5/20
11/5/19	2/18/20	5/19/20
11/19/19	3/3/20	6/2/20
12/3/19	3/17/20	6/16/20

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

2019-2020 Curriculum Deadlines:

- 12/1/19 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/19 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- TBD Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
- TBD Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).
- 6/1/20 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Eric Kuehnl (Faculty Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2019-20

Meeting Date: 10/22/19Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
<input type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input 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	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
<input checked="" type="checkbox"/>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>			SRC	
<input checked="" type="checkbox"/>	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
<input checked="" type="checkbox"/>	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
<input checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

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

VisitorsChris Allen

**College Curriculum Committee
Meeting Minutes
Tuesday, October 8, 2019
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. CCC Orientation	<p>Speaker: Eric Kuehl Kuehl provided overview of CCC and the responsibilities given to the division CCs and reps. PSME rep asked for clarification regarding voting rights of new STEM division, which combines Bio Health & PSME—for the purposes of CCC, Bio Health & PSME still considered separate divisions and have separate votes.</p>
2. Minutes: June 18, 2019	<p>Approved by consensus.</p>
3. Report Out from Division Reps	<p>Speaker: All BSS: Working on new certificate in partnership with Facebook; working on new BUSI courses.</p> <p>Language Arts: SPAN courses being approved for credit by exam; ESLL dept. finalizing coreq course for ENGL 1A (related to AB 705)—will be a credit course; plan to offer one section to support all ENGL 1A sections.</p> <p>Counseling: No updates to report.</p> <p>Kinesiology: Working on new courses in women’s badminton.</p> <p>PSME: C S dept. offering courses related to Cloud Computing certificate (in development); working on additional new certificates.</p> <p>Fine Arts: ART dept. working with Gilstrap to update Studio Arts ADT.</p> <p>Library: Updates to LIBR 10 being finalized to align with outside accrediting body.</p> <p>APPR: Dean Chris Allen provided update. Convened division CC over the summer.</p> <p>Armerding provided Guided Pathways announcement—focus for this year will be on program mapping and meta majors; contact him if interested in participating.</p>
<p>4. Announcements</p> <p style="padding-left: 20px;">a. GE Subcommittee Membership</p> <p style="padding-left: 20px;">b. CCC Priorities for 2019-20</p> <p style="padding-left: 20px;">c. Notification of Proposed Requisites</p>	<p>Speaker: Eric Kuehl Kuehl asked reps to reach out to their constituents for faculty to serve on GE subcommittees for this year.</p> <p>List of topics based on discussion at final CCC meeting of 2018-19, incl.: new program creation process still being worked on; Bernie Day (former Articulation Officer) had suggested continuing credit for prior learning discussion, updating Distance Ed application, providing training for new reps; Armerding had suggested creating handbook or Canvas site for reps; PSME reps had suggested continuing discussion of Honors prereqs, discussing ongoing issue of prereq recency, especially concerning lab courses (noted that topic has been of concern in division for many years and have requested discussion at CCC); training for new curriculum system. Starer encouraged group to suggest additional topics—none suggested.</p> <p>New requisites for DMS 50B, ENGR 37, R T 71 & V T 93, all effective summer 2020 quarter. Also listed are ongoing requisites, for which a</p>

<p>d. CourseLeaf Update</p>	<p>Content Review form was not on file. Please share with your constituents.</p> <p>Starer provided update. CourseLeaf will be our new curriculum system; the company has delayed our initial training, which is now scheduled to occur next week. Plan is that by the end of fall quarter the new system will be presented, followed by training. PSME rep asked about timeline for next curriculum deadline and which system we will be using—ideally, we will be transitioning over for submissions for the next deadline, but it depends on how smooth the transition will be. Noted that De Anza has decided to select a completely different vendor to replace their curriculum system.</p>
<p>5. Consent Calendar</p> <p>a. Streamlined Certificates of Achievement</p> <p>b. GE Application</p>	<p>Speaker: Eric Kuehn</p> <p>The following certificate applications were presented: Veterinary Assisting (Bio Health); Acting, Game Design, Garment Printing, Graphic Design, Illustration, Web Design and Development (Fine Arts). These certificates were submitted using the streamlined process CCC approved last fall; all are currently non-transcriptable certificates and will be submitted to the CCCCO as certificates of achievement if approved. Vanatta noted that per the streamlined process, these certificates are on the Consent Calendar rather than presented as first/second reads like new programs.</p> <p>The following GE application was presented: Area II—Plumbing Technology Apprenticeship Program. Would approve GE Area II for students who complete the full program, not one individual course. Similar to previous approvals for Foothill GE for this program. Stephanie Chan and Paul Glanting from ENGL dept. worked with Apprenticeship faculty on application—present for discussion. PSME rep noted issue brought up last year by former Articulation Officer Bernie Day regarding GE reciprocity with other colleges and possible ramifications. Expressed concern that issue was not discussed last year. Gilstrap confirmed that if a student completes an associate degree at Foothill they can take their degree to a different community college (e.g., West Valley) and that college will not require them to complete GE; concern is that a college will not consider this type of GE credit to be actual completion of GE. Suggested a notation be listed on student’s transcript when GE completed via this process. Also noted that this type of GE will not qualify for transfer. Starer asked how reciprocity enforced and enacted—per Gilstrap, determined by the college the student is applying to. PSME rep noted that transcript for a student completing this Apprenticeship program will not look the same as others, in terms of showing courses in ENGL, MATH, etc. Counseling rep agreed that issue could come up for counselors reviewing transcripts. Language Arts rep stressed importance of making clear to Apprenticeship students the possible implications of this type of GE. BSS rep asked if CCCCO has expressed any approval/concern—unsure. Gilstrap asked how this will affect students who have already completed program; Language Arts rep asked how retroactive GE works for regular courses—Gilstrap confirmed that GE is not retroactively awarded. Starer asked for group to consider today’s application on its merit, and committed to continue larger discussion at a future meeting.</p> <p>Regarding application, Language Arts rep expressed positive comments. Noted word count is not specified; wondered if students are writing more than 6000 words (per first page of application). Chan/Glanting noted that 6000 words is roughly 24 pages; program is five years, so students likely achieving word count over that period of time. PSME rep mentioned associate degree minimum proficiency requirement of ENGL 1A (or 1AH or 1S + 1T)—different than the English GE area, but still an important point.</p> <p>Kuehn asked if group wants to pull the application. Gilstrap again expressed concern with reciprocity and how the student’s transcript will</p>

	<p>look; in full favor of awarding Apprenticeship students associate degrees but concerned with how this could affect students in the future. Fine Arts rep asked if other colleges doing a similar process, nationally—Starer noted that certain states offer a third category of associate degree (e.g., Industrial Arts). Vanatta noted GE approval would be effective winter 2020 quarter.</p> <p>Motion to approve M/S (Armerding, Venkataraman). Approved. 2 abstentions.</p>
6. Stand Alone Approval Request: BUSI 59C	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for BUSI 59C. Will be temporarily Stand Alone—included in new Digital Marketing certificate of achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
7. Stand Alone Approval Request: BUSI 59D	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for BUSI 59D. Will be temporarily Stand Alone—included in new Digital Marketing certificate of achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
8. Stand Alone Approval Request: BUSI 59E	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for BUSI 59E. Will be temporarily Stand Alone—included in new Digital Marketing certificate of achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
9. Stand Alone Approval Request: MUS 38A	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for MUS 38A. Will be temporarily Stand Alone—included in Music ADT, which will be developed at some point in the future. Note that this is not a new course; was previously part of the Music AA degree but removed for 2019-20. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
10. Stand Alone Approval Request: MUS 38B	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for MUS 38B. Will be temporarily Stand Alone—included in Music ADT, which will be developed at some point in the future. Note that this is not a new course; was previously part of the Music AA degree but removed for 2019-20. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
11. Stand Alone Approval Request: MUS 38C	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for MUS 38C. Will be temporarily Stand Alone—included in Music ADT, which will be developed at some point in the future. Note that this is not a new course; was previously part of the Music AA degree but removed for 2019-20. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
12. Stand Alone Approval Request: PHT 58	<p>Speaker: Eric Kuehnl First read of Stand Alone Approval Request for PHT 58. Will be permanently Stand Alone. Note that this is not a new course; being renumbered from BIOL 58. Gilstrap asked why course is Stand Alone, as it's on the Dental Hygiene bachelor degree—Vanatta noted it is included as a program prereq, which is different than a core/support course and does not qualify as Program Applicable.</p>

	Second read and possible action will occur at next meeting.
13. Cross-List Request: ART 15A & GID 32A	<p>Speaker: Eric Kuehnl Cross-Listed Course Approval Request for ART 15A (existing course) & GID 32A (new course for 2020-21). <i>[Note that the following discussion applies to item 14, as well.]</i> Fine Arts rep noted that creation of GID 32A/B should result in more enrollment. However, recent meeting with Gilstrap revealed that ART 15A/B not currently listed on Studio Arts ADT and possibly can add them, which in itself could boost enrollment. Rep expressed concern with creation of GID versions; concerned that ART dept. not very involved in discussion (rep is from ART dept.). PSME rep expressed concern that the Fine Arts CC approved cross-listings without including opinions of all involved. Kuehnl served as Fine Arts rep last year—agreed that there are many issues with division’s process, including that many faculty teach online only and are not on campus to attend division CC meetings. Fine Arts rep expressed concern with possible differences in how the two offerings might be taught. BSS rep asked what the benefit would be in cross-listing these—Kuehnl noted ART 15A/B currently taught by two different instructors, one of whom would teach GID versions. Vanatta noted that CCC rejection of cross-listing apps would not necessarily prevent GID versions from being created, just from being cross-listed. PSME rep pointed out issue of creating GID versions without their being cross-listed; if they are the same courses, we cannot offer overlapping curriculum. Vanatta agreed, noting that CCC has not recently rejected any cross-listing requests—would need to figure out how to handle new GID versions if requests rejected.</p> <p>BSS rep moved that both applications be returned to the Fine Arts division CC for further discussion, to be brought back to CCC if they decide to move forward with the creation of the GID versions. PSME rep seconded.</p> <p>Approved.</p>
14. Cross-List Request: ART 15B & GID 32B	<p>Speaker: Eric Kuehnl Cross-Listed Course Approval Request for ART 15B (existing course) & GID 32B (new course for 2020-21).</p> <p><i>See item 13 for comments and motion/approval details.</i></p>
15. Good of the Order	Starer mentioned email that was just sent by district regarding possible PG&E outage tomorrow and Thursday.
16. Adjournment	3:16 PM

Attendees: Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Ben Armerding (LA), Stephanie Chan (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Paul Glanting (guest—LA), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Eric Kuehnl (Faculty Co-Chair), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Ron Painter (PSME), Matt Stanley (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	COR Editor	Requisite Course Number & Title	New/Ongoing
CHEM 12BL: Organic Chemistry Laboratory	K. Armstrong	Prereq: CHEM 12AL or 13AH (Organic Chemistry Laboratory or Honors)	New for 2020-21
CHEM 12CL: Organic Chemistry Laboratory	K. Armstrong	Prereq: CHEM 12BL or 13BH (Organic Chemistry Laboratory or Honors)	New for 2020-21
ENGR 46: Strength of Materials	S. Parikh	Prereq: ENGR 35 (Statics)	Ongoing



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Celebrating 50 years

54th FALL SESSION RESOLUTIONS

***FOR DISCUSSION ON THURSDAY,
NOVEMBER 7, 2019***

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 9, 2019.

Resolutions Committee 2019-20

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Julie Clark, Merced College, Area A

Nathaniel Donahue, ASCCC At-Large Representative, Area C

Maria Figueroa, Mira Costa College, Area D

Eric Narveson, Evergreen Valley College, Area B

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *3.05 F19 Acknowledge Extended Opportunity Programs and Services' 50 Years of Student Success
- *9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts
- *9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes
- *13.02 F19 Data Paper and Toolkit
- *13.02.01 F19 Amend Resolution 13.02
- *19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines

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1.0 ACADEMIC SENATE

1.01 F19 Align Terms of Office in Bylaws to Practice

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC), Section 2, currently indicate the beginning and ending dates for terms of elected members of the Executive Committee as commencing on June 1 and concluding on May 31 of each year;

Whereas, In practice the ASCCC Executive Committee's last meeting of the academic year occurs between May 25 and June 10 depending on site availability, calendar considerations, and scheduled professional development or consultative meetings; and,

Whereas, The final meeting of the ASCCC Executive Committee's academic year has traditionally been a business meeting concluding on Friday and orientation for the new Executive Committee beginning on Saturday morning, and the terms of service listed in the bylaws can create difficult procedural questions when action is required during the business meeting on Friday;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Section 2. Selection and Term

Terms of office shall commence on the Saturday of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude on the Friday of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.01.01 F19 Amend Resolution 1.01

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article IV, Section 2 reads as follows:

Section 2. Selection and Term

Terms of office shall commence ~~on the Saturday~~ at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude ~~on the Friday~~ at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first.

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

1.02 F19 Adopt Instant Runoff Voting

Whereas, The Academic Senate for California Community Colleges (ASCCC) currently uses majority voting for officers and representatives, and in each election, each delegate only votes once per ballot;

Whereas, Elections to the Executive Committee at the ASCCC spring plenary sessions often require multiple runoff elections, extending the time that delegates need to remain present on Saturdays of spring plenaries;

Whereas, The ASCCC's existing elections procedure disqualifies candidates who do not accrue enough votes to be included in the run-off, even though these candidates may have been the second choice of delegates who voted for a different candidate who also did not make the runoff; and

Whereas, Preferential elections procedures which incorporate instant runoff¹ have the potential to significantly expedite the elections process while also ensuring that each delegate has the ability to participate in the election of each officer and representative that the delegate is entitled to vote for;

Resolved, That the Academic Senate for California Community Colleges, in an effort to ensure the faculty voice is represented, amend section I. G of its rules to incorporate instant runoff voting and read as follows:

1. *The process by which the election will be conducted shall be distributed in writing prior to the day of the election.*
2. *Each ballot shall proceed as follows: Tellers shall distribute ballots to those ~~D~~delegates eligible to vote for the specific office being contested.*
 - a. *The ballot for each position will include the names of all candidates for the position.*
 - b. *The delegate shall indicate a preference for the candidate that the delegate most desires by marking that candidate's name with the number 1. The delegate shall also indicate a different candidate as a second choice with the number 2, and so on for all candidates as the delegate desires, in the order that the delegate prefers.*
 - c. *~~a.~~ The delegate shall mark the ballot, sign it, seal it, and return it to the tellers.*
 - d. *~~b.~~ The tellers shall retire to ~~another~~ a separate room and shall compare the signatures on each ballot against the signatures on the list of ~~D~~delegates eligible to vote, setting aside any ballots not submitted by a ~~D~~delegate eligible to vote. Any ballots which do not adhere to the rules or the published process shall be disqualified. ~~Then,~~ ~~a~~All ballots shall then be counted.*

¹ [Robert's Rules of Order on Instant Runoff Voting](#). *Fair Vote*.

e. If any candidate receives a majority (greater than 50%) of number 1 votes, that candidate will be declared the winner. If none of the candidates for a position receives a majority of number 1 votes from the delegates present and voting, the candidate with the fewest number 1 votes will be removed from consideration. The number 2 vote on the ballots of those delegates who gave preference to the candidate no longer under consideration will then be applied. This iterative process will be applied from the ballots until one of the candidates reaches a majority.

f. If the final two candidates are tied as the result of preferential balloting, the candidate from the shared majority to whom the delegates bestowed the most number 1 votes will be declared the winner.

Iteratively, in the event that both of the candidates with the shared majority receive the same amount of number 1 votes, the candidate with the highest amount of number 2 votes will be the winner, and so on.

g. e. The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.

3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting. A majority is greater than 50%.

4. In the event no candidate for a position receives a majority through the process in I.G.2.f, a run-off will be conducted but will be limited to the top two candidates with the largest number of votes, including all ties.

5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.

6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.

7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.

8. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by ~~D~~delegates from the floor and must be approved by the body.

9. Ballots shall be kept in the Senate archives until the next election.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.03 F19 Rotate Plenary Between Areas

Whereas, The Academic Senate for California Community Colleges typically schedules elections in Areas B or A;

Whereas, The attendance at plenary sessions and, in particular, for the entire voting day might be larger for delegates living in closer proximity to the plenary location due to more travel flexibility;

Whereas, Holding elections consistently in the same areas might give a systematic advantage, or the perception thereof, to candidates from that area compared to candidates

from other areas, especially for statewide at-large and officer positions, but rotating the location between the areas would give that advantage to all areas equally over time; and

Whereas, Although scheduling two consecutive plenary sessions in adjacent areas to accommodate rotation could be disadvantageous, rotation patterns that significantly increase the long-term geographic dispersion of plenaries could outweigh that disadvantage;

Resolved, That the Academic Senate for California Community Colleges rotate the location of plenary sessions among areas and ensure that spring plenaries—when elections are typically held—rotate through all areas as frequently as practicable, ideally every four years.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.04 F19 Limit Nominations from the Floor

Whereas, In certain circumstances the Academic Senate for California Community Colleges (ASCCC) rules currently allow for nominations from the floor for positions to serve on the Executive Committee;

Whereas, Candidates nominated from the floor on Saturday of a plenary session are afforded the opportunity to present a candidate speech closer to the time of balloting, which may provide an advantage over those candidates who publicly presented their candidate speeches on Friday;

Whereas, Communication studies research on audience retention of messages reveals that after 24 hours approximately only 10% of the original message is retained²; and

Whereas, The ASCCC should promote fair and equitable competition;

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated or not more than one candidate is running as a result of trickle or withdrawal;

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

Nominations

1. Nominations may be made in two ways:

- a. In writing and delivered to the Academic Senate Office;*
- b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any*

² Larry Barker and Kittie Watson, *Listen Up: What You've Never Heard About the Other Half of Every Conversation* (New York: St. Martin's, 2001), p.5.

given position or if as a result of trickle or withdrawal only one candidate is available for a position. The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.

2. Nominations may be ~~made~~ accepted only with the consent of the nominee.; and

Resolved, That the Academic Senate for California Community Colleges ensure that in the event that nominations from the floor occur on Saturday, candidates for the same office who previously made an election speech are provided an opportunity to address the body again regarding their own qualifications.

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

1.04.01 F19 Amend Resolution 1.04

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges only call for and accept nominations from the floor on Saturday of a plenary session in the event that no candidate has been nominated ~~or a single candidate is running unopposed as a result of trickle or withdrawal;~~ and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges amend sections E.1-E.2 of its rules as follows:

1. Nominations may be made in two ways:

a. In writing and delivered to the Academic Senate Office;

b. From the floor at a general session designated for such floor action, regularly on Thursday of a plenary session but on Saturdays only if no candidates have declared intent to seek any given position ~~or if as a result of trickle or withdrawal only one candidate is available for a position.~~ The general session for floor nominations on Thursday should be published in the agenda, and all nominations, other than those noted above, will be closed at the end of that general session.

2. Nominations may be ~~made~~ accepted only with the consent of the nominee.; and

Strike the third resolved

Contact: Gregory Beyrer, Cosumnes River College, Area A

1.05 F19 Limit “Trickling” in Academic Senate for California Community Colleges Elections

Whereas, The Academic Senate for California Community Colleges (ASCCC) rules allow for candidates for officer and representative positions to be considered for any positions for which they qualify if they do not prevail in the election for the highest position they seek, a practice referred to as “trickling”;

Whereas, In spring of 2019, the ASCCC Standards & Practices committee recommended that trickling be eliminated as a means of promoting inclusion on the Executive Committee;

Whereas, Some attendees have expressed the perception that being elected to the Executive Committee is unreasonably difficult as a result of the trickle; and

Whereas, Competition is healthy, and providing more options for delegates is a means of promoting inclusion;

Resolved, That the Academic Senate for California Community Colleges limit the number of additional positions for which a candidate may be considered if the candidate does not prevail in the election for the position for which the candidate was nominated to a maximum of two positions plus any positions that may become available during voting as the result of a mid-cycle incumbent being elected to a higher position and amend section E.3 of its rules to reflect this change as follows:

Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office for which they were nominated. Nominees may only indicate two additional positions plus any available positions for which they qualify that become available during voting as the result of mid-cycle incumbents being elected to higher offices, resigning, or otherwise leaving office before the end of their term.

Contact: Angela Echeverri, Los Angeles Mission College, Standards & Practices Committee

1.06 F19 Reverse the Order of the Area, North/South, and At-Large Representative Elections

Whereas, The Rules of the Academic Senate for California Community Colleges specify an order for conducting elections as president, vice-president, secretary, treasurer, area representatives, north representative, south representative, and at-large representative and allow nominees for elections to stand for other positions if they do not prevail for the first office nominated;

Whereas, Of the representative positions, the at-large representatives need to win the votes of the largest number of delegates, demonstrating more statewide support;

Whereas, If elections were held first for at-large, then north and south, and then area representatives, the elections would progress from larger constituency to smaller constituency and allow nominees who did not win statewide support to be considered for positions that can be won with a smaller number of votes from delegates in closer proximity; and

Whereas, Under the current order, if a nominee loses an area election, it could be perceived as counter-intuitive for that candidate to seek to be elected by or represent a larger constituency, but a consistent order would allow nominees to attempt to win support for positions requiring more support before standing for positions requiring fewer votes;

Resolved, That the Academic Senate for California Community Colleges amend section I.G.5 of its rules as follows:

The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, ~~Area Representatives, North Representative, South Representative, and At Large Representative~~ At-Large Representative, North Representative, South Representative, and Area Representatives.

Contact: Roy Shahbazian, Santa Ana College, Standards & Practices Committee

1.07 F19 Term Limits of Three One-year Terms for Officers and One Two-year Term for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

Section 3. President's Term

The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and

Resolved, That the Academic Senate for California Community Colleges amend its rules so that Section 1. C. reads as follows:

Terms of Office

- 1) Terms for ~~Officers~~ shall be one year.*
- 2) Terms for representatives shall be two years.*
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) Officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) All members except the officers are limited to one two-year term in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election of a prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for elections, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Eric Thompson, Santa Rosa Junior College, Standards & Practices Committee

1.08 F19 Term Limits of Three One-year Terms for Officers and Two Two-year Terms for Representatives

Whereas, Objective 2.2 of the Academic Senate for California Community Colleges (ASCCC) Strategic Plan is to “Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California”;

Whereas, Attendees of ASCCC plenary sessions have expressed the perception that being elected to the Executive Committee is unreasonably difficult due in part to the longevity in office of some incumbents;

Whereas, The ASCCC bylaws currently only set limits for the office of president; and

Whereas, Establishing consistent term limits for all offices and positions would increase opportunities for a wider pool of candidates and thereby promote greater inclusion and participation by reducing the number of incumbents who might seek re-election in the same position or office;

Resolved, That the Academic Senate for California Community Colleges amend its bylaws so that Article III, Section 3 reads as follows:

Section 3. President's Term

The President shall serve no more than ~~two~~ three consecutive elected one-year terms; and

Resolved, That the Academic Senate for California Community Colleges amend its Rules so that Section 1.C reads as follows:

Terms of Office

- 1) Terms for Officers shall be one year.*
- 2) Terms for representatives shall be two years.*
- 3) Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.*
- 4) The officers shall serve no more than three consecutive elected one-year terms in the same office.*
- 5) All members except the officers are limited to two consecutive two-year terms in any position. In the event that a representative or officer is elected to a position mid-cycle due to a resignation or election by prior incumbent to a different office or position within a normal cycle, the representative or officer may pursue re-election and be entitled to serve a full term of a normal cycle in the same position despite the previous mid-cycle service. For the purposes of this section and article, At-Large positions are considered the same position despite their staggered terms for election, and all North/South positions are considered the same position despite their staggered terms.*

Contact: Christopher Howerton, Woodland Community College, Standards & Practices Committee

3.0 DIVERSITY AND EQUITY

3.01 F19 Assessing Student Equity and Achievement Program Contribution to Guided Pathways Implementation

Whereas, The Student Equity and Achievement Program was established to boost achievement by closing equity gaps through, among other things, implementing activities pursuant to the California Guided Pathways Award Program;³

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, maintain a Student Equity Plan that is developed with the active involvement of the local academic senate, other constituencies, and the community;⁴

Whereas, College districts must, as a condition of receiving the Student Equity and Achievement Program funds, provide an annual report detailing how funds were used and include an assessment of progress in advancing program goals, which includes implementing activities pursuant to the California Guided Pathways Award Program;⁵ and

Whereas, Implementation and evaluation of a guided pathways framework and the Student Equity and Achievement Program are pertinent to several areas of academic senate purview, including but not limited to curriculum, educational program development, standards or policies for student preparation and success, and processes for institutional planning and budget development;⁶

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop guidance for college districts on including in their annual Student Equity and Achievement (SEA) Program report an assessment of how SEA Program funded activities contribute to local guided pathways implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to participate in the annual report on Student Equity and Achievement Program and the assessment of how SEA Program funded activities contribute to local guided pathways implementation.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

3.02 F19 Support Infusing Anti-Racism/No Hate Education in Community Colleges

Whereas, The California Community Colleges Diversity, Equity, and Inclusion Statement characterizes the California Community Colleges System as follows:

³ [California Education Code §78222](#) (a) (2):

⁴ [California Education Code §78222](#) (b) (1) and [§78220](#) (b):

⁵ [California Education Code §78222](#) (b) (5):

⁶ [California Code of Regulations §53200](#):

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation;

Whereas, The Academic Senate for California Community Colleges Inclusivity Statement

recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;⁷

Whereas, To eliminate institutional discrimination, the Academic Senate for California Community Colleges strives to do the following:

1. To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically,
2. To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge our society,
3. To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees,
4. To offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse employees in community colleges,

⁷ [ASCCC Inclusivity Statement](#)

5. To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups, and
6. To promote a safe and inclusive environment for all; and

Whereas, Racism and racial discrimination threaten human development because of the obstacles that they pose to the fulfillment to basic human rights to survival, security, development, and social participation, because racism has been shown to have negative cognitive, behavioral, affective, and relational effects on both child and adult victims nationally and globally, historically and contemporarily, and because racism, racial discrimination, xenophobia, and related intolerance have been shown to be attitudes and behaviors that are learned;

Resolved, That the Academic Senate for California Community Colleges denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;

Resolved, That the Academic Senate for California Community Colleges, to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

Resolved, That the Academic Senate for California Community Colleges infuse Anti-Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

Contact: Karla Kirk, Fresno City College, Equity and Diversity Action Committee

3.03 F19 Replacing the Academic Senate for California Community Colleges Inclusivity Statement

Whereas, The Academic Senate for California Community Colleges (ASCCC) co-chaired the Board of Governors Vision for Success Faculty and Staff Diversity TaskForce and contributed to the creation of a system Diversity, Equity, and Inclusion Statement;

Whereas, The ASCCC Executive Committee endorsed the California Community Colleges Diversity, Equity, and Inclusion Statement at its August 2019 meeting to forward to the Board of Governors; and

Whereas, The Equity and Diversity Action Committee of the ASCCC evaluated the ASCCC's current Inclusivity Statement and endorsed the adoption of the system Diversity, Equity, and Inclusion Statement as more aligned to the present goals and vision for the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following:

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the Academic Senate for California Community Colleges is committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, and thus we create space to allow for our understanding to grow through the periodic review of this statement.⁸

Contact: Jessica Ayo Alabi, Orange Coast College, Equity and Diversity Action Committee

⁸ Inclusivity statement passed by The Board of Governors on Sept. 17, 2019

3.03.01 F19 Amend Resolution 3.03

Amend the first resolved and its first quoted paragraph:

Resolved, That the Academic Senate for California Community Colleges replace its Inclusivity Statement with the following Diversity, Equity and Inclusion Statement:

With the goal of ensuring the equal educational opportunity of all students, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those ~~elements vestiges~~ from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Contact: Erik Reese, Moorpark College, Area C

3.04 F19 Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges

Whereas, Resolution 3.03 F17 directed the Academic Senate for California Community Colleges to “revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges*⁹ and disseminate the paper to local academic senates upon its adoption.

Contact: Luke Lara, MiraCosta College, Faculty Leadership Development Committee

*3.05 F19 Acknowledge Extended Opportunity Programs and Services’ 50 Years of Student Success

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying

⁹ ASCCC. [Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges](#) (also attached as appendix)

those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (California Education Code §69640);

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88% and a statewide completion rate of 81%, consistently the highest of any large-scale student support program; and

Whereas, Extended Opportunity Programs and Services is present at 114 California Community Colleges, with EOPS having served more than 98,613 students statewide in the latest academic year in which complete data is available (Datamart – California Community Colleges Chancellor’s Office);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 50 years of serving students; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of EOPS at their colleges in order to promote student success.

Contact: Angela Echeverri, Los Angeles Community College District Academic Senate, Area C

5.0 BUDGET AND FINANCE

5.01 F19 Adopt the Paper Budget Processes and the Faculty Role

Whereas, Resolution 2.01 S18 directed the Academic Senate for California Community Colleges (ASCCC) to “review its paper *The Faculty Role in Planning and Budgeting* to determine whether any update or further action is warranted in light of the 2002 Accreditation Standards”; and

Whereas, Resolution 5.03 F18 directed the ASCCC to “update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Budget Processes and the Faculty Role*¹⁰ and disseminate the paper to local academic senates upon its adoption.

Contact: Celia Huston, San Bernardino College

¹⁰ ASCCC. [Budget Processes and the Faculty Role](#). (also attached as appendix)

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation

Whereas, In 2010 legislation was introduced calling for the creation of baccalaureate degrees in the California Community College System, and the Academic Senate for California Community Colleges (ASCCC) voted to oppose such an action for multiple reasons, including opposition to “any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 2010)”¹¹;

Whereas, While subsequent attempts to create baccalaureate degrees in the California Community College System were met with opposition from the ASCCC, SB 850 (Block, 2014) established a “statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors”¹² with a pilot sunset date of 2022-23 that was later extended to 2025-26;

Whereas, Initial reports from the baccalaureate pilot program colleges have demonstrated positive results, including over 200 graduates with baccalaureate degrees; and

Whereas, Students may be hesitant to enroll in baccalaureate programs at California community colleges if they believe that the programs will only continue through 2025-2026, despite the demonstrable success of such programs;

Resolved, That the Academic Senate for California Community Colleges remove its opposition to the creation of baccalaureate degrees in the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges urge the removal of the designation of “pilot” from the baccalaureate degree programs.

Contact: Jolena Grande, Cypress College

6.02 F19 Expansion of Baccalaureate Degree Programs in Allied Health

Whereas, SB 850 (Block, 2014) established a pilot program to create baccalaureate degrees in 15 districts within the California Community Colleges system, based in part on concerns regarding the potential gap in the number of students needing baccalaureate degrees by 2030 and beyond;

¹¹ [ASCCC Resolution 6.01 S10: Opposition to Proposed Modification of the Community College Mission](#)

¹² [SB 850 \(Block, 2014\)](#)

Whereas, The 15 pilot programs have succeeded in graduating more than 200 students in the first two years of the pilot, with hundreds more currently in courses leading to a baccalaureate degree, particularly in those programs related to allied health;

Whereas, A demonstrated economic and professional need exists in local communities and professions that baccalaureate degree graduates in allied health would be able to fill, and external national accreditation standards in allied health have raised the expected educational attainment of future workers in allied health fields; and

Whereas, The California State University System continues to be impacted in allied health and other fields, preventing students from accessing public post-secondary educational options for baccalaureate degrees and encouraging the proliferation of for-profit allied health programs and the erosion of available clinical rotation sites available for California community college students;

Resolved, That the Academic Senate for California Community Colleges support the expansion of baccalaureate degree programs in the California community colleges in disciplines and communities that best serve the students of the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge the prioritization of programs in allied health fields in the expansion of baccalaureate degree programs.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

9.0 CURRICULUM

9.01 F19 Local Determination of International Baccalaureate Credit at California Community Colleges

Whereas, AB 1985 (Williams, 2016) required that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an Advanced Placement (AP) examination, and that policy mandated that all community colleges grant course credit for any student who earns a score of three or higher on an AP exam;

Whereas, Academic Senate for California Community Colleges Resolution 18.03 SP 2016 “Local Determination of Advanced Placement Credit at California Community Colleges” stated that “determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview,” yet, by mandating that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, AB 1985 (Williams, 2016) contradicted that resolution;

Whereas, AB 1512 (Carillo, 2019), using AB 1985 (Williams, 2016) as precedent, aimed to mandate that the Office of the Chancellor of the California Community Colleges develop a uniform policy to award course credit to any student who passes an International Baccalaureate (IB) examination and require each community college district to adopt and implement the policy, and that policy would mandate that all community colleges grant course credit for any student who earns a score of four or higher on an IB exam; and

Whereas, In addition to instituting AP policies at all California community colleges as required by AB 1985, the California Community Colleges, California State University, and University of California Systems offer credit for International Baccalaureate scores of 4 or more and College Level Examination Program (CLEP) scores of 50 or more, yet how IB and CLEP scores are evaluated and course credit awarded is determined inconsistently across the California community colleges, causing confusion and other issues for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for International Baccalaureate and College Level Examination Program scores in order to ensure that students receive all proper credit and are not required to duplicate coursework;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on International Baccalaureate exams as a proactive response to intent of members of the California Legislature;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to prepare a model policy to be considered for adoption by all colleges that establishes a consistent standard for awarding of course credit for specific levels of performance on College Level Examination Program exams; and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to regularly review policies and practices regarding the awarding of credit for external examinations like AP, IB, and CLEP due to the continually developing nature of external examination content and structure.

Contact: Jennifer Johnson, Bakersfield College, California Community Colleges Curriculum Committee

***9.02 F19 Inclusion of Course Identification Numbers (C-ID) in College Catalogs and Student Transcripts**

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates and curriculum committees to include information about courses

that have received C-ID designations in their college catalogs, either as a single list, at the end of each course's description, or both (Resolution 13.01 F15);

Whereas, C-ID's role as a means of identifying comparable courses has increased in importance as a consequence of the implementation of Associate Degrees for Transfer, the efforts of the California Virtual Campus – Online Education Initiative (CVC-OEI) to simplify cross-college enrollments, and the work of the ASCCC Open Educational Resources Initiative to identify or develop openly licensed course materials; and

Whereas, Many colleges have yet to make any visible efforts to include C-ID references in student-facing course descriptions;

Resolved, That the Academic Senate for California Community Colleges remind local academic senates of the value of referencing C-ID designations in catalogs, schedules, and transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to include C-ID designations that are included in associate degrees for transfer or in courses listed on the California Virtual Campus – Online Education Initiative into public-facing course descriptions such as course catalogs and student transcripts.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Initiative Faculty Lead

***9.03 F19 Adopt Updated Course Basic (CB) 21 Rubrics for Coding English as a Second Language (ESL) Course Outcomes**

Whereas, Accountability efforts, such as those related to AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others, rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes needs;

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the Research and Planning Group worked on the AB 705 Data Revision Project to create and update Management Information System data elements to more accurately code transfer-level English, mathematics, quantitative reasoning, and English as a Second Language (ESL) courses as well as pre-transfer credit and noncredit courses; and

Whereas, ESL faculty drafted the updated CB21 rubrics using the original rubrics, the federal educational functioning levels currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, and results of ESL placement level work developed as part of the Common Assessment Initiative; and

Whereas, Credit, noncredit, and adult education English as a Second Language faculty statewide vetted the Course Basic (CB) 21 rubrics during three September 2019 AB 705

ESL Data Revision Project Recoding Regional Meetings and in response to a survey distributed September 25-October 3, 2019;

Resolved, That the Academic Senate for California Community Colleges approve the updated CB21 rubric for ESL¹³ and endorse its use for coding ESL course levels based on outcomes for local college credit, noncredit, and adult education.

Contact: Kathy Wada, Cypress College, California Community Colleges AB 705 ESL Advisory Committee

13.0 GENERAL CONCERNS

13.01 F19 Collegial Consultation during Implementation of Guided Pathways

Whereas, The Guided Pathways Award Program, as described in legislation, relies on collegial consultation with faculty and the existence of grassroots governance at every level for successful implementation;

Whereas, The principles and tenets of guided pathways address academic and professional matters, including counseling, curriculum, and program processes to clarify pathways that lead to employment, assist students to select and enter chosen pathways, provide support on the pathways, and ensure learning is taking place; and

Whereas, Academic Senate for California Community Colleges Resolution 17.02 F17 “affirm[s] the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters”;

Resolved, That the Academic Senate for California Community Colleges assert that guided pathways efforts such as course mapping and meta major design are integral to implementing a guided pathways framework and fall within academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ascertain and evaluate if and how collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation.

Contact: Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

13.01.01 F19 Amend Resolution 13.01

Amend the second resolved:

¹³ [English as a Second Language Levels by Domain. Sept. 25, 2019 Draft](#) (also attached as appendix)

Resolved, That the Academic Senate for California Community Colleges conduct a survey to ~~ascertain and evaluate if and how~~ the extent to which collegial consultation has been used to implement the areas of guided pathways that fall within academic and professional matters and use the results of the survey to create professional development training on Governance and Guided Pathways implementation to meet identified needs.

Contact: Angela Echeverri, Los Angeles Mission College, Area C

***13.02 F19 Data Paper and Toolkit**

Whereas, Data can help to expose and address systemic barriers that impede the practice of equity on college campuses;

Whereas, Data is critical for faculty to understand and utilize so that they may best assist students in achieving their educational goals;

Whereas, In February 2010, the Academic Senate for California Community Colleges Executive Committee published *Data 101 Guiding Principles for Faculty*, which delineated ten foundational principles for the use of data; and

Whereas, Current initiatives and trends require faculty to consider and utilize data in dynamic and novel ways that are dramatically different from the practices of the past;

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with systemwide partners to evaluate the current use of data and recommend best practices; and

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include practical tools for data analysis that faculty can utilize to better serve students.

Contact: Manuel J. Vélez, San Diego Mesa College, Educational Policies Committee

***13.02.01 F19 Amend Resolution 13.02**

Amend the title:

Data Paper and ~~Toolkit~~ Equity Minded Practices

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges develop a resource, whether a paper or in some other form, in collaboration with system wide partners to evaluate the current use of data and recommend ~~best~~ effective practices; and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges explore and identify web resources that include ~~practical tools~~ promising practices for data analysis that faculty can utilize to better serve students and advance equity on college campuses.

Contact: Rebecca Eikey, College of the Canyons, Area C

16.0 LIBRARY AND LEARNING RESOURCES

***16.01 F19 Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators**

Whereas, The field of learning assistance has evolved since the last Academic Senate resolutions in 2008 (10.01 F08)¹⁴ and 2011 (10.12 S11)¹⁵ that addressed minimum qualifications and a 2011 article about separating learning assistance and tutoring¹⁶;

Whereas, The minimum qualifications for learning skills coordinators or instructors specify only qualifications for faculty in tutoring or learning assistance offerings collecting apportionment,¹⁷ and any learning assistance and tutoring center constitutes a space comparable to a classroom or library and should be overseen, at least in partnership with staff or administration, by qualified faculty whether or not it is collecting apportionment;

Whereas, A great need has been created in the current context of AB 705 (Irwin, 2017), guided pathways, equity, and culturally responsive teaching for understanding of learning assistance as a field and how it fits into the context of the California community colleges not in a secondary role but in a symbiotic partnership for student learning and as a site like the classroom and library for student learning; and

Whereas, “Specific standards for” learning assistance and tutoring “have appeared piecemeal as Education Code sections, accreditation guidelines, professional guidelines, and ethics statements, but nowhere have these standards been collected, reviewed, and presented systematically to the California community colleges with specific application to the roles of” learning skills coordinators or instructors, and tutoring coordinators “in the California community colleges”,¹⁸

¹⁴ [ASCCC Resolution 10.01 F08: Minimum Qualifications for Learning Assistance Coordinators and Instructors](#)

¹⁵ [ASCCC Resolution 10.02 S11: Supplemental Learning Assistance and Tutoring center Coordinator Minimum Qualifications](#)

¹⁶ [Sanchez, R. \(2011\) Separating Learning Assistance and Tutoring. *Rostrum*. ASCCC. g](#)

¹⁷ [Minimum Qualifications for Faculty and Administrators in the California Community Colleges](#)

¹⁸ [ASCCC Resolution 16.01 S09: Develop Standards of Practice Paper for Library Services](#)

Resolved, That the Academic Senate for California Community Colleges develop a standards of practice resource, such as a paper, web resource, or guidebook, for learning assistance and tutoring in the California Community Colleges, including the role of learning skills coordinators or instructors and tutoring coordinators by July 30, 2021.

Contact: Ted Blake, Mt. San Jacinto College, Area D

19.0 PROFESSIONAL STANDARDS

***19.01 F19 Encourage Utilization of Career Technical Education Faculty Minimum Qualifications Toolkit Resources for Hiring in Career Technical Education Disciplines**

Whereas, Use of equivalency to minimum qualifications for employment is allowed by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate’s degree;

Whereas, Equivalency processes at California community colleges are locally established, vary widely, may or may not include a means for evaluating equivalency to the general education component of the associate’s degree, and may or may not include discipline faculty input or input from faculty qualified in related disciplines, particularly when hiring in CTE disciplines; and

Whereas, ASCCC Resolution 10.05 SP 2017 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation, and 2017-2019 collaborations within the California Community Colleges Chancellor’s Office Career Technical Education Minimum Qualifications Task Force resulted in development and release of the Career Technical Education Faculty Minimum Qualifications Toolkit¹⁹ to aid colleges in determining equivalencies to the associate’s degree;

¹⁹ [Career Technical Education Faculty Minimum Qualifications Toolkit](#)

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to promote dissemination of equivalency resources within the Career Technical Education Faculty Minimum Qualifications Toolkit, including general education equivalency examples and effective equivalency practices; and

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to provide technical assistance to local academic senates and equivalency committees to aid in implementation of effective equivalency practices for determining equivalencies to the associate's degree when hiring in career technical education disciplines.

Contact: Rebecca Eikey, College of the Canyons

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 #: BUSI 59C

Course Title: Marketing Content Strategy & Branding

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Focused on branding and content strategy, this course aims to push students to explore concepts such as consumer psychology and behavior, content and channel creation, visual design and search engine optimization. Students will have the opportunity to practice their writing and communication skills, which are both vital for digital marketing.

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:

Digital Marketing Certificate of Achievement

- 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?)

Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

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.

According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs.

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: Natasha Mancuso **Date:** 6/7/19

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/7/19

Date of Approval by Division Curriculum Committee: 6/7/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

BUSI 59C MARKETING CONTENT STRATEGY & BRANDING

Summer 2020

4 hours lecture.

4 Units

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

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

Lecture Hours: 4 **Lab Hours:** 0 **Weekly Out of Class Hours:** 8

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/20/19

Division Dean Information -

Seat Count: 50

Load Factor: .100

FOAP Code:

114000121031050600

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:

1. Description -

Focused on branding and content strategy, this course aims to push students to explore concepts such as consumer psychology and behavior, content and channel creation, visual design and search engine optimization. Students will have the opportunity to practice their writing and communication skills, which are both vital for digital marketing.

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent

placement process OR completion of ESLL 125 & ESLL 249; basic internet skills and an understanding of Microsoft Office applications are recommended.

2. Course Objectives -

The student will be able to:

- A. Understand the fundamentals of consumer psychology and buying motivations.
- B. Understand the process of creating an effective content strategy and communicating it.
- C. Demonstrate the ability to create written copy for marketing content that aligns with a brand and target audience for primary marketing channels.
- D. Understand the principles and best practices of visual design when creating marketing collateral.
- E. Understand introductory concepts of search engine optimization.

3. Special Facilities and/or Equipment -

- A. On-going access to computer with email software and hardware; email address.
- B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

- A. Fundamentals of content marketing
 - 1. Organizing the content process
 - 2. Content brief
- B. Consumer behavior
 - 1. Data insights
 - 2. Creating ideal customer
- C. Branding
 - 1. Brand experience
 - 2. Brand messaging
 - 3. Brand elements
- D. Content and channels
 - 1. Content formats
 - 2. Channel strategy
- E. Blog writing
- F. Search Engine Optimization
 - 1. Link building and website optimization
 - 2. Keywords
- G. Copy and visual design
 - 1. Distributing content on social media
- H. Digital marketing career exploration

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

- A. Participating in online class discussions
- B. Completing two online class projects
- C. Taking weekly online quizzes, mid-term and final exams
- D. Completing writing assignments

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures, view videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments: Students will read articles from industry publishers, such as AdWeek magazine and the Wall Street Journal, and industry websites, such as Google AdWords and Facebook Ad Manager.
- B. Writing assignments: Given real-life scenarios, students will write research insights and creative copy.
- C. Additional assignments: Students will complete projects designed to practice critical thinking and decision making.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #: BUSI 59D

Course Title: Market Analytics & Performance Optimization

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Focusing on key performance indicators (KPIs), this course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion and how to optimize their efforts using data and A/B testing. Students will be assessed through projects that give them an opportunity to get hands-on experience using spreadsheets, Google Analytics and analyzing an A/B test.

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:

Digital Marketing Certificate of Achievement

- 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?)

Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

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.

According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing including market analytics and performance optimization. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs.

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: Natasha Mancuso **Date:** 6/7/19

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/7/19

Date of Approval by Division Curriculum Committee: 6/7/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

BUSI 59D MARKET ANALYTICS & PERFORMANCE OPTIMIZATION

Summer 2020

4 hours lecture.

4 Units

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

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

Lecture Hours: 4 **Lab Hours:** 0 **Weekly Out of Class Hours:** 8

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/20/19

Division Dean Information -

Seat Count: 50

Load Factor: .100

FOAP Code:

114000121031050600

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:

1. Description -

Focusing on key performance indicators (KPIs), this course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion and how to optimize their efforts using data and A/B testing. Students will be assessed through projects that give them an opportunity to get hands-on experience using spreadsheets, Google Analytics and analyzing an A/B test.

Advisory: BUSI 11; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

2. Course Objectives -

The student will be able to:

- A. Understand the factors that drive conversion and opportunities to optimize marketing performance.
- B. Demonstrate the ability to A/B test various elements of marketing efforts to increase conversion rates.
- C. Demonstrate ability to calculate key marketing metrics and understand their significance to determine strategic marketing optimization decisions.

3. Special Facilities and/or Equipment -

- A. On-going access to computer with email software and hardware; email address.
- B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

- A. Tables, metrics and summaries
 - 1. Spreadsheet basics
 - 2. Key metrics
- B. Visualizing data
 - 1. Insights and trends
- C. Data analysis
 - 1. Distribution
 - 2. Pivot tables
 - 3. Reporting
- D. A/B testing
 - 1. Elements of experimental design
 - 2. Applications
- E. Analyzing results
 - 1. Calculating results
 - 2. Significance and hypothesis testing
- F. Designing and A/B test
- G. Introduction to Google Analytics
- H. Reading reports
 - 1. Acquisition reports
 - 2. Behavior reports
- I. Optimizing conversions
 - 1. Attribution

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by participating in the following:

- A. Activities
- B. Problem-based learning/case studies
- C. Demonstration/modeling
- D. Discussion
- E. Formative quizzes/knowledge checks
- F. Performance-based assessments
- G. Exams

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures and articles, view instructional videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments: Students will read articles from industry publishers, such as AdWeek magazine and the Wall Street Journal, and industry websites, such as Google AdWords and Facebook Ad Manager.
- B. Writing assignments: Given real-life scenarios, students will analyze customer data and make recommendations.
- C. Additional assignments: Students will complete projects designed to practice data modeling, analysis and reporting and calculate key performance metrics.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #: BUSI 59E

Course Title: Email Marketing

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for and best practices for email visuals and copy. The course will also touch upon more complex email practices, such as automation and how to outline an email drip campaign.

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:

Digital Marketing Certificate of Achievement

- 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?)

Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

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.

According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs. This course will become a part of Digital Marketing Certificate.

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: Natasha Mancuso **Date:** 6/7/19

Division Curriculum Representative: Bill Ziegenhorn **Date:** 6/7/19

Date of Approval by Division Curriculum Committee: 6/7/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

BUSI 59E EMAIL MARKETING

Summer 2020

4 hours lecture.

4 Units

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

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

Lecture Hours: 4 **Lab Hours:** 0 **Weekly Out of Class Hours:** 8

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/20/19

Division Dean Information -

Seat Count: 50

Load Factor: .100

FOAP Code:

114000121031050600

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:

1. Description -

This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for and best practices for email

visuals and copy. The course will also touch upon more complex email practices, such as automation and how to outline an email drip campaign.

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; basic internet skills and an understanding of Microsoft Office applications are recommended.

2. Course Objectives -

The student will be able to:

- A. Recognize best practices and understand the life cycle of an email campaign.
- B. Understand how to generate an email list.
- C. Familiarized with email automation tools and how they can help launch email campaigns.
- D. Understand how to develop an email plan to launch multiple email campaigns at once.

3. Special Facilities and/or Equipment -

- A. On-going access to computer with email software and hardware; email address.
- B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

- A. Introduction to Email
 - 1. The role of email in a marketing campaign and its relation to the customer journey funnel
 - 2. Customer segmentation and types of email
- B. Email List Generation
 - 1. Lead generation
 - 2. The implications of GDPR in Europe and CAN-SPAM in the United States
- C. Email Best Practices
 - 1. Writing an effective email copy
- D. Email Analytics
 - 1. A/B testing an email copy
 - 2. Key metrics to analyze an email campaign
 - 3. Best practices in optimizing email campaign based on data
- E. Email Automation
 - 1. Types of email campaigns and email calendar
 - 2. Tools for email automation

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by participating in the following:

- A. Activities
- B. Problem-based learning/case studies
- C. Discussion
- D. Formative quizzes/knowledge checks
- E. Performance-based assessments
- F. Exams

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures and articles, view instructional videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments: Students will read articles from industry publishers, such as AdWeek magazine and the Wall Street Journal, and industry websites, such as Google AdWords and Facebook Ad Manager.
- B. Additional assignments: Students will complete projects designed to practice writing email copy, creating a campaign strategy, selecting automation tools and analyzing results.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #: MUS 38A

Course Title: Guitar Ensemble I

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

The study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students will learn to perform musically, rhythmically and with accurate intonation. Repertoire is contingent upon instrument availability and will include simple duets, trios, quartets from the Renaissance through Contemporary. Students must know how to read notation and possess a basic mastery of the instrument. Students learn to critique both their own and others' performances. Instructor will coach throughout.

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:

AA-T Music

- 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?)

At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

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.

Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

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: Robert Hartwell **Date:** 6/13/19

Division Curriculum Representative: Eric Kuehnl **Date:** 6/18/19

Date of Approval by Division Curriculum Committee: 6/18/19

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

Foothill College

Approved Course Outlines

For Faculty and Staff use only

Fine Arts and Communication

MUS 38A GUITAR ENSEMBLE I

Summer 2018

2 hours lecture, 1 hour laboratory.

2 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 84 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2 **Lab Hours:** 1 **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: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 1/9/18

Division Dean Information -

Seat Count: 35

Load Factor: .060

FOAP Code: 114000143051100400

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:

1. Description -

The study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students will learn to perform musically, rhythmically and with accurate intonation. Repertoire is contingent upon instrument availability and will include simple duets, trios, quartets from the Renaissance through Contemporary. Students must

know how to read notation and possess a basic mastery of the instrument. Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: MUS 14C or ability to read notation.

2. Course Objectives -

The student will be able to:

- A. Play with accuracy of pitch and rhythm within a guitar ensemble.
- B. Play with the ability to switch easily between melodic and accompaniment parts.
- C. Play with a variety of tone colors to meet the artistic style of the repertoire.
- D. Play using dynamics and expressive markings in the musical notation.
- E. Sight read melodic and accompaniment parts.
- F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

- A. Guitar Technique (lab)
 1. Posture/position
 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 3. Nail care
- B. Musical Skills (lec and lab)
 1. Notation
 2. Expressive markings
 3. Rhythmic accuracy
 4. Chordal harmonies
 5. Dynamics
- C. Performance (lec and lab)
 1. Interpretation
 2. Presentation
 - a. Aural
 - b. Visual
 3. Communication
 4. Stage etiquette
- D. Practice (lec)
 1. Daily
 2. Self-evaluation
- E. Repertoire (lec and lab)
 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Exams/Tests: Guitar rehearsal, performance
- B. Group Projects: Sectional rehearsal
- C. Class Work: Reading notation, playing, articulation
- D. Lab Activities: Rehearsal
- E. Class Performance: Individual and group assessment
- F. Final Public Performance: Campus performance: PAC
- G. Substantial writing requirements are not appropriate for this course. Alternately, students are assessed through demonstrations of problem-solving ability using music symbols and language, guitar performance and sightreading

7. Representative Text(s) -

Pachelbel, Johann. Canon in D. arr. Salz, Simon. Van Nuys: Alfred Music Publishing, 2010.
Noad, Frederick. Classical Guitar Treasury: Duets and Ensembles. Music Sales America, 1999.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

- A. Critique: Individual and group
- B. Lab: Practice, rehearsal
- C. Lecture: Historical style and technique
- D. Observation and Demonstration: Instructor and student demonstration and observation

10. Lab Content -

- A. Guitar Technique
 - 1. Posture/position
 - 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 - 3. Nail care
- B. Musical Skills
 - 1. Notation
 - 2. Expressive markings
 - 3. Rhythmic accuracy
 - 4. Chordal harmonies
 - 5. Dynamics
- C. Performance
 - 1. Interpretation
 - 2. Presentation
 - a. Aural
 - b. Visual
 - 3. Communication
 - 4. Stage etiquette
- D. Repertoire
 - 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Practice individual parts, including tone, dynamics, tempo, rhythm, and articulation.
- B. Rehearsals: Group rehearsals, including all of the above plus group presentation of musicality.

13. Need/Justification -

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

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 #: MUS 38B

Course Title: Guitar Ensemble II

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Continuation of MUS 38A, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students concentrate on their musical skill through collaboration and will learn to perform musically, rhythmically and with accurate intonation at a second quarter level. Greater emphasis is placed on unity of attack, timbre, and communication. Students are expected to know how to read notation, possess an intermediate grasp of technique and have ensemble experience. Repertoire from the Renaissance through Contemporary, including Bach, Biberian, Handel, de Visee, Diabelli (contingent upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

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:

AA-T Music

- 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?)

At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

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.

Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

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: Robert Hartwell **Date:** 6/13/19

Division Curriculum Representative: Eric Kuehnl **Date:** 6/18/19

Date of Approval by Division Curriculum Committee: 6/18/19

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

Foothill College

Approved Course Outlines

For Faculty and Staff use only

Fine Arts and Communication

MUS 38B GUITAR ENSEMBLE II

Summer 2018

2 hours lecture, 1 hour laboratory.

2 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 84 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2 **Lab Hours:** 1 **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: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 1/9/18

Division Dean Information -

Seat Count: 35

Load Factor:
.060

FOAP Code:
114000143051100400

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:

1. Description -

Continuation of MUS 38A, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students concentrate on their musical skill through collaboration and will learn to perform musically, rhythmically and with accurate intonation at a second quarter level. Greater emphasis is placed on unity of

attack, timbre, and communication. Students are expected to know how to read notation, possess an intermediate grasp of technique and have ensemble experience. Repertoire from the Renaissance through Contemporary, including Bach, Biberian, Handel, de Visee, Diabelli (contingent upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: Enrollment subject to audition and instructor assignment.

2. Course Objectives -

The student will be able to:

- A. Play at a second quarter level with accuracy of pitch and rhythm within a guitar ensemble.
- B. Play at a second quarter level with the ability to switch easily between melodic and accompaniment parts.
- C. Play at a second quarter level with a variety of tone colors to meet the artistic style of the repertoire.
- D. Play at a second quarter level using dynamics and expressive markings in the musical notation.
- E. Sight read melodic and accompaniment parts at a second quarter level.
- F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

- A. Guitar Technique (lec demo)
 1. Posture/position
 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 3. Nail care
- B. Musical Skills
 1. Notation
 2. Expressive markings
 3. Rhythmic accuracy
 4. Chordal harmonies
 5. Dynamics
- C. Performance
 1. Interpretation
 2. Presentation
 - a. Aural
 - b. Visual
 3. Communication
 4. Stage etiquette
- D. Practice
 1. Daily
 2. Self-evaluation
- E. Repertoire
 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Exams/tests: Guitar rehearsal, performance
- B. Group projects: Sectional rehearsal
- C. Class work: Reading notation, playing, articulation/lab activities rehearsal

7. Representative Text(s) -

Villa-Lobos, Heitor. Distribution of Flowers for Flute and Guitar. Paris: Max Eschig, 1970.
Mertz, Johann: Guitar. Deutsche Weise. ed. Heidelberg: Chanterelle, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area

of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

- A. Critique: Individual and group
- B. Lab: Practice, rehearsal
- C. Lecture: Historical style and technique
- D. Observation and demonstration: Instructor and student demonstration and observation

10. Lab Content -

- A. Guitar Technique
 - 1. Posture/position
 - 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 - 3. Nail care
- B. Musical Skills
 - 1. Notation
 - 2. Expressive markings
 - 3. Rhythmic accuracy
 - 4. Chordal harmonies
 - 5. Dynamics
- C. Performance
 - 1. Interpretation
 - 2. Presentation
 - a. Aural
 - b. Visual
 - 3. Communication
 - 4. Stage etiquette
- D. Practice
 - 1. Daily
 - 2. Self-evaluation
- E. Repertoire
 - 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Practice individual parts, including tone, dynamics, tempo, rhythm, and articulation.
- B. Rehearsals: Group rehearsals, including all of the above plus group presentation of musicality.

13. Need/Justification -

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

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 #: MUS 38C

Course Title: Guitar Ensemble III

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Continuation of MUS 38B, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students continue to develop ensemble abilities and will learn to perform musically, rhythmically and with accurate intonation with greater emphasis on dynamics, facility, and performance. Students learn to switch between melodic and accompaniment parts quickly and appropriately. Repertoire includes more intricate pieces by Bach, Pachelbel, Villa-Lobos, and Paganini (based upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

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:

AA-T Music

- 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?)

At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

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.

Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

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: Robert Hartwell **Date:** 6/13/19

Division Curriculum Representative: Eric Kuehnl **Date:** 6/18/19

Date of Approval by Division Curriculum Committee: 6/18/19

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

Foothill College

Approved Course Outlines

For Faculty and Staff use only

Fine Arts and Communication

MUS 38C GUITAR ENSEMBLE III

Summer 2018

2 hours lecture, 1 hour laboratory.

2 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 84 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2 **Lab Hours:** 1 **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: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 1/9/18

Division Dean Information -

Seat Count: 35

Load Factor: .060

FOAP Code: 114000143051100400

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:

1. Description -

Continuation of MUS 38B, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students continue to develop ensemble abilities and will learn to perform musically, rhythmically and with accurate intonation with greater emphasis on dynamics, facility, and performance. Students learn to switch

between melodic and accompaniment parts quickly and appropriately. Repertoire includes more intricate pieces by Bach, Pachelbel, Villa-Lobos, and Paganini (based upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: Enrollment subject to audition and instructor assignment.

2. Course Objectives -

The student will be able to:

- A. Play at a third quarter level with accuracy of pitch and rhythm within a guitar ensemble.
- B. Play at a third quarter level with the ability to switch easily between melodic and accompaniment parts.
- C. Play at a third quarter level with a variety of tone colors to meet the artistic style of the repertoire.
- D. Play at a third quarter level using dynamics and expressive markings in the musical notation.
- E. Sight read melodic and accompaniment parts at a third quarter level.
- F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

- A. Guitar Technique
 1. Posture/position
 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 3. Nail care
- B. Musical Skills
 1. Notation
 2. Expressive markings
 3. Rhythmic accuracy
 4. Chordal harmonies
 5. Dynamics
- C. Performance
 1. Interpretation
 2. Presentation
 - a. Aural
 - b. Visual
 3. Communication
 4. Stage etiquette
- D. Practice
 1. Daily
 2. Self-evaluation
- E. Repertoire
 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Exams/tests: Guitar rehearsal, performance
- B. Group projects: Sectional rehearsal
- C. Class work: Reading notation, playing, articulation
- D. Lab activities: Rehearsal
- E. Class performance: Individual and group assessment

7. Representative Text(s) -

Britten, Benjamin. Folksong Arrangements Volume 6. England: Boosey & Hawkes, 1961.
Paganini, Niccolò. Six Sonatas, Op. 3. Boca Raton, FL, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

- A. Critique: Individual and group
- B. Lab: Practice, rehearsal
- C. Lecture: Historical style and technique
- D. Observation and demonstration: Instructor and student demonstration and observation

10. Lab Content -

- A. Guitar Technique
 - 1. Posture/position
 - 2. Dynamics
 - a. Free stroke
 - b. Rest stroke
 - 3. Nail care
- B. Musical Skills
 - 1. Notation
 - 2. Expressive markings
 - 3. Rhythmic accuracy
 - 4. Chordal harmonies
 - 5. Dynamics
- C. Performance
 - 1. Interpretation
 - 2. Presentation
 - a. Aural
 - b. Visual
 - 3. Communication
 - 4. Stage etiquette
- D. Practice
 - 1. Daily
 - 2. Self-evaluation
- E. Repertoire
 - 1. Variety of historical periods
 - a. Medieval
 - b. Renaissance
 - c. Baroque
 - d. Romantic
 - e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading Assignments:
 - 1. Sight read notation of selected sheet music, e.g., "Overture" from the Nutcracker Suite as arranged by the Accidentals (Edinburgh classical guitar orchestra).
 - 2. Read notation for the "Canon in D" by Pachelbel.
- B. Writing Assignments:
 - 1. Prepare notation with expressive and phrasing marks.
 - 2. Perform the "Suite" by Gilbert Biberian.
- C. Other Assignments:
 - 1. Write review of guitar performance focusing on technique and artistry of performance.

13. Need/Justification -

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

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 #: PHT 58 (formerly BIOL 58)

Course Title: Fundamentals of Pharmacology

Credit Status:

Credit course
 Noncredit course

Catalog Description:

General principles of pharmacology. Emphasis on drug-receptor interactions, second messenger systems, determinants of drug response, pharmacokinetics, bio transformation and excretion, pharmacogenetics, drug development and legal aspects of drug distribution. Application of pharmacological principles and concepts with emphasis on the various pharmacological classes of drugs in diverse patient populations.

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 is an introductory course for allied health students to become exposed to foundational pharmacological concepts and prepares them to pursue any CTE health program. It has also been identified as a pre-requisite for various health programs, the Foothill College Dental Hygiene Program, Samuel Merritt College Nursing Program, etc.

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: Angela Su **Date:** 9/26/19

Division Curriculum Representative: Lisa Schultheis **Date:** 9/26/19

Date of Approval by Division Curriculum Committee: 9/26/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Biological and Health Sciences

PHT 58 FUNDAMENTALS OF PHARMACOLOGY

Summer 2020

4 hours lecture.

4 Units

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

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

Lecture Hours: 4 **Lab Hours:** 0 **Weekly Out of Class Hours:** 8

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 11-09; 11/15/12; 10/14

Division Dean Information -

Seat Count: 50 **Load Factor:** .100

FOAP Code: 114000141111122100

Instruction Office Information -

FSA Code: 0340 - BIOLOGICAL SCIENCES

Distance Learning: no

Stand Alone Designation: no

Program Title: Dental Hygiene

Program TOPs Code: 124020

Program Unique Code: 6063

Content Review Date:

Former ID: Formerly: BIOL 58

1. Description -

General principles of pharmacology. Emphasis on drug-receptor interactions, second messenger systems, determinants of drug response, pharmacokinetics, bio transformation and excretion, pharmacogenetics, drug development and legal aspects of drug distribution. Application of pharmacological principles and concepts with emphasis on the various pharmacological classes of drugs in diverse patient populations.

Prerequisites: BIOL 40A, 40B and 40C or equivalent.

Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in BIOL 46 or 58.

2. Course Objectives -

The student will be able to:

- A. describe the basic principles of pharmacokinetics and pharmacodynamics
- B. discuss the structure and function of physiologic systems and the physiologic responses seen in cases of stimulation and depression of various physiologic systems
- C. explain how drugs are used to affect and interact with physiologic systems in the treatment of disease, and their potential side effects and drug interactions
- D. describe the pharmacology of infectious diseases
- E. recall the most commonly prescribed drugs in use at this time

3. Special Facilities and/or Equipment -

- A. Multimedia classroom

4. Course Content (Body of knowledge) -

- A. Basic pharmacology
 1. recall biological factors affecting the action of drugs
 2. explain basic principles of pharmacokinetics
 3. discuss geriatric and pediatric pharmacology considerations
- B. Physiologic structure, function, and responses to stimulation or depression
 1. central and peripheral nervous system
 2. cardiovascular system
 3. renal system
 4. respiratory system
 5. gastrointestinal system
 6. endocrine system
 7. immune system
- C. Clinical application of pharmaceutical agents, including drugs affecting the:
 1. central and peripheral nervous systems
 2. cardiovascular system
 3. renal system
 4. respiratory system
 5. gastrointestinal system
 6. endocrine system
 7. immune system
- D. Pharmacology of infectious disease
 1. antibacterial agents
 2. antiviral agents
 3. antifungal agents
- E. Drug identification: generic name, brand name and classification of the 50 most commonly prescribed drugs on the market at this time

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Methods of evaluation may include but are not limited to:

- A. Objective exams
- B. Quizzes
- C. Essays

7. Representative Text(s) -

Hitner, Henry, and Barbara Nagle. Pharmacology: An Introduction. 7th ed. Boston, MA: McGraw Hill, 2015.
Harvey, Richard, and Pamela Champe. Lippincott's Illustrated Reviews: Pharmacology, 7th ed. Philadelphia: Lippincott Williams & Wilkins, 2018.

8. Disciplines -

Biological Sciences and Health

9. Method of Instruction -

- A. Lecture presentations and classroom discussion regarding topics.
- B. Small group recitation sessions to discuss concepts.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Weekly reading assignments from text.
- B. Weekly lecture covering subject matter from text assignment with extended topic information.
- C. Class discussion is encouraged.

13. Need/Justification -

This course is an introductory course for allied health students to become exposed to foundational pharmacological concepts.

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 400A

Course Title: Pest Management: Cultural Requirements

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This course will focus on the cultural requirements to reduce pesticide use. The first portion will concentrate on building soil and will discuss the chemicals that are deleterious to building soil. The next portion will discuss the methods used to diagnose problems with plants by determining whether it is caused by an organism (living or biotic) or not (non-living or abiotic). Integrated pest management uses the IPM pyramid or a hierarchical scale to select the right pesticide. New products in the marketplace will show the products that are relatively new in the pesticide realm. Weeds are a plant seemingly without virtue. This course will discuss methods of pesticide use to reduce the incidence of pesticide resistance, review the cultural controls for controlling weeds, and indicate which of these plants have benefits in a cropping system. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

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.

Course will be used for continuing education for individuals attempting to maintain pesticide licensure.
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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:** 6/29/18

Division Curriculum Representative: Lisa Schultheis **Date:** 10/16/18

Date of Approval by Division Curriculum Committee: 10/16/18

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Biological and Health Sciences

HORT 400A PEST MANAGEMENT: CULTURAL REQUIREMENTS

Summer 2020

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 hours and Out of Class X 12)

Lecture Hours: .5 Lab Hours: 0 Weekly Out of Class Hours: 1

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Each offering of this course will differ, based on changing cultural conditions, such as climate, pests introduced and plant species.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 10-3-18

Division Dean Information -

Seat Count: 35 **Load Factor:** .008 **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:

1. Description -

This course will focus on the cultural requirements to reduce pesticide use. The first portion will concentrate on

building soil and will discuss the chemicals that are deleterious to building soil. The next portion will discuss the methods used to diagnose problems with plants by determining whether it is caused by an organism (living or biotic) or not (non-living or abiotic). Integrated pest management uses the IPM pyramid or a hierarchical scale to select the right pesticide. New products in the marketplace will show the products that are relatively new in the pesticide realm. Weeds are a plant seemingly without virtue. This course will discuss methods of pesticide use to reduce the incidence of pesticide resistance, review the cultural controls for controlling weeds, and indicate which of these plants have benefits in a cropping system. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

2. Course Objectives -

The student will be able to:

- A. Identify beneficial soil building conditions.
- B. Develop strategy for diagnosing biotic vs. abiotic plant problems.
- C. Recommend cultural requirements to reduce pesticide use.
- D. Develop strategy for reducing pesticide resistance.
- E. Identify the role and control of weeds in pest management.
- F. Identify new products used in pesticide management.

3. Special Facilities and/or Equipment -

- A. Lecture room with multimedia video/audio equipment.
- B. Exterior area in which to observe garden pests.

4. Course Content (Body of knowledge) -

- A. Beneficial soil building.
 1. Good soil structure and texture.
 2. Correct soil chemistry.
 3. Chemicals that lead to poor soil.
 4. Developing a sound soil/food web.
- B. Develop strategy for diagnosing biotic vs. abiotic plant problems.
 1. Develop problem-solving strategy for determining problem.
 2. Derive logical solutions to problem determination.
 3. Develop solution for problem.
- C. Cultural requirements to reduce pest use.
 1. Soil management.
 2. Treatments by organism classification.
- D. Develop strategy for reducing pesticide resistance.
 1. Alternatives to chemical controls.
 2. Prevention methods.
- E. Identify the role and control of weeds in pest management.
 1. Identify beneficial weeds for gardens.
 2. Identify problem weeds.
 3. List controls for problems weeds.
- F. Identify products used in pesticide management.
 1. Standard pest control tools and materials.
 2. New developments in pest control.
 3. Selection and use of existing/new controls.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Written exams.
- B. Presentation on course topics.

7. Representative Text(s) -

California Department of Pesticide Regulations Laws and Regulations Study Guide, 2nd ed. Sacramento, CA: State of California, 2011.

This is a seminal document developed by the State of California and is required for licensure.

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. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading 15-30 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.

13. Need/Justification -

This course is available for students seeking continuing education to maintain their Pesticide Certification with the State of California.

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 400B

Course Title: Pest Management: Pest Control

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This course will introduce students to the polyphagous shot hole borer as a means to biological control through predators. Additional topics include differentiating insects and exploring alternatives to pesticide use in lawn. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

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.

Course will be used for continuing education for individuals attempting to maintain pesticide licensure.

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:** 6/29/18

Division Curriculum Representative: Lisa Schultheis **Date:** 10/16/18

Date of Approval by Division Curriculum Committee: 10/16/18

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Biological and Health Sciences

HORT 400B PEST MANAGEMENT: PEST CONTROL

Summer 2020

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 hours and Out of Class X 12)

Lecture Hours: .5 **Lab Hours:** 0 **Weekly Out of Class Hours:** 1

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course will continually update content based on current use of biological controls.

Status -

Course Status: Active	Grading:	No Credit
Degree Status: Non-Applicable	Credit Status:	Non-Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 10-13-18

Division Dean Information -

Seat Count: 35	Load Factor: .008	FOAP Code: 114000141091010900
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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:

1. Description -

This course will introduce students to the polyphagous shot hole borer as a means to biological control through predators. Additional topics include differentiating insects and exploring alternatives to pesticide use in lawn. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

2. Course Objectives -

The student will be able to:

- A. Describe the polyphagous shot hole borer.
- B. Identify damage from polyphagous shot hole borer.
- C. Identify harmful pests.
- D. Identify beneficial pests.
- E. Develop alternatives to pesticide use in a lawn.

3. Special Facilities and/or Equipment -

- A. Lecture room with multimedia video/audio equipment.
- B. Exterior area in which to observe garden pests.

4. Course Content (Body of knowledge) -

- A. Description of the polyphagous shot hole borer.
 1. Identification of insect.
 2. Description of habitat.
 3. Identification of insect residuals.
- B. Damage from polyphagous shot hole borer.
 1. Identification of damage created by insect.
 2. Description of damage from insect occupation.
- C. Identification of harmful pests.
 1. Listing of harmful horticultural pests.
 2. Identification of harmful horticultural pests.
- D. Identification of beneficial pests.
 1. Listing of beneficial horticultural pests.
 2. Identification of beneficial horticultural pests.
- E. Identifying alternatives to pesticide use in a lawn.
 1. Turf pesticide alternatives.
 2. Identification of current turf pesticides.
 3. Identification of biological and bio-rational alternatives to pesticides in lawns.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Written exams.
- B. Presentation on course topics.

7. Representative Text(s) -

California Department of Pesticide Regulations Laws and Regulations Study Guide, 2nd ed. Sacramento, CA: State of California, 2011.

This is a seminal document developed by the State of California and is required for licensure.

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. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading 15-30 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.

13. Need/Justification -

This course is available for students seeking continuing education to maintain their Pesticide Certification with the State of California.

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 400C

Course Title: Pest Management: Working With Pesticides

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This course will address current topics in proper pesticide selection and handling. Topics will include reading and understanding a pesticide label, pesticide formulations and pesticide worker safety and use of personal protective equipment. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

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.

Course will be used for continuing education for individuals attempting to maintain pesticide licensure.

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:** 6/29/18

Division Curriculum Representative: Lisa Schultheis **Date:** 10/16/18

Date of Approval by Division Curriculum Committee: 10/16/18

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Biological and Health Sciences

HORT 400C PEST MANAGEMENT: WORKING WITH PESTICIDES

Summer 2020

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 hours and Out of Class X 12)

Lecture Hours: .5 Lab Hours: 0 Weekly Out of Class Hours: 1

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Each offering of this course will cover new methods of personal protection and updated rules and regulations regarding equipment use.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 10-3-18

Division Dean Information -

Seat Count: 35 **Load Factor:** .008 **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:

1. Description -

This course will address current topics in proper pesticide selection and handling. Topics will include reading and

understanding a pesticide label, pesticide formulations and pesticide worker safety and use of personal protective equipment. This course may satisfy requirements for those students seeking continuing education for pesticide applicator licensure.

2. Course Objectives -

The student will be able to:

- A. Read and comprehend a pesticide label.
- B. Understand and calculate pesticide formulations.
- C. Identify and use personal protective equipment.
- D. Reduce personal protective equipment violations.

3. Special Facilities and/or Equipment -

- A. Lecture room with multimedia video/audio equipment.
- B. Exterior area in which to observe garden pests.

4. Course Content (Body of knowledge) -

- A. Reading and comprehending a pesticide label.
 - 1. Defining terms of pesticide labels.
 - 2. Comprehending values and measurements on pesticide labels.
 - 3. Understanding cautions on pesticide labels.
- B. Understanding and calculating pesticide formulations.
 - 1. Defining pesticide delivery methods.
 - 2. Calculating pesticide quantities.
- C. Identification and use of personal protective equipment.
 - 1. Listing required personal protective equipment for pesticide application.
 - 2. Describing proper use of personal protective equipment for pesticide application.
 - 3. Demonstrating proper use of personal protective gear.
- D. Personal protective equipment violations.
 - 1. Listing the most common violations of pesticide law regarding use of personal protective equipment.
 - 2. Identifying corresponding punishment for failure to follow law.
 - 3. Identifying individual responsible for verifying proper use of personal protective equipment when using pesticides.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Written exams.
- B. Presentation on course topics.

7. Representative Text(s) -

California Department of Pesticide Regulations Laws and Regulations Study Guide, 2nd ed. Sacramento, CA: State of California, 2011.

This is a seminal document developed by the State of California and is required for licensure.

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. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading 15-30 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.

13. Need/Justification -

This course is available for students seeking continuing education to maintain their Pesticide Certification with the State of California.

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 #: ITSC 101

Course Title: Structured Cabling Essentials

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the essentials in structured cabling, including telephony, industry standards, performance, and wiring.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 101 STRUCTURED CABLING ESSENTIALS

Summer 2020

15 hours total: 9 hours lecture, 6 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.023

FOAP Code:
115000142215095640

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:

1. Description -

Covers the essentials in structured cabling, including telephony, industry standards, performance, and wiring.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. State the purpose of the TIA/EIA Standards
- B. Identify the elements of a structured cabling wiring system
- C. Define the term "permanent link"
- D. Define the term "channel"
- E. Explain the "category" system for rating cables, connectors, permanent links and channels
- F. Explain why twisting a pair reduces its susceptibility to noise pickup
- G. State the benefit of using a different twist length for each pair in a 4-pair UTP cable
- H. Terminate a 25 UTP cable
- I. Terminate a UTP patch panel

3. Special Facilities and/or Equipment -

- A. Cable pulling raceway, 66 termination blocks, 110 termination blocks, 8P8C modular termination and crimp tool, TIA/EIA certified testing equipment.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Telephony
 1. History (Lec)
 2. Wiring (Lec)
 3. Telephone basics (Lec)
- B. Structured Cabling
 1. Standards (Lec)
 2. Performance (Lec)
 3. Cables and connectors (Lec)
 4. Pathway and spaces (Lec)
 5. Grounding and bonding (Lec)
 6. Configuring and installing (Lec)
 7. Testing (Lec)
- C. Structured Cabling Lab
 1. Cable pulling (Lab)
 2. 66 block termination (Lab)
 3. 110 block termination (Lab)
 4. 8P8C modular plug termination (Lab)
 5. Configuring certified testers (Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of quizzes and tests
- B. Classroom and laboratory project participation
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). Configuring and Installing Structured Cabling Systems. MD: NJATC Publishers, 2009.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture

- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using shielded and unshielded twisted pair cables.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read [Configuring and Installing Structured Cabling Systems](#) Chapter 3: Unshielded Twisted Pair Cables
 - 2. Read [Configuring and Installing Structured Cabling Systems](#) Chapter 11: Standards Compliant Cabling Transmission and Test Requirements
- B. Writing assignments:
 - 1. Explain how the twisting of pairs reduces the coupling of noise from other pairs
 - 2. Describe the differences between testing a permanent link vs. channel test

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within the structured cabling field as it pertains to the Sound and Communication Industry.

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 #: ITSC 105

Course Title: Fiber 1

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers safety involved with optical cable, optical cable terms, communications over optical cable, fiber optic cable types, bandwidth performance, the effects of attenuation, fiber optic termination, splices, and types of connectors.

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

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 105 FIBER 1

Summer 2020

15 hours lecture total.

1 Unit

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.023

FOAP Code:
115000142215095640

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:

1. Description -

Covers safety involved with optical cable, optical cable terms, communications over optical cable, fiber optic cable types, bandwidth performance, the effects of attenuation, fiber optic termination, splices, and types of connectors.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Define "fiber optics"
- B. Explain the differences between outside plant and premises fiber optics
- C. Identify some advantages of fiber optics
- D. Describe how optical fiber is used in communication systems
- E. Identify safety concerns when working with optical fiber
- F. Explain how optical fiber transmits light
- G. Distinguish types of fiber
- H. Discuss the difference between "step-index" and "graded index" multimode optical fiber
 - I. Discuss fiber link power budget
- J. Explain how optical fiber transmits light
- K. Distinguish types of fiber
- L. Recognize the physical characteristics of various types of fibers
- M. Discuss fiber performance specifications
- N. Identify the types of fiber optic cables and their applications
- O. Explain how absorption relates to the wavelength used to transmit signals over optical cable
- P. Explain the difference between modal and chromatic dispersion
- Q. Identify the difference between connectors and splices
- R. Describe the requirements for connectors and splices
- S. Describe connector styles
- T. Identify splice types
- U. Describe splicing procedures

3. Special Facilities and/or Equipment -

- A. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction
 - 1. What is fiber optics?
 - 2. Fiber, copper, or wireless?
 - 3. Standards facilitating fiber applications
- B. Safety
 - 1. Issues when working with fiber
- C. Terms (Jargon)
- D. Communications
 - 1. Why use fiber
 - 2. Fiber optic communication networks
 - 3. Other applications for fiber
- E. Cables
 - 1. Design overview
 - 2. What are optical fibers?
 - 3. Fiber types and sizes
- F. Bandwidth
 - 1. Fiber specifications
 - 2. Components of dispersion
- G. Attenuation
 - 1. Absorption
 - 2. Scattering
- H. Connectors or Splices
 - 1. Joints or terminations
- I. Performance Specifications
 - 1. Optical loss
 - 2. Reflectance
- J. Connectors
 - 1. Styles of fiber optic connectors
 - 2. Specialty fiber optic connectors
 - 3. Connector construction
- K. Connector Termination Procedures
 - 1. Single-mode terminations
 - 2. Adhesive terminations
 - 3. Non-adhesive terminations
- L. Splices

1. Fusion splices
2. Mechanical splices

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). Reference Guide to Fiber Optics. MD: NJATC Publishers, 2013.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignments:

1. Read Reference Guide to Fiber Optics Chapter 4: Link Power Budget
2. Read Reference Guide to Fiber Optics Chapter 5: Optical Fiber
3. Read Reference Guide to Fiber Optics Chapter 7: Attenuation

B. Writing assignments:

1. Describe what a "link power budget" is and how it is determined
2. Describe the difference between "step-index" and "graded index" and what is improved in transmission when graded index is used
3. List the most widely used fiber connectors and explain which connector you would use for new fiber installations and why
4. Describe the biggest cost factors affecting connector installation and explain what you think the biggest challenges for installers/technicians have terminating fiber in the field (optional)
5. Explain what issues or concerns you should consider when fusion splicing in the field (optional)

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within the fiber optic cabling and terminations as it pertains to the Sound and Communication Industry.

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 #: ITSC 106

Course Title: Fiber 2

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers fiber optic transmission, testing, networks, installation and testing practices.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 106 FIBER 2

Summer 2020

17 hours total: 8 hours lecture, 9 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture
Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.026

FOAP Code:
115000142215095640

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:

1. Description -

Covers fiber optic transmission, testing, networks, installation and testing practices.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Recognize components used in transceivers
- B. Describe types of sources and detectors used in transceivers
- C. Recognize the instruments used in fiber optic testing
- D. Describe how to perform basic fiber optic testing
- E. Identify components needed for a network
- F. Discuss how an optical loss test set functions
- G. Prepare fiber optic cabling for termination
- H. Install breakout/fanout kit
 - I. Terminate an anaerobic fiber connector
- J. Terminate a Unicam connector using the Unicam tool
- K. Apply and operate a mechanical fiber splice
- L. Apply and operate an optical fiber fusion splice
- M. Operate an optical power loss test set
- N. Operate an optical time domain reflectometer (OTDR)

3. Special Facilities and/or Equipment -

- A. Fiber optic cable (OSP, distribution), fiber connectors, Corning Unicam tool, specialty fiber optic strippers and cleavers, optical fusion splicers, proper testing equipment (visual fault locator, optical loss test set, optical time domain reflectometer).
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Fiber Optic Transmission (Lec)
 - 1. Fiber optic data links
 - 2. Sources for fiber optic transmitters
 - 3. Detectors for fiber optic receivers
 - 4. Specialty fiber optic transmission components
 - 5. Data link performance and link power budget
- B. Fiber Optic Testing (Lec)
 - 1. Fiber optic tests
 - 2. Visual inspection
 - 3. Power measurements
 - 4. Testing optical power
 - 5. Testing optical loss or insertion
 - 6. OTDR testing
- C. Fiber Optic Networks (Lec)
 - 1. Transmission equipment
 - 2. Components
 - 3. Link loss budget
- D. Fiber Optic Hands-on Lab (Lab)
 - 1. Fiber optic strip and prep
 - a. Access fibers for various cable types
 - 1. Outside plant cable
 - 2. Distribution cable
 - b. Cleaning
 - 2. Anaerobic connector
 - a. Process
 - b. Scribe and polish
 - 3. Unicam connector
 - a. Process
 - b. Index matching gel
 - c. Unicam tool
 - 4. Mechanical splice
 - a. Process
 - b. Index matching gel
 - 5. Fusion splice
 - a. Process
 - b. Splice protectors
 - 6. Testing

- a. VFL - visual fault locator
- b. Optical loss test set - power meter
- c. Optical time domain reflectometer (OTDR)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). Reference Guide to Fiber Optics. MD: NJATC Publishers, 2013.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using fiber optical cables.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignments:

- 1. Read Reference Guide to Fiber Optics Chapter 4: Analog or Digital
- 2. Read Reference Guide to Fiber Optics Chapter 8: Testing Optical Loss or Insertion Loss
- 3. Read Reference Guide to Fiber Optics Chapter 9: Media Options: Copper, Fiber, or Wireless

B. Writing assignments:

- 1. Describe the difference between analog signals and data signals. Include which signal type is best for transmission over fiber optics
- 2. Explain how an optical loss test set works and what it is used for. Include which testing method is most often used for testing an installed fiber optic plant and why
- 3. Explain which media option you would install for a premises cabling installation (copper, fiber, or wireless). Include examples of why you would choose that particular media

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within the fiber optic cabling and terminations as it pertains to the Sound and Communication Industry.

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 #: ITSC 110

Course Title: Electrical Theory Essentials

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the basics of electrical circuits, how electricity works, how to calculate and measure voltage, current, resistance and power in a series and/or parallel circuit.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 110 ELECTRICAL THEORY ESSENTIALS

Summer 2020

26 hours total: 12 hours lecture, 14 hours laboratory.

1 Unit

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.039

FOAP Code:
115000142215095640

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:

1. Description -

Covers the basics of electrical circuits, how electricity works, how to calculate and measure voltage, current, resistance and power in a series and/or parallel circuit.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Describe the basic structure of the atom
- B. Describe the relationship between the valence electrons and electron movement
- C. Describe the units of measurement of current, voltage, resistance, and power
- D. Demonstrate knowledge of the units ampere, volt, ohm, and watt by giving examples of their usage
- E. Explain the electron theory of current flow versus conventional current flow
- F. Solve electrical problems using Ohm's law
- G. Describe circuit concepts of open, closed, and short circuits
- H. Determine the current flow scenarios for open, closed, and short circuits
 - I. Name the components of the AC sine wave
- J. Calculate the root mean square (RMS), peak amplitude, peak-to-peak values, period, frequency, and average values of AC
- K. Define inductance
- L. Define impedance
- M. Define capacitance

3. Special Facilities and/or Equipment -

- A. Electrical theory trainer boards/components/digital multimeters.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. DC Theory (Lec)
 1. Introduction
 2. Elemental electricity
 - a. Voltage
 - b. Current
 - c. Resistance
 - d. Power
 3. Circuit theory and switches
 4. Ohm's law
 5. Series circuit
 6. Parallel circuit
- B. DC Lab (Lab)
 1. Series and parallel circuit lab
 - a. Meter use
 - b. Calculate and measure resistance
 - c. Calculate and measure voltage
 - d. Calculate and measure current
 - e. Calculate and measure power
- C. AC Theory (Lec)
 1. Introduction
 2. Production of a sine wave
 3. Inductors
 4. Inductive reactance
 5. Impedance
 6. Capacitors
 7. Capacitive reactance
- D. AC Lab (Lab)
 1. AC theory labs
 - a. Calculate and measure inductive reactance
 - b. Calculate and measure capacitive reactance

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). DC Theory, 3rd ed. MD: NJATC Publishers, 2010.
National Joint Apprenticeship and Training Committee (NJATC). AC Theory, 3rd ed. MD: NJATC Publishers, 2011.

NOTE: These are the standard Sound & Communications textbooks/workbooks used for this course. Although one or more may not be within 5 years of the required published date, they are the most current books used when teaching this course. We will adopt the next edition of each text, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the building and testing of electrical circuits using electrical theory trainers.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read DC Theory, pp. 42-45: Electrical Properties of Materials
 - 2. Read AC Theory, pp. 29-33: AC Sine Wave Measurements regarding Peak-to-Peak, Root Mean Square, and Average Value
- B. Writing assignments:
 - 1. Explain in your own words how the number of electrons in the valence ring affects how materials conduct electricity. Provide examples
 - 2. You will find that most equipment and voltage ratings are based using the Root Mean Square (RMS) values. Describe in your own words how RMS compares to a DC voltage and why it is typically used for voltage values

13. Need/Justification -

This course is designed for installers/technicians to keep current in electrical theory. These skills are essential for installation and troubleshooting electrical systems. Electrical theory knowledge is also required for California State Certifications (VDVT and Fire Life Safety).

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 #: ITSC 113

Course Title: Master Clocks

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the theory and installation of a master clock system. Lessons include: types of clocks, wired clocks, wireless clocks, clock syncing, and advanced clocks.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 113 MASTER CLOCKS

Summer 2020

9 hours total: 6 hours lecture, 3 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count: 50

Load Factor: .014

FOAP Code: 115000142215095640

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:

1. Description -

Covers the theory and installation of a master clock system. Lessons include: types of clocks, wired clocks, wireless clocks, clock syncing, and advanced clocks.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Identify types of clocks
- B. Describe how the clock correction circuit works
- C. Identify different types of wireless clocks
- D. Identify new advancements in clocks
- E. Install a wired clock system
- F. Install a wireless clock system
- G. Configure a master clock controller to send clock correction signals
- H. Configure a master clock controller to activate a wireless relay

3. Special Facilities and/or Equipment -

- A. Master clock console/secondary clocks.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
- B. Types of Clocks (Lec)
 1. Battery
 2. Auto adjust
 3. Radio (NIST)
 4. AC powered
 5. PoE clocks
 6. Analog/digital
 7. Wired synchronized
 8. Wireless synchronized
- C. Wired Clocks (Lec)
 1. Correction signal - master clock
 2. AR-2
 3. Frequency generated
 4. 3-wire synchronous clock
 5. Troubleshooting
- D. Wireless Clocks (Lec)
 1. Battery powered
 2. Broadcast signal - transmitters
 3. Antenna location
- E. Time Sync (Lec)
 1. NIST
 2. CDMA
 3. GPS
 4. Ethernet
- F. Advanced Clocks (Lec)
 1. PoE
 2. WiFi
- G. Hands-on Lab (Lab)
 1. Install wired clocks to master clock
 2. Install wireless clock
 3. Install wireless relay
 4. Configure master IP address
 5. Program clock event to activate wireless relay

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Handouts and/or worksheets provided by course instructor.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using wired clock, wireless clock and a master clock.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read "American Time Universal Master Manual, Master/Secondary Clock Protocols" handout by American Time
 - 2. Read "Training on Wired Clocks - Terminology and Operation Clarification" worksheet by T. Nelson of American Time
- B. Writing assignments:
 - 1. In your own words, explain what clock "correction protocol" is and how it works
 - 2. In your own words, explain the operation and correction method of the three wire sync system

13. Need/Justification -

This course is designed for installers/technicians to keep current in the field of master clocks. These skills are essential for installation and troubleshooting master clock systems.

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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 #: ITSC 114

Course Title: Nurse Call Systems

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the theory and installation of a nurse call system. Lessons include: components, ancillary systems, and working in a healthcare environment.

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

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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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 114 NURSE CALL SYSTEMS

Summer 2020

12 hours total: 6 hours lecture, 6 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.018

FOAP Code:
115000142215095640

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:

1. Description -

Covers the theory and installation of a nurse call system. Lessons include: components, ancillary systems, and working in a healthcare environment.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Describe the codes and regulating bodies that govern the health care industry
- B. Define general terms, titles, and acronyms used in the health care industry
- C. Identify the core devices of a nurse call system
- D. Interpret specific wiring diagrams

3. Special Facilities and/or Equipment -

- A. Nurse call system and components, including patient stations, emergency stations, and dome lights for hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
 - 1. What is a nurse call system?
 - 2. Intent and function
 - 3. Codes and regulations
 - 4. Tone and audio visual systems
 - 5. Microprocessor and multiplexed systems
- B. Components (Lec)
 - 1. Nurse master station
 - 2. Duty and staff stations
 - 3. Patient station
 - 4. Auxiliary device
 - 5. Dome lamps
- C. Ancillary Systems (Lec)
 - 1. Staff presence systems
 - 2. Pagers
 - 3. Signage
 - 4. Wireless phones
- D. Working in a Health Care Environment (Lec)
 - 1. Risks
 - 2. Preventative measures
- E. Nurse Call Hands-on Lab (Lab)
 - 1. Install nurse call cabling and components completing a nurse call system

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

None

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using proper cabling and nurse call equipment.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Writing assignment:

1. Based off of your previous lessons, explain in your own words how you could apply the installation skills to other proprietary nurse call systems

13. Need/Justification -

This course is designed for installers/technicians to keep current in the field of Nurse Call. These skills are essential for installation and troubleshooting nurse call systems.

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 #: ITSC 115

Course Title: Computer Literacy 1 (Microsoft Word & Excel)

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Covers the fundamentals of Microsoft Word and Excel; how to navigate the software, write, edit, format, create spreadsheets and use formulas.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 115 COMPUTER LITERACY 1 (MICROSOFT WORD & EXCEL)

Summer 2020

12 hours total: 6 hours lecture, 6 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.018

FOAP Code:
115000142215095640

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:

1. Description -

Covers the fundamentals of Microsoft Word and Excel; how to navigate the software, write, edit, format, create spreadsheets and use formulas.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Navigate the ribbon
- B. Describe how to change the font
- C. Demonstrate how to insert a picture
- D. Explain how to insert a shape
- E. Demonstrate using a number format
- F. Insert a table
- G. Demonstrate how to save and print a document

3. Special Facilities and/or Equipment -

- A. Computer lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

A. Word

1. Introduction (Lec)
2. Saving (Lec and Lab)
 - a. Desktop/local file vs. network drive
 - b. Folder vs. file
 - c. Creating folders
 - d. Renaming folders
 - e. Save/Save As
3. Edit text (Lec and Lab)
 - a. Undo/Redo
 - b. Cut
 - c. Copy
 - d. Paste
 - e. Find/Replace
4. Format Text (Lec and Lab)
 - a. Font
 - b. Color
 - c. Size
 - d. Style
5. Creating bulleted lists (Lec and Lab)
6. Creating numbered lists (Lec and Lab)
7. Layout (Lec and Lab)
 - a. Portrait vs. landscape
8. Printing (Lec and Lab)

B. Excel

1. Introduction (Lec)
 - a. Similarities to Word
2. Data entry (Lec and Lab)
 - a. Auto fill
3. Formulas (Lec and Lab)
 - a. Sum
 - b. Product
 - c. Etc.
4. Formatting (Lec and Lab)
 - a. Cell height
 - b. Cell width
 - c. Merged cells
5. Views (Lec and Lab)
 - a. Normal
 - b. Page break
 - c. Page layout
 - d. Freeze panes
6. Worksheets (Lec and Lab)
 - a. New worksheet
 - b. Renaming worksheet
7. Printing (Lec and Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Handouts and/or worksheets provided by course instructor.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Computer lab

10. Lab Content -

- A. Work individually and in teams with Microsoft Word and Excel.
- B. Students will create Word documents and Excel spreadsheets.
- C. Students will demonstrate their skills completing Microsoft Word and Excel lab exercises.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read Microsoft Word lab exercise worksheet; follow directions
 - 2. Read Microsoft Excel lab exercise worksheet; follow directions
- B. Writing assignments:
 - 1. Create a Word document that could be used to convey instructions for a specific task on a jobsite
 - 2. Create an Excel spreadsheet that would be useful to track a work-related item, such as jobsite hours, individual hours, task completions, or materials

13. Need/Justification -

This course is designed for installers/technicians to learn Microsoft Word and Excel fundamentals to write industry correspondence, such as letters, requests for information, and documentation, and to create spreadsheets.

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 #: ITSC 123

Course Title: Fire Alarm Essentials

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the essentials of fire alarm systems, including fundamentals, general requirements, fire alarm circuits, and wiring.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 123 FIRE ALARM ESSENTIALS

Summer 2020

21 hours total: 6 hours lecture, 15 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.032

FOAP Code:
115000142215095640

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:

1. Description -

Covers the essentials of fire alarm systems, including fundamentals, general requirements, fire alarm circuits, and wiring.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Explain the basic types of fire alarm systems
- B. Explain circuit types
- C. Locate and refer to codes and standards relevant to fire alarm systems
- D. Explain the various signal types
- E. Describe the methods of monitoring system integrity
- F. Describe requirements for primary and secondary power supplies
- G. Describe the installation requirements for smoke detectors
- H. Describe the installation requirements for heat detectors
 - I. Describe the installation requirements for waterflow initiating devices
- J. Describe the installation requirements for manual fire alarm boxes
- K. Describe the installation requirements for supervisory initiating devices
- L. Explain the general requirements of notification appliances

3. Special Facilities and/or Equipment -

- A. Fire alarm system panel and components for hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
 - 1. History of fire alarm systems
- B. Fundamentals (Lec)
 - 1. Basic types of fire alarm systems
 - 2. Circuit types
 - 3. Codes and standards
- C. General Requirements (Lec)
 - 1. Qualifications
 - 2. Listed equipment
 - 3. Wiring
 - 4. Documentation
 - 5. Signals and signal types
 - 6. Monitoring for integrity
 - 7. Power supplies
- D. Initiating Devices (Lec)
 - 1. Alarm signal initiating devices
 - 2. Supervisory signal initiating devices
 - 3. Device operating theory
 - 4. Installation and spacing requirements
- E. Notification Appliances (Lec)
 - 1. Mounting
 - 2. Audible signaling
 - 3. Visible signaling
- F. Wiring and Wiring Methods (Lec)
 - 1. Workmanship
 - 2. Non-powered-limited and power-limited fire alarm circuits
 - 3. Circuit integrity cable
 - 4. Class A circuits
 - 5. Class B circuits
 - 6. Class X circuits
- G. System Interfaces and Safety Control Features (Lec)
 - 1. Combination systems
 - 2. Sprinkler system attachments
 - 3. Elevator safety functions
 - 4. Smoke control
 - 5. HVAC shutdown
- H. Fire Alarm Lab (Lab)
 - 1. Construct a small fire alarm system in a lab environment

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). Fire Alarm Systems. MD: NJATC Publishers, 2017.
National Fire Protection Association, Inc. (NFPA 70). National Electrical Code 2017. MA: NFPA Publishers, 2017.
National Fire Protection Association, Inc. (NFPA 72). National Fire Alarm & Signaling Code. MA: NFPA Publishers, 2016.

NOTE: These are the standard Sound & Communications textbooks/workbooks used for this course. Although one or more may not be within 5 years of the required published date, they are the most current books used when teaching this course. We will adopt the next edition of each text, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using shielded, and unshielded twisted pair cables.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read Fire Alarm Systems pp. 18-19: Circuit Types
 - 2. Read Fire Alarm Systems pp. 40-46: Monitoring for Integrity
- B. Writing assignments:
 - 1. Describe the difference between an signaling line circuit (SLC) and an initiating device circuit (IDC). Use examples of when you would use an SLC instead of an IDC and vice versa
 - 2. Describe how monitoring of an SLC is different from the monitoring of an IDC or NAC. Explain which circuit requires an end of line resistor and why or why not

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest codes/standards and practices within the fire alarm system field as it pertains to the Sound and Communication Industry.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Course #: ITSC 125

Course Title: Paging Systems

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the essentials of paging systems, including functionality, components and how to wire/install.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 125 PAGING SYSTEMS

Summer 2020

9 hours total: 6 hours lecture, 3 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.014

FOAP Code:
115000142215095640

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:

1. Description -

Covers the essentials of paging systems, including functionality, components and how to wire/install.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Identify the components associated with paging systems
- B. Explain the function of a paging system
- C. Describe the difference between a constant voltage system and a self-amplified system
- D. Explain how a constant voltage system works
- E. Explain how the power ratings of an amplifier are important
- F. Explain the difference between direct connection and transformer connection
- G. Explain how sound masking systems work
- H. Install a paging speaker in a ceiling tile with proper seismic support

3. Special Facilities and/or Equipment -

- A. Paging system lab, to include paging amplifier, various speakers, wiring, and microphone.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
- B. Transformers (Lec)
 1. Primary and secondary
 2. Step-up
 3. Step-down
 4. Power transfer
- C. Amplifiers (Lec)
 1. Construction
 2. Inputs
 3. Mixer
 4. Output terminals
 5. Classes
 6. Power
- D. Speakers (Lec)
 1. Transducer
 2. Construction
 3. Phase
 4. Types
 5. Frequency response
 6. Taps
- E. Impedance (Lec)
 1. Impedance matching
 2. Wattage
 3. Impedance bridge
- F. Ambient Noise (Lec)
 1. dB
 2. SPL weighting
 3. 3dB and 6dB rules
- G. Volume Controls (Lec)
 1. Attenuators
 2. Impedance changes
 3. Logarithmic
 4. Audio taper
- H. Sources (Lec)
 1. Microphones
 2. Music source
 3. Recorder
- I. Zone Paging (Lec)
 1. Groups
- J. Sound Masking (Lec)
 1. Privacy/concentration
 2. White noise
 3. Pink noise
 4. Reduce intelligibility of speech
- K. Paging System Lab (Lab)
 1. Seismic support
 2. Speaker install

3. System wiring
4. Install volume controls
5. Test and commission system

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Handouts and/or worksheets provided by course instructor.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices using shielded, and unshielded twisted pair cables.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 1. Read lab guide and follow directions
- B. Writing assignments:
 1. Complete the lab handout by filling in the answers and completing the summary

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within the paging system field as it pertains to the Sound and Communication Industry.

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 #: ITSC 127

Course Title: CATV/DAS

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the basic structure, cabling, tools, connectors and terminations, hardware, headend equipment and testing of a Closed Antenna Television and Distributed Antenna Systems (CATV/DAS) system.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 127 CATV/DAS

Summer 2020

12 hours total: 7 hours lecture, 5 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.018

FOAP Code:
115000142215095640

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:

1. Description -

Covers the basic structure, cabling, tools, connectors and terminations, hardware, headend equipment and testing of a Closed Antenna Television and Distributed Antenna Systems (CATV/DAS) system.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Identify coaxial cable types
- B. Describe the effects of attenuation over coaxial cable
- C. Identify tools used in CATV/DAS
- D. Identify types of connectors
- E. Describe the installation steps to install a RG6 compression connector
- F. Describe the installation steps to install a Helix connector
- G. Identify CATV/DAS headend equipment

3. Special Facilities and/or Equipment -

- A. CATV/DAS cabling, connectors, special installation tools, and testing equipment.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. CATV - Introduction (Lec)
- B. CATV - History (Lec)
 - 1. CRT
 - 2. Antennas
- C. CATV - Basic Structure (Lec)
 - 1. Provider
 - 2. Backbone
 - 3. Distribution
- D. CATV - Cabling (Lec and Lab)
 - 1. Series 59
 - 2. Series 6
 - 3. Series 11
 - 4. Hardline
 - 5. Impedance
 - 6. Attenuation
- E. CATV - Tools (Lec and Lab)
 - 1. Lopper cutter
 - 2. Crimpers
 - 3. Compression crimpers
 - 4. Coax strippers
 - 5. Coring tool
- F. CATV - Connectors and Termination (Lab)
 - 1. Screw-on
 - 2. Crimp
 - 3. Compression
- G. CATV - Distribution Hardware (Lec)
 - 1. Amplifiers
 - 2. Splitters
 - 3. Directional taps
 - 4. Antennas
- H. CATV - Headend Equipment (Lec)
 - 1. Demodulators
 - 2. Modulators
 - 3. Combiners
- I. CATV - Testing (Lec and Lab)
 - 1. Loop testing
 - 2. Balancing
 - 3. Field strength meter
 - 4. TV
- J. CATV - Hands-on Lab (Lab)
 - 1. Install RF connector
 - 2. Install cabling to TVs
 - 3. Test and commission
- K. DAS - History (Lec)
 - 1. Relation to CATV
 - 2. Coaxial systems
- L. DAS - Types and Signal Sources (Lec)
 - 1. Signal source

- 2. Distributed system
- M. DAS - Installation (Lec and Lab)
 - 1. Cable types
 - 2. Connectors
- N. DAS - Commissioning and Testing (Lec and Lab)
 - 1. Testing equipment
 - 2. Certification

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

None

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices/coaxial cable.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read discussion titled "CATV - Antennas"; follow directions and complete discussion
- B. Writing assignments:
 - 1. Complete the discussion topic "CATV - Antennas" by writing down your results and include and whether you would install an antenna or not and why

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within the Closed Antenna Television and Distributed Antenna Systems as it pertains to the Sound and Communication Industry.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 128 NETWORK VIDEO

Summer 2020

21 hours total: 14 hours lecture, 7 hours laboratory.

1 Unit

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.032

FOAP Code:
115000142215095640

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:

1. Description -

Covers basic networking, components, and installation of network video systems.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Identify various network architectures
- B. Identify various network hardware
- C. Describe the most basic components needed for a CCTV system
- D. Identify major components for a network video system
- E. Explain various video compression technologies
- F. Describe what PoE is and what it does

3. Special Facilities and/or Equipment -

- A. Networking equipment and IP cameras as needed during hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Basic Networking (Lec)
 - 1. Introduction
 - 2. Binary, bit, byte
 - 3. OSI module
 - 4. Networking components
 - 5. Switches
 - 6. PoE classes
 - 7. TCP/IP
 - 8. IP addressing
 - 9. Troubleshooting techniques
- B. Network Video (Lec)
 - 1. Introduction
 - 2. Evolution
 - 3. Components
 - 4. Network cameras
 - 5. Camera technologies
 - 6. Thermal cameras
 - 7. Video compression technologies
 - 8. Video encoders
 - 9. Installation
 - 10. Network bandwidth
- C. Network Video Lab (Lab)
 - 1. Network installation
 - 2. IP camera installation

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

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

National Joint Apprenticeship and Training Committee (NJATC). Network Technologies. MD: NJATC Publishers, 2016.
Nilsson, Fredrik, Axis Communications. Intelligent Network Video. New York: Taylor & Francis Group, 2017.

NOTE: These are the standard Sound & Communications textbooks/workbooks used for this course. Although one or more may not be within 5 years of the required published date, they are the most current books used when teaching this course. We will adopt the next edition of each text, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read [Intelligent Network Video](#): section 9.6 (pg. 165)
 - 2. Read [Intelligent Network Video](#): section 17.1.3 (pg. 301)
- B. Writing assignments:
 - 1. In your own words, explain PoE and what it does; include the benefits of using PoE
 - 2. Describe the difference between recognition and identification. Include the range of pixels required.
Describe a feature that some cameras have that makes it easier to tell if you have the correct resolution for identification

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within network video systems as it pertains to the Sound and Communication Industry.

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 #: ITSC 130

Course Title: Intrusion Systems

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Covers the applicable standards, preventing false alarms, components, wiring and installation of intrusion systems.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 130 INTRUSION SYSTEMS

Summer 2020

12 hours total: 8 hours lecture, 4 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.018

FOAP Code:
115000142215095640

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:

1. Description -

Covers the applicable standards, preventing false alarms, components, wiring and installation of intrusion systems.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Describe the purpose of an intrusion system and statistics associated with burglary
- B. Identify the components of an intrusion system
- C. Identify specifications for magnetic contacts
- D. Identify various different magnetic contacts and the applications they can be used for
- E. Describe the difference between a closed loop and an open loop configuration
- F. Identify various types of motion detectors

3. Special Facilities and/or Equipment -

- A. Intrusion cabling and equipment for hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
 - 1. What is an intrusion system?
 - 2. Types of systems used today
- B. Applicable Standards (Lec)
 - 1. NFPA 70
 - 2. NFPA 72
 - 3. NFPA 730
 - 4. NFPA 731
- C. Fundamentals (Lec)
 - 1. Protection strategies
 - 2. Intrusion system monitoring
 - 3. Detection/wiring configurations
 - 4. False alarms
- D. Sensors and Input Devices (Lec)
 - 1. Magnetic contact design
 - 2. Types of magnetic contacts
 - 3. Motion detectors
 - 4. Glass break detectors
- E. Control Panels and Keypads (Lec)
 - 1. Panel connections
 - 2. Keypads
- F. Hands-on Intrusion Lab (Lab)
 - 1. Build small scale intrusion system

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Handouts and/or worksheets provided by course instructor.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignments:

1. Read Lesson 10: "False Alarms - What is and what isn't"
2. Read Lesson 15 regarding Motion Detectors

B. Writing assignments:

1. Describe why false alarms are a major issue with intrusion systems and include methods used to reduce them
2. Explain the difference between a passive and an active motion detector. Include why and where you would use both types of motion detectors

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within intrusion systems as it pertains to the Sound and Communication Industry.

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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 #: ITSC 131

Course Title: Access Control Systems

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers the categories, components, credentials, types of locks, wiring and installation of access control systems.

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

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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.

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Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 131 ACCESS CONTROL SYSTEMS

Summer 2020

9 hours total: 6 hours lecture, 3 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.014

FOAP Code:
115000142215095640

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:

1. Description -

Covers the categories, components, credentials, types of locks, wiring and installation of access control systems.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Explain the purpose of access control
- B. Identify the components of an electronic access control system
- C. Describe different types of credential readers and their applications
- D. Describe different types of credentials and their advantages and disadvantages
- E. Define terms such as: credentials, authentication and verified
- F. Describe the common types of electronic and electromagnetic locks

3. Special Facilities and/or Equipment -

- A. Access control cabling and equipment for hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
 1. What is an access control system?
- B. Categories (Lec)
 1. What you have
 2. What you know
 3. What you are
- C. Components (Lec)
 1. Server/computer
 2. Control panel
 3. Readers
 4. Electric locks
 5. Door switches
 6. Request to exit
- D. Server Configuration (Lec)
 1. Central
 2. Distributed
- E. Credentials (Lec)
 1. Keypads
 2. Cards
 3. Biometrics
- F. Electric Locks (Lec)
 1. Magnetic
 2. Electric strike
 3. Electric lockset
 4. Electric dead bolt
- G. Control Panel (Lec)
 1. Intro to VistaKey for hands-on lab
- H. Access Control Hands-on Lab (Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Norman, Thomas L. Electronic Access Control. Cambridge, MA: Butterworth-Heinemann Publishers, 2017.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignments:

1. Read Electronic Access Control pg. 49: "Electrified Locks"
2. Read Electronic Access Control pp. 101-103

B. Writing assignments:

1. In your own words, describe the two basic types of electrified locks from a safety standpoint. Include examples of where you would use each type
2. After reading Electronic Access Control pp. 101-103 regarding Security vs. Life Safety, summarize in your own words the importance of understanding the building codes/standards as an installer

13. Need/Justification -

This course is designed for installers/technicians to keep current in the latest standards and practices within intrusion systems as it pertains to the Sound and Communication Industry.

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 #: ITSC 132

Course Title: Audio Visual Essentials

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Covers analog and digital signals, basics of sound, microphones, amplifiers, speakers, video signals, and projection technology.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 132 AUDIO VISUAL ESSENTIALS

Summer 2020

18 hours total: 12 hours lecture, 5 hours laboratory.

1 Unit

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.027

FOAP Code:
115000142215095640

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:

1. Description -

Covers analog and digital signals, basics of sound, microphones, amplifiers, speakers, video signals, and projection technology.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Describe sound waves, sine waves, and the electrical representation of sound
- B. Describe the function of transducers
- C. Describe the various types of microphones used for sound reinforcement
- D. Describe the components of a loudspeaker
- E. Identify the pinout of an XLR connector
- F. Describe the basics of computer signals
- G. Identify the progression of higher resolution video signals

3. Special Facilities and/or Equipment -

- A. Audio visual cabling and equipment for hands-on lab.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
- B. Analog and Digital Signals (Lec)
 1. Processing and sampling
 2. Bit depth
 3. Bit rate
 4. Compression
- C. Basics of Sound and How the Ear Works (Lec)
 1. Frequency
 2. Phase
 3. Acoustics
- D. Microphones (Lec)
 1. Types
 2. Elements
- E. Audio Signal Levels (Lec)
 1. Mic
 2. Line
 3. Loudspeaker
- F. Loudspeakers (Lec)
 1. Crossovers
 2. Sensitivity
 3. Frequency response
 4. Impedance
- G. Video (Lec)
 1. Units of light measure
 2. Ambient light
 3. Video signals
 4. Digital video signals
 5. Display and projection technology
 6. Aspect ratio
 7. Projected image
- H. Audio Visual Lab (Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Grimes, Brad. CTS Certified Technology Specialist Exam Guide, 2nd ed. New York, NY: McGraw-Hill Education, 2013.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will

adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration
- D. Lab

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading assignments:
 - 1. Read Certified Technology Specialist pp. 45-46: "The Inverse Square Law and Sound"
 - 2. Read Certified Technology Specialist pp. 87-91: on video signals and bandwidth
- B. Writing assignments:
 - 1. Describe the effects of doubling your distance from the source of the sound and how that affects the level of the sound and why
 - 2. In your own words, describe what bandwidth is and how bandwidth is in relation to video quality

13. Need/Justification -

This course is designed for installers/technicians to keep current in the essentials of audio visual systems as it pertains to the Sound and Communication Industry.

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 #: ITSC 134

Course Title: Blueprints, LEED, Title 24

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Covers reading blueprints, Leadership in Energy and Environmental Design (LEED), and energy efficiency standards.

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.

Please see attached Telecommunications Line Installers and Repairers labor market information in California Report.

In addition, these classes are going to be used for our installer/technicians for continuing education hours for use in the California State VDV and Fire/Life Safety certifications. Below is information from the Department of Industrial Relations/California Apprenticeship Council regarding Electrical Certification:

§291.5. Renewal and Replacements

(a) Certification shall be renewed every three (3) years. To be eligible for renewal an applicant must provide proof under penalty of perjury of 32 hours further electrical education from an Educational Provider or from a state or federally approved apprenticeship program relevant to the type of certification, and must certify under penalty of perjury that he or she has worked in the industry 2000 hours within the previous three years. The same hours of education may be counted toward more than one category of certification.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Michael Sheriff **Date:** 9/25/19

Division Curriculum Representative: Brian Murphy **Date:** 10/16/19

Date of Approval by Division Curriculum Committee: 10/16/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Apprenticeship

ITSC 134 BLUEPRINTS, LEED, TITLE 24

Summer 2020

9 hours total: 6 hours lecture, 3 hours laboratory.

.5 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours:

Weekly Out of Class Hours:

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/19

Division Dean Information -

Seat Count:
50

Load Factor:
.014

FOAP Code:
115000142215095640

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:

1. Description -

Covers reading blueprints, Leadership in Energy and Environmental Design (LEED), and energy efficiency standards.

Prerequisite: Completion of recognized sound and communication apprenticeship or equivalent and recent employment as an installer/technician in the sound and communication industry.

2. Course Objectives -

The student will be able to:

- A. Scale a drawing accurately
- B. Differentiate between extension lines and dimension lines
- C. Describe the function of plans and elevations
- D. Describe the function of sections and details
- E. Describe the purpose of the LEED program
- F. Identify the LEED certification levels
- G. Describe the purpose of Title 24

3. Special Facilities and/or Equipment -

- A. Blueprint (Building drawings), architectural rulers.
- B. When taught via Foothill Global Access, on-going access to email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Introduction (Lec)
- B. Blueprint Reading (Lec and Lab)
 1. Site plans
 2. Floor plans
 3. Elevations
 4. Sections
 5. Schedules and specifications
 6. Symbols
 7. Scaling
- C. LEED (Lec)
 1. Credits
 2. Certifications
 3. Value
- D. Title 24 (Lec)
 1. Energy efficiency
 2. California Energy Code
 3. California Green Building Standards Code

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of assessments
- B. Results of quizzes and tests
- C. Discussion participation

7. Representative Text(s) -

Blueprint Reading for Electricians, 3rd ed. MD: National Joint Apprenticeship and Training Committee, 2010.

NOTE: This is the standard Sound & Communications textbook/workbook used for this course. Although it may not be within 5 years of the required published date, it is the most current book used when teaching this course. We will adopt the next edition, as it is published.

8. Disciplines -

Telecommunication Technology

9. Method of Instruction -

- A. Lecture
- B. Group discussion
- C. Demonstration

10. Lab Content -

- A. Work individually and in teams with basic tools of the trade, test instruments and tool safety.
- B. Included will be the installation of sound and/or communication devices.
- C. Equipment safety and safe handling practices are reviewed and applied.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignment:

1. Read Blueprint Reading for Electricians pp. 88-98

B. Writing assignments:

1. Describe what floor plans are and how they are used by an electrical worker
2. In your own words, describe how sections are used. Include how looking at a section drawing would benefit an electrical worker

13. Need/Justification -

This course is designed for installers/technicians to keep current in blueprint reading, LEED, and Title 24 as it pertains to the Sound and Communication Industry.

Detailed Guide for

Telecommunications Line Installers and Repairers in California

May also be called: Cable Pullers; Cable Splicers; Cable Technicians; Fiber Optic Technicians; Line Installer-Repairers; Lineworkers; Outside Plant Technicians; Premises Technicians

What Would I Do?

Every time you download an online video, access a social networking site, watch cable television at home, or use a landline telephone at work you are connecting to complex networks of lines and cables that connect people with the outside world. Telecommunications Line Installers and Repairers are some of the people who make these networks possible.

Line Installers and Repairers install, maintain, and repair the lines and cables used by telephone, Internet and cable companies. These companies provide services such as cable television, Internet access, and other communications networks. These services require a variety of different types of cables, such as copper wires and fiber optic cables. Unlike copper wire that can carry electrical signals, fiber optic cables are made of glass or plastic and transmit signals using light. As telecommunication companies continue to provide larger amounts of bandwidth and expand broadband access to their customers, fiber optic cables are the preferred method of data transmission. Working with fiber optics requires special skills, such as splicing and terminating optical cables.

Line Installers are workers who install new cable. They may work for construction contractors or telecommunications companies. They generally start a new job by digging trenches or erecting poles which will carry the cables. They use a variety of construction equipment, including digger derricks, which are trucks equipped with augers and cranes used to dig holes in the ground and set poles in place. Line Installers also use trenchers, cable plows, and borers, which are used to cut openings in the earth for the laying of underground conduits or cables. Once the infrastructure is in place, Line Installers install cable onto poles, through conduit, and directly in trenches to the demarcation point where the outside cables are terminated. Some Line Installers run cables inside of buildings or connect a series of buildings on the same premises which may involve installing conduit or cable trays, as well as racks for equipment or other network hardware. During and after installation is completed, cables are tested to ensure the installation was done properly.

Line Repairers work for utilities and telecommunications companies that maintain existing lines. Maintenance needs are identified through remote monitoring equipment and customer reports of service outages. Many of these workers, sometimes called Line Installer-Repairers, have installation

duties in addition to their repair duties. When a problem is reported, Line Repairers must identify its cause and fix it. This usually involves knowledge of telecommunications technology and the use of special testing equipment. Workers may also replace cables that are aging, outdated, or damaged. Storms and other natural disasters, as well as rodents gnawing through unprotected cables, can cause extensive damage to networks of lines. When a connection goes out, Line Repairers must work quickly to restore service to customers. In order to work on poles, workers usually use bucket trucks to elevate themselves to the top of a structure, although all Lineworkers must be adept at climbing poles when necessary. Workers use special safety equipment to keep them from falling when climbing utility poles.

Tools and Technology

Telecommunications Line Installers and Repairers use test equipment specific to copper and fiber optic networks as well as a variety of tools in the course of their work including cable cutting, stripping, and splicing tools. They also use shears, tampers, saws, levels, screwdrivers, cable reels, bucket trucks, derricks, and trenching machines. In addition, they use customer relationship management (CRM) and enterprise resource planning (ERP) software programs.

Important Tasks and Related Skills

Each task below is matched to a sample skill required to carry out the task.

Task	Skill Used in this Task
Inspect and test lines and cables, recording and analyzing test results, to assess transmission characteristics and locate faults and malfunctions.	Quality Control Analysis
Splice cables, using hand tools, epoxy, or mechanical equipment.	Arm-Hand Steadiness
Measure signal strength at utility poles, using electronic test equipment.	Telecommunications
Set up service for customers, installing, connecting, testing, and adjusting equipment.	Installation
Access specific areas to string lines and install terminal boxes, auxiliary equipment, and appliances, using bucket trucks, or by climbing poles and ladders or entering tunnels, trenches, or crawl spaces.	Multilimb Coordination
String cables between structures and lines from poles, towers, or trenches and pull lines to proper tension.	Manual Dexterity
Lay underground cable directly in trenches, or string it through conduits running through trenches.	Extent Flexibility
Use a variety of construction equipment to complete installations, including digger derricks, trenchers, and cable plows.	Equipment Selection

Source: U.S. Department of Labor Occupational Information Network (O*NET) at online.onetcenter.org

Working Conditions

The work of Line Installers and Repairers can be physically demanding. Lineworkers should be comfortable working at great heights while maintaining balance in addition to using their upper body

strength. They should be able to work within confined spaces, such as underground tunnels, while stooping or kneeling. The ability to lift a minimum of 50 pounds and easily identify differences between color-specific wires are additional physical requirements of the job. A California driver license is often necessary since the job requires workers to drive utility vehicles and travel long distances. Some Installers are independent contractors who travel from job site to job site.

Constructing and maintaining both ground and aerial infrastructure is typically done year-round, outdoors, and in various weather conditions. Line Installers and Repairers typically work a 40-hour workweek. They may be required to work overtime or on weekends in cases of emergency such as aerial line damage caused by extreme weather. During an emergency repair, physical and mental fatigue may occur due to long work hours and sustained activity.

Line Installers and Repairers must follow safety procedures to minimize potential hazards. In accordance with the Division of Occupational Safety and Health (DOSH), they wear safety equipment when entering utility holes and descending into trenches. To prevent injuries from working on poles, they must use fall-protection equipment. They must also follow proper safety guidelines when using equipment and operating heavy machinery. Many employers provide tools and uniforms, but it is not uncommon for workers to purchase their own.

Many workers and apprentices belong to unions such as the International Brotherhood of Electrical Workers and Communications Workers of America.

Will This Job Fit Me?

For those who enjoy being outside, working closely with others in a team, and completing projects, the job of Telecommunications Line Installer and Repairer may be rewarding. This work would appeal to those who like practical, hands-on tasks, problem solving, and using a variety of tools and equipment.

What Wages and Benefits Can I Expect?

Wages

The median wage in 2019 for Telecommunications Line Installers and Repairers in California is \$70,629 annually, or \$33.95 hourly. The median is the point at which half of the workers earn more and half earn less.

Annual Wages for 2019	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$46,411	\$70,629	\$86,127

Source: EDD/LMID Occupational Employment Statistics Survey, 2019 at www.labormarketinfo.edd.ca.gov/data/wages.html Wages do not reflect self-employment.

Hourly Wages for 2019	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$22.31	\$33.95	\$41.41

Source: EDD/LMID Occupational Employment Statistics Survey, 2019 at www.labormarketinfo.edd.ca.gov/data/wages.html Wages do not reflect self-employment.

Benefits

Line Installers and Repairers may expect to receive paid holidays, vacation, and sick leave, as well as health insurance and pension options. Some employers pay for education and training. The type of benefit package is determined by company policy or union contract. Self-employed contractors are responsible for their own health insurance and pension plan costs.

What is the Job Outlook?

Broadband Internet access is expanding for households and businesses, and telecommunications companies are attempting to provide customers with both telephone and cable broadband technologies by replacing copper wire with fiber optic cables. Installers and Repairers may be needed to build new infrastructure as well as provide maintenance and repair. The majority of job openings will occur due to the need to replace workers who retire, transfer to other occupations, or leave the labor force.

Projections of Employment

In California, the number of Telecommunications Line Installers and Repairers is expected to remain stable between 2016 and 2026.

Estimated Employment and Projected Growth
Telecommunications Line Installers and Repairers

Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	11,300	11,300	0	0.0	11,100

Source: EDD/LMID Projections of Employment by Occupation at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

How Do I Qualify?

Education

Most employers prefer to hire an applicant with a high school diploma or equivalent. Vocational training and more advanced two-year associate degree programs in telecommunications, communications, or information technology (IT) provide Line Installers and Repairers with classroom instruction and technical knowledge of the equipment and technology used in the field. The Fiber Optic Association (FOA) offers a listing of schools that offer training in fiber optics and premises cabling on their [website](#) and a section with advice on [finding jobs](#).

Experience

Entry-level positions require little or no experience. Line Installers generally enter the field through temporary help agencies or formal union-sponsored apprenticeship programs. Beginning workers typically start as helpers, assisting more experienced Line Installers and Repairers. Advancement to Line Repairer requires several years of on-the-job training and some classroom experience. Some employers recommend two years or more experience for advanced fiber optic installation and repair.

Early Career Planning

High school students interested in fiber optic telecommunications should take courses in algebra, trigonometry, applied physics, and English.

Apprenticeship

Union-sponsored apprenticeship programs generally require a high school diploma, GED, or equivalent. Typically, apprenticeship workers are employed to receive pay during normal work hours and attend program courses during the evening. Apprenticeship programs may last 6-18 months or longer. For more information on apprenticeship programs currently available, visit the Communications Workers of America Web site.

Continuing Education

While continuing education is not currently a requirement, most Telecommunications Line Installer-Repairers keep up to date with the latest developments in the field. Training may be offered by equipment manufacturers on their specific products, and professional associations help improve workers' knowledge and skills.

Licensing and Certification

A license is required for Telecommunication Line Installers and Repairers who advance to become general contractors.

The State of California Department of Industrial Relations Web site states that certification is not required for persons performing work for licensed low voltage systems employers. However employers usually require a certification for splicing and terminating fiber optics when the worker has limited experience in the field. Many employers include different types of certification as part of on-the-job training. Some certification programs and equipment manufacturers work with companies to offer one-year certificates that emphasize hands-on field work with copper wiring and fiber optics. For more information, go to the U.S. Department of Labor's Career InfoNet Web site at www.acinet.org and scroll down to "Career Tools." Click on "Certification Finder" at www.acinet.org/certifications_new/default.aspx and follow the instructions to locate certification programs.

Where Can I Find Training?

There are two ways to search for training information at www.labormarketinfo.edd.ca.gov/resources/training-and-apprenticeships.html

- Search by Field of Study to find what programs are available and what schools offer those programs. You may use keywords such as: Telecommunications.
- Search by Training Provider to find schools by name, type of school, or location.

Contact the schools you are interested in to learn about the classes available, tuition and fees, and any prerequisite course work.

Where Would I Work?

The largest industries employing Telecommunications Line Installers and Repairers are as follows:

Industry Title	Percent of Total Employment for Occupation in California
Telecommunications	51.7%
Building Equipment Contractors	20.8%

Utility System Construction	13.6%
Employment Services	4.0%
Cable and Other Subscription Programming	2.0%

Source: EDD/LMID Staffing Patterns at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Finding a Job

Direct application to employers remains one of the most effective job search methods. Newspaper classified ads and Internet job listings provide local job leads. Check with the Communications Workers of America (CWA) about hiring procedures and apprenticeship programs in the local area. **Online job opening systems** include JobCentral at www.jobcentral.com and CalJOBSSM at www.caljobs.ca.gov.

To find your nearest One-Stop Career Center, go to [Service Locator](#). View the [helpful job search tips](#) for more resources. (requires [Adobe Reader](#)).

Yellow Page Headings

You can focus your local job search by checking employers listed online or in your local telephone directory. Below are some suggested headings where you might find employers of Telecommunications Line Installers and Repairers.

- Cable & Satellite Television
- Data Communication Services
- Internet Service Providers (ISP)
- Telecommunication Services
- Telephone Companies

Find Possible Employers

To locate a list of employers in your area, use "Find Employers" on the LaborMarketInfo Web site at <http://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/empMain.aspx?menuChoice=emp>

- Select the search for employers by occupation.
- Select a geographic area.
- Search for an occupation by keyword, occupation, or category.
- Select one of the top industries that employ the occupation.
- This will give you a list of employers in that industry in your area.
- Click on "View Filter Selections" to limit your list to specific cities or employer size.
- Click on an employer for the street address, telephone number, size of business, Web site, etc.
- Contact the employer for possible employment.

Where Could This Job Lead?

Increased skills make a Telecommunications Line Installer and Repairer more valuable to the employer. Long-term on-the-job experience may lead to specialty and supervisory positions. Some corporate telecommunications companies may provide opportunities to work in administration, sales, or union representation. Some of the job skills are transferable to wireless and electrical equipment installation and repair. However, additional certification and training may be necessary.

Some Telecommunications Line Installers and Repairers become independent contractors. To advance, these workers should be able to identify and estimate the quantity of materials needed to properly complete a job. In addition, they must be able to accurately estimate how long a job should take to complete and what it will cost. Low voltage systems contractors must be licensed by the California Contractors State Licensing Board.

Related Occupations

Below is a list of occupations related to Telecommunications Line Installers and Repairers.

- Construction Laborers (SOC 47-2061)
- Electrical and Electronics Repairers, Commercial and Industrial Equipment (SOC 49-2094)
- Electrical Power-Line Installers and Repairers (SOC 49-9051)
- Helpers--Electricians (SOC 47-3013)
- Helpers--Installation, Maintenance, and Repair Workers (SOC 49-9098)
- Signal and Track Switch Repairers (SOC 49-9097)
- Telecommunications Equipment Installers and Repairers, Except Line Installers (SOC 49-2022)

Other Sources

- California Department of Consumer Affairs, Contractors State Licensing Board
www.cslb.ca.gov
- California Department of Industrial Relations, Division of Apprenticeship Standards
www.dir.ca.gov/das
- Building Industry Consulting Service International (BICSI)
www.bicsi.org
- Communications Workers of America
www.cwa-union.org
- Fiber Optic International
www.fiberopticintl.org
- Fiber to the Home Council
www.ftthcouncil.org
- International Brotherhood of Electrical Workers
www.ibew.org
- Telecommunications Industry Association
www.tiaonline.org
- The Fiber Optic Association
www.thefoa.org
- The National Coalition for Telecommunications Education and Learning
www.nactel.org

These links are provided for your convenience and do not constitute an endorsement by EDD.

For the Career Professional

The following codes are provided to assist counselors, job placement workers, or other career professionals.

System

Code

SOC - Standard Occupational Classification at www.bls.gov/soc/

49-9052

O*NET - Occupational Information Network at online.onetcenter.org/	
Telecommunications Line Installers and Repairers	49-9052.00
Interest Codes (RIASEC) at online.onetcenter.org/find/descriptor/browse/Interests/#cur	REC
CIP - Classification of Instructional Programs at nces.ed.gov/pubs2002/cip2000/	
Communications Systems Installation and Repair Technology	470103
TOP - Taxonomy of Programs at www.ccccurriculum.info/ (California Community Colleges)	
Telecommunications Technology	093430

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