

**College Curriculum Committee Meeting Agenda**  
**Tuesday, December 4, 2012**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter/Time
1. Minutes: November 20, 2012	Action	#12/4/12-1	Holcroft - 3 min
2. Announcements	Information	#12/4/12-2 thru 9	Holcroft - 7 min
a. New Course Proposals			
b. GE Subcommittee Volunteers			
c. Transfer Degree Process			
d. Summer 2013 Catalog Start			Messina - 3 min
3. Report out from Division	Information		Curr Reps - 10 min
4. Equivalent Courses	Information	#12/4/12-10	Holcroft - 3 min
5. Anthropology AA-T	1st Read	#12/4/12-11 & 12	Fox - 10 min
6. Leadership & Service Certificate of Achievement	1st Read	#12/4/12-13	Small - 10 min
7. GE Resolution	2nd Read	#12/4/12-14	Escoto - 5 min
8. Curriculum Alignment Summit	Information		Day - 10 min

**Consent Calendar**

**FH General Education:**

*None*

**Stand Alone:**

*None*

**Attachment List:**

#12/4/12-1 Draft Minutes: November 20, 2012  
#12/4/12-2 New Course Proposal-BIOL/ENGR 28  
#12/4/12-3 New Course Proposal-C S 31B  
#12/4/12-4 New Course Proposal-GID 53A  
#12/4/12-5 New Course Proposal-GID 53B  
#12/4/12-6 New Course Proposal-GID 53C  
#12/4/12-7 New Course Proposal-LINC 88  
#12/4/12-8 New Course Proposal-LINC 89  
#12/4/12-9 New Course Proposal-LINC 94  
#12/4/12-10 FH/DA Equivalent Course List  
#12/4/12-11 CCC Role in Approval of New Degrees, Certificates and/or Programs  
#12/4/12-12 Anthropology AA-T Narrative  
#12/4/12-13 Leadership & Service Certificate of Achievement Narrative  
#12/4/12-14 Permit Student to Use AA/AS GE Courses from Previous Catalog Years

**2012 -2013 Curriculum Committee Meetings**

**Fall 2012 Quarter:**

~~10/2/12~~  
~~10/16/12~~  
~~11/6/12~~  
~~11/20/12~~  
12/4/12

**Winter 2013 Quarter**

1/15/13  
1/29/13  
2/5/13  
2/19/13  
3/5/13  
3/19/13

**Spring 2013 Quarter**

4/16/13  
4/30/13  
5/7/13  
5/21/13  
6/4/13  
6/18/13

\* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

## **2012-2013 Curriculum Deadlines**

- ~~12/1/12~~ ~~Deadline to submit courses to CSU for CSU GE approval.~~
- ~~12/1/12~~ ~~Deadline to submit courses to UC/CSU for IGETC approval.~~
- 12/7/12 COR/Title 5 Updates for Fall 2013.
- 3/1/13 Curriculum Sheet Updates for 2013-14.
- 6/1/13 Deadline to submit new/revised courses to UCOP for UC transferability
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

## **2012-2013 Professional Development Opportunities & Conferences of Interest**

- ~~11/8-10/12~~ ~~[Next Generation STEM Learning: Investigate, Innovate, Inspire](#), Kansas, MO.~~
- ~~11/8-10/12~~ ~~[ASCCC Fall Plenary Session](#) – Irvine Marriott Hotel.~~
- 2/8/12\*\* Global Citizenship Pathway - SJSU/WVC curriculum collaboration model.  
President's Conference Room, 12-1 p.m. (Compass II Networking Grant)
- 2/28-3/2/13 [General Education & Assessment: A Sea Change in Student Learning](#), Boston Park Plaza, Boston, MA.
- 4/4-6/13 [Student Success & the Quality Agenda](#), Miami, FL.
- 4/18-20/13 [ASCCC Spring Plenary](#), location TBA, Southern California.
- 6/13-15/13 [ASCCC Faculty Leadership Institute](#), location TBA, Northern California.
- 7/11-13/13 [ASCCC Curriculum Institute](#), location TBA, Southern California.

### Distribution:

Kathy Armstrong (PSME), Falk Cammin (LA), Bea Cashmore (ALD), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Kate Jordahl (F A), Marc Knobel (PSME), Don MacNeil (P E), Kimberlee Messina (VP, Instruction, Administrator co-chair), John Mummert (VP, Workforce), Peter Murray (Dean, PSME), Joe Ragey (F A), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A), Voltaire Villanueva (CNSL), Bill Ziegenhorn (BSS)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - Fall 12-13

Meeting Date: 12/4/12Co-Chairs (2)

✓	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only)	holcrofthurnscarolyn@foothill.edu
✓	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
✓	Falk Cammin	7442	L A	camminfalk@foothill.edu
✓	Rachelle Campbell (S)	7469	BH	campbellrachelle@foothill.edu
✓	Bea Cashmore	7094	ALD	cashmorebeatrice@foothill.edu
✓	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	Isaac Escoto	7350	CNSL	escotoisaac@foothill.edu
✓	John Fox	7419	BSS	foxjohn@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
✓	Patricia Gibbs	7474	BSS	gibbspatricia@foothill.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
PDL	Kate Jordahl	7318	F A	jordahlkate@foothill.edu
✓	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Don MacNeil	6967	P E	macneildan@foothill.edu
✓	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
✓	Barbara Shewfelt	7658	P E	shewfeltbarbara@foothill.edu
PDL	Kella Svetich	7924	L A	svetichkella@foothill.edu
PDL	Mary Thomas	7522	LIBR	thomasmary@foothill.edu
✓	Judy Baker	7388	Dean	bakerjudy@foothill.edu
✓	Peter Murray	7472	Dean	murraypeter@foothill.edu
✓	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

—	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
—	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
✓	Jean McCarron	7371	Curr/Schedule Asst.	mccarronjean@fhda.edu
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
✓	Mariam Mostafa		ASFC	supermariam93@yahoo.com

Visitors:

Sam Council (ATH)

Daphne Small (Leadership)

College Curriculum Committee  
Meeting Minutes  
Tuesday, November 20, 2012  
2:03 p.m. - 3:30 p.m.  
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: November 6, 2012	Minutes correction: #3 BSS info spelling correction from deactivating to "deactivated". M/S (Hanning/MacNeil) <b>Approved</b> with correction.
2. Announcements a. New Course Proposals  b. ASCCC Fall Plenary Update  c. Approval of Courses  d. GE Subcommittee Membership  e. Student Success Brownbag  f. Other	<b>Speaker: Carolyn Holcroft, Cori Nuñez</b> a. New COR proposals for distribution. A question was asked if the reps receive any feedback should the info come back to the CCC? There is no feedback necessary to this body. If there are faculty with questions, they should be directed to the faculty authors. If there becomes an issue with the CORs, those concerns would come to CCC. b. Plenary - Statway conversation was interesting. Concern about the way the resolutions were written and one was referred to the Executive Committee for further research. There were three resolutions regarding alternative funding sources. c. Nuñez described the process and levels of scrutiny by which courses must be approved both at FH and at the State Chancellor's office before they maybe scheduled. d. GE committee members are needed. Please ask for volunteers. e. Student Success brownbag - update on the current status on Student success f. Elaine Kuo is going to collect info for us regarding the completion of certificates and the associated English and Math courses.
3. Report out from Division	<b>Speaker: Curr Reps</b> PSME: MATH 217 will be a prereq for CHEM 30A.
4. Kinesiology-Families of Courses	<b>Speaker: Don MacNeil, Barbara Shewfelt</b> They took the suggestions from CCC, researched what other schools are working on and made some decisions in the division on developing the FH families. 7 families of activity courses and 3 dance families. M/S (Cammin/Hanning) <b>Approved</b> .
5. Minimum Proficiencies Resolution	<b>Speaker: Carolyn Holcroft</b> The English department had issues with the wording in this resolution. They want specific direction regarding what the responsibility is of the faculty author and the English & Math faculty. Discussion and clarification of wording (to be published). M/S (Armstrong/Starer) <b>Approved</b> .
6. Equivalent Courses	<b>Speaker: Carolyn Holcroft</b> L A: has generated lists and have sent them to DA. They are in the works. English comp sequence may be problematic. PSME: ENGR and C S have not reviewed as yet. Chemistry faculty really want to ensure that a student complete CHEM 1 series at 1 institution to ensure complete experience. KINS: beginning to review DA courses. Meeting again next week. BH: Allied health programs are off the table (don't have the same programs) and they are currently reviewing BIOL courses.

	<p>CNSL: Please remove 50 and DA's 200X as they don't match as they originally thought.</p> <p>LIBR: has only one course that FH thought matched a DA course but DA doesn't agree.</p> <p>Please look at the guidelines that we published for further info and process directions. Holcroft asked that we try to be finish by end of Fall.</p>
7. C-ID Update	<p><b>Speaker: Bernie Day</b></p> <p>C-ID approval is being emphasized by the State Chancellor's Office as the basis for all the Transfer degrees. We have 26 courses approved and 87 pending. Some of them have been sitting in review for 18 months as CSU faculty are boycotting reviewing History courses. The goal is to get courses approved first as the foundation for our programs. Day made it clear that if we get C-ID approval for a course, we are also agreeing to accept all other courses that have been awarded the same C-ID number.</p>
8. AA-T/AS-T Update	<p><b>Speaker: Bernie Day</b></p> <p>The Chancellor's Office has informed us that if we offer a local degree in an area, we must have 80% of those also offered as AA-T/AS-T's by 2013 and 100% in place by 2014. We must have C-ID numbers where they are available or the State will not approve our transfer degrees. TMCs: 22 approved and 4 more are being worked on now and should be ready shortly.</p>
9. GE Resolution	<p><b>Speaker: Isaac Escoto</b></p> <p>the resolution was written to handle a situation such as: a student took classes with us 2 yrs ago and they had a break in enrollment, currently they would not be allowed to use a course that satisfied a particular GE area when they were originally here. This would pertain to only those local decisions not Title 5 regulations like the Intermediate Algebra requirement change that occurred a number of years ago. Perhaps the catalog wording should be updated to notify the students that they may petition to include a course that was included in the GE previously but is no longer. Revision will be brought to the next meeting.</p>
10. Other Topics	<p><b>Speaker: Carolyn Holcroft</b></p>
a. Recency	<p>a. Recency requires that the course has a prerequisite stating that there is a recency requirement and what that requirement is.</p>
b. Resolution	<p>b. Resolution English and math waived for certificates if they have a bachelor's degree.</p>

**Attendees:** Kathy Armstrong (PSME), Judy Baker (Dean), Falk Cammin (LA), Rachelle Campbell (BH), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Brenda Hanning (BH), Carolyn Holcroft (Faculty co-chair), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Mariam Mostafa (Student Rep), Peter Murray (Dean, PSME), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Date Proposal Given to Division CCC Rep:**

**Faculty Author:** Jamie F. Orr, Ph.D.

**Proposed Number:** BIOL/ENGR 28

**Proposed Title:** An Introduction to BioEngineering

**Proposed Catalog Description:**

This course will provide an introduction to the field of bioengineering. Topics covered will include an overview of basic biological systems and biochemistry for non-biology majors, how the basic principles of engineering and physics can be applied to problems in biological science, and an overview of current trends in bioengineering including: medical devices, biomaterials, bioinstrumentation, computational biology, and agricultural biotechnology.

**Proposed Discipline:** Engineering, Biology

**Proposed Need/Justification Statement:**

This course will increase interest and enrollment in new degree programs in bioengineering at the UC/CSUs for transfer students. College programs in these fields are vital as these industries continue to thrive and require a more prepared workforce. This course will provide an introduction to material not often studied until students have reached their upper division courses, after major declaration, and will potentially serve as the first course in a biomedical track that has been proposed in the PSME division.

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

Engineering A.S.

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** 28 Nov 2012

Elaine Haight

**Proposed Number:** C S 31B

**Proposed Title:** PHP & MySQL

**Proposed Catalog Description:**

This course is an in depth introduction to PHP programming and its use in accessing MySQL databases. Aspects of PHP that are covered include operators, loops, arrays and functions. MySQL capabilities include connecting to a database, searching a database and using an administrative tool. These technologies are necessary in order to create dynamic websites.

**Proposed Discipline:** Computer Science

**Comments & Other Relevant Information for Discussion:** This course was motivated by a 2012 advisory committee meeting.

**Proposed Need/Justification Statement:** This course is a restricted support course for the AS Degree in Computer Science

**To which Degree(s) or Certificate(s) would this course potentially be added?** AS Degree in Computer Science

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**Instruction Office:**

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** 11/26/12

**Faculty Author:** Kent Manske

**Proposed Number:** GID 53A

**Proposed Transferability:** CSU (validated 11/21/12 by Bernie Day)

**Proposed Title:** BEGINNING T-SHIRT DESIGN & GARMENT PRINTING

**Proposed Catalog Description:**

Basic instruction in design and printing for wearable art. Students learn techniques for image creation and preparation of artwork for screenprinting on t-shirts. Development of personal visual style while learning workflow of a professional printing studio.

**Proposed Discipline:**

Graphic & Interactive Design

Art

**Proposed Need/Justification Statement:**

This course is a restricted support course for the AA and Certificate of Achievement in Graphic & Interactive Design

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

Graphic Design- AA- Certificate of Achievement

Studio Art- AA- Certificate of Achievement

**Comments & Other Relevant Information for Discussion:**

GID 53 has been offered for several years with transfer to CSU. Due to the popularity of this class and its vocational relevance, we expanded it to be three classes – Beginning, Intermediate and Advanced.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** 11/26/12

**Faculty Author:** Kent Manske

**Proposed Number:** GID 53B

**Proposed Transferability:** CSU

**Proposed Title:** INTERMEDIATE T-SHIRT DESIGN & GARMENT PRINTING

**Proposed Catalog Description:**

Continuation of GID 53A. Intermediate instruction in design and printing for wearable art. Students learn digital skills for image creation and preparation of multi-color artwork for screenprinting on t-shirts, fabrics and wearable substrates. Focused development of personal visual style with emphasis on portfolio quality work. Basic business procedures of the garment printing industry are put into practice.

**Proposed Discipline:**

Graphic & Interactive Design

**Proposed Need/Justification Statement:**

This course is a restricted support course for the AA and Certificate of Achievement in Graphic & Interactive Design

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

Graphic Design- AA- Certificate of Achievement

**Comments & Other Relevant Information for Discussion:**

GID 53 has been offered for several years with transfer to CSU. Due to the popularity of this class and its vocational relevance, we expanded it to be three classes – Beginning, Intermediate and Advanced.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** 11/26/12

**Faculty Author:** Kent Manske

**Proposed Number:** GID 53C

**Proposed Transferability:** CSU

**Proposed Title:** ADVANCED T-SHIRT DESIGN & GARMENT PRINTING

**Proposed Catalog Description:**

Continuation of GID 53B. Advanced instruction in design, printing, management and business operations of a full-service garment printing business.

**Proposed Discipline:**

Graphic & Interactive Design

**Proposed Need/Justification Statement:**

This course is a restricted support course for the AA and Certificate of Achievement in Graphic & Interactive Design

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

Graphic Design- AA- Certificate of Achievement

**Comments & Other Relevant Information for Discussion:**

GID 53 has been offered for several years with transfer to CSU. Due to the popularity of this class and its vocational relevance, we expanded it to be three classes – Beginning, Intermediate and Advanced.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** November 21, 2012

**Faculty Author:** Steven McGriff

**Proposed Number:** LINC 88 [4 units]

**Proposed Transferability:** CSU

**Proposed Title:** Introduction to Computer Operating Systems

**Proposed Catalog Description:**

This introductory course covers computer operating systems such as Microsoft Windows NT, Vista, Windows 7, Windows 8, and Linux. Students learn to install, configure, and administer a desktop operating system, automate operating system installation, set up and manage user accounts, and configure local file systems. They learn to configure and troubleshoot both local and network printers, manage and troubleshoot access to shared folders, and recover from system failures.

**Proposed Discipline:** Computer Service Technology

**Proposed Need/Justification Statement:**

This Workforce Education course provides specialized training for strategic partners in college vocational programs (i.e, Year Up).

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

Future proposed certificate in information technology for Year Up participants.

**Comments & Other Relevant Information for Discussion:**

The goal of the proposed certificate of achievement is to prepare Year Up students for careers in information technology.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** November 21, 2012

**Faculty Author:** Steven McGriff

**Proposed Number:** LINC 89 [4 units]

**Proposed Transferability:** CSU

**Proposed Title:** Introduction to Microsoft Windows Servers

**Proposed Catalog Description:**

This introductory course covers the fundamentals of Microsoft Windows Server infrastructure, setup and administration. Topics include managing file systems (including Active Directory Domain Services (AD DS), networking services, Hyper-V configuration, devices, user accounts, backups, and basic security.

**Proposed Discipline:** Computer Service Technology

**Proposed Need/Justification Statement:**

This Workforce Education course provides specialized training for strategic partners in college vocational programs (i.e., Year Up).

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

Future proposed certificate in information technology for Year Up participants.

**Comments & Other Relevant Information for Discussion:**

The goal of the proposed certificate of achievement is to prepare Year Up students for careers in information technology.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** November 21, 2012

**Faculty Author:** Steven McGriff

**Proposed Number:** LINC 94 [4 units]

**Proposed Transferability:** CSU

**Proposed Title:** Introduction to Computer Networks

**Proposed Catalog Description:**

This introductory course covers current computer networking technologies. Course content includes data representation, protocols, transmission media, analog and digital transmission, Local, Wide, Wireless, Cellular, and Satellite networks, network connecting devices, TCP/IP, HTTP, 802.11, and DNS.

**Proposed Discipline:** Computer Service Technology

**Proposed Need/Justification Statement:**

This Workforce Education course provides specialized training for strategic partners in college vocational programs (i.e, Year Up).

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

Future proposed certificate in information technology for Year Up participants.

**Comments & Other Relevant Information for Discussion:**

The goal of the proposed certificate of achievement is to prepare Year Up students for careers in information technology.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

# FH/DA Equivalent Course List

11/29/12

	Foothill				De Anza		
Confirm	Course #	Course Title	Units		Course #	Course Title	Units
These courses have been agreed upon by faculty from both campuses.							
B	ART 4A	Drawing I (chg'ing to Fundamentals in Drawing)	4		ARTS 4A	Beginning Drawing	3
B	ART 4B	Drawing II (chg'ing to Intermediate Drawing)	4		ARTS 4B	Intermediate Drawing	3
B	ART 4C	Drawing III (Representational Drawing)	4		ARTS 4D	Representational Drawing	3
B	ART 4D	Figure Drawing	4		ARTS 4C	Life Drawing	3
B	ART 4G	Mural Making: Community Projects	3		ARTS 17	Introduction to Muralism: Democracy in Action	3
B	ART 5A	Basic Two-Dimensional Design (chg'ing to 2-D Foundations)	4		ARTS 8	Two-Dimensional Design	3
B	ART 5B	Three Dimensional Design (chg'ing to 3-D Foundations)	3		ARTS 10A	Three-Dimensional Design	3
B	ART 19A	Painting I (chg to Oil Painting I)	4		ARTS 16A	Oil Painting I	3
B	ART 19B	Painting II (chg to Acrylic Painting I)	4		ARTS 15A	Acrylic Painting I	3
B	ART 19C	Painting III (chg to Oil Painting II)	4		ARTS 16B	Oil Painting II	3
B	ART 19D	Acrylic Painting II	New		ARTS 15B	Acrylic Painting II	3
B	ART 19E	Oil Painting III	New		ARTS 16C	Oil Painting III	3
B	ART 19F	Acrylic Painting III	New		ARTS 15C	Acrylic Painting III	3
B	ART 20A	Color I	3		ARTS 12	Design & Color	3
B	ART 44	Ceramic Sculpture	3		ARTS 19L	Ceramic Sculpture	n/a
B	ART 44L	Ceramics Laboratory	0.5		ARTS 20	Ceramics Individual Laboratory	2
B	ART 45	Introduction to Ceramics	New		ARTS 18A	Ceramics	3
B	ART 45A	Beginning Ceramic Hand-building	4		ARTS 18D	Ceramic Handbuilding	3
B	ART 45B	Beginning Ceramic Potter's Wheel	4		ARTS 18B	Ceramics (Beginning Wheel Throwing)	3
B	ART 45F	Low-Temperature Ceramic Firing & Glazing	3		ARTS 19M	Ceramics Low Fire	3
B	ART 47A	Watercolor I	New		ARTS 14A	Watercolor I	3
B	ART 47B	Watercolor II	New		ARTS 14B	Watercolor II	3
B	ART 47C	Watercolor III	New		ARTS 14C	Watercolor III	3
B	ART 77	Potter's Wheel II	3		ARTS 18C	Ceramics (Intermediate Wheel Throwing)	3
B	GEOG 2	Human Geography	4		GEO 4	Cultural Geography	4
B	GEOG 9	California Geography	4		GEO 5	A Geography of California	4
B	GEOG 10	World Regional Geography	4		GEO 10	World Regional Geography	4
B	PSYC 1	General Psychology	5		PSYC 1	General Psychology	4
B	PSYC 4	Introduction to Biopsychology	4		PSYC 24	Introduction to Psychobiology	4

# FH/DA Equivalent Course List

11/29/12

Confirm	Foothill			De Anza		
	Course #	Course Title	Units	Course #	Course Title	Units
B	PSYC 21	Psychology of Women: Sex & Gender Differences	4	PSYC 12	Psychology of Gender	4
B	PSYC 25	Introduction to Abnormal Psychology	4	PSYC 4	Abnormal Psychology	4
B	PSYC 30	Social Psychology	4	PSYC 8	Introduction to Social Psychology	4
B	PSYC 33	Introduction to Personality Psychology	4	PSYC 5	Introduction to Theories of Personality	4
B	PSYC 40	Human Development	5	PSYC 14	Developmental Aspects of Psychology	4
B	PSYC 52, XYZ	Special Projects in Psychology		PSYC 64, XYZ	Psychology Internship	1-4
B	SOC 1	Introduction to Sociology	5	SOC 1	Introduction to Sociology	4
B	SOC 7	Statistics for the Behavioral Sciences	5	SOC 15	Basic Statistics & Research Methods in Social & Behavioral Sciences	4
B	SOC 10	Research Methods & Design	5	SOC 14	The Process of Social Research	
B	SOC 20	Major Social Problems	4	SOC 20	Social Problems	4
B	SOC 23	Race & Ethnic Relations	4	SOC 4	Race, Ethnicity & Inequality	4
B	SOC 28	Sociology of Gender	4	SOC 28	Sociology of Women & Men	4
B	SOC 36, XYZ (chg'ing to 64)	Special Projects in Sociology	1-4	SOC 77X, Y	Special Projects in Sociology	2-3
B	SOC 40	Aspects of Marriage & Family	4	SOC 35	Marriage, Family & Intimate Relationships	4
These courses have been identified by FH faculty only.						
F	ASTR 10A	General Astronomy: Solar System	5	ASTR 4	Solar System Astronomy	5
F	ASTR 10B	General Astronomy: Star, Galaxies, Cosmolgy	5	ASTR 10	Stellar Astronomy	5
F	C S 30A	Introduction To Linux & Unix	5	CIS 18A	Introduction to UNIX/LINUX	4.5
F	C S 30C	Linux & Unix System Administration	5	CIS 18B	Advanced UNIX/LINUX	4.5
F	C S 30B	Linux & Unix Shell Programming	5	CIS 18C	Shell Programming	4.5
F	C S 2A	Object Oriented Programming Methodologies in C++	5	CIS 27 or 71A	27: Programming in C++ for C Programmers OR 71A: Beginning Programming Methodologies in C++	4.5

# FH/DA Equivalent Course List

11/29/12

Confirm	Foothill			De Anza		
	Course #	Course Title	Units	Course #	Course Title	Units
F	C S 2B	Intermediate Software Design in C++	5	CIS 29 or 71B	29: Advanced C++ Programming OR 71B: Intermediate Programming Methodologies in C++	4.5
F	C S 20A	Programming in C#	5	CIS 30A	Introduction to C# Programming	4.5
F	C S 1A	Object Oriented Programming Methodologies in Java	5	CIS 35A or 61A	35A: Introduction to Java Programming OR 61A: Introduction to Computer Programming Using Java	4.5
F	C S 1B	Intermediate Software Design in JAVA	5	CIS 35B or 61B	35B: Advanced Java Programming OR 61B: Intermediate Problem Solving in Java	4.5
F	C S 31A	Introduction to Database Management Systems	5	CIS 64A	Database Management Systems	4.5
F	C S 82A	Introduction to Software Quality Assurance	5	CIS 74	Computer Software Quality Assurance	4.5
F	C S 22A	JavaScript for Programmers	5	CIS 89C	Client-Side Programming with JavaScript	4.5
F	CHEM 1A	General Chemistry	5	CHEM 1A	General Chemistry	5
F	CHEM 1B	General Chemistry	5	CHEM 1B	General Chemistry	5
F	CHEM 1C	General Chemistry & Qualitative Analysis	5	CHEM 1C	General Chemistry & Qualitative Analysis	5
F	CHEM 12A	Organic Chemistry	6	CHEM 12A	Organic Chemistry	5
F	CHEM 12B	Organic Chemistry	6	CHEM 12B	Organic Chemistry	5
F	CHEM 12C	Organic Chemistry	6	CHEM 12C	Organic Chemistry	5
F	CHEM 25	Fundamentals of Chemistry	5	CHEM 50	Preparation Course for General Chemistry	5
F	CHEM 30A	Survey of Inorganic & Organic Chemistry	5	CHEM 30A	Introduction to General, Organic & Biochemistry I	5
F	CHEM 30B	Survey of Organic & Biochemistry	5	CHEM 30B	Introduction to General, Organic & Biochemistry II	5
F	CRLP 70	Self-Assessment	3	CLP 70	Self-Assessment	4
F	HIST 4A-C	History of Western Civilization	12	HIST 4A-D	History of Western Civilization	16
F	HIST 8	History of Latin America	4	HIST 7A & B	Colonial Latin America & Modern Latin American History	8
F	HIST 10	History of California: The Multicultural State	4	HIST 10	History of California	4
F	HIST 17A	History of the United States to 1816	4	HIST 17A	History of the United State to Early National Era	4
F	HIST 17B	History of the United States from 1812 to 1914	4	HIST 17B	History of the United States from 1800 to 1900	4
F	HIST 17C	History of the United States from 1900 to the Present	4	HIST 17C	History of the United States from 1900 to the Present	4

# FH/DA Equivalent Course List

11/29/12

Confirm	Foothill			De Anza		
	Course #	Course Title	Units	Course #	Course Title	Units
F	HIST 19	History of Asia: China/Japan	4	HIST 19A & B	History of Asian Civilization: China & Japan (through the 18th Century) & History of Asian Civilization: China & Japan (19th-21st Centuries)	8
F	MATH 1A	Calculus	5	MATH 1A	Calculus	5
F	MATH 1B	Calculus	5		Although 1B, 1C & 1D do not equate individually, the series will equate to our	
F	MATH 1C	Calculus	5		1A, 1B, 1C & 1D series	
F	MATH 1D	Calculus	5			
F	MATH 2A	Differential Equations	5	MATH 2A	Differential Equations	5
F	MATH 2B	Linear Algebra	5	MATH 2B	Linear Algebra	5
F	MATH 10	Elementary Statistics	5	MATH 10	Elementary Statistics & Probability	5
F	MATH 11	Finite Mathematics	5	MATH 11	Finite Mathematics	
F	MATH 12	Calculus for Business & Economics	5	MATH 12	Introductory Calculus for Business & Social Science	5
F	MATH 22	Discrete Mathematics	5	MATH 22	Discrete Mathematics	5
F	MATH 44	Math for the Liberal Arts	5	MATH 44	Introduction to Contemporary Mathematics	5
F	MUS 1	Introduction to Music	4	MUSI 1A	Introduction to Music: Music in Western Cultures	4
F	MUS 2D	World Music: Roots to Contemporary Global Fusion	4	MUSI 1C	Introduction to Music: World Music in America	4
F	MUS 3A-C	Music Theory, Literature & Composition (beginning, intermediate & advanced)	5 ea	MUSI 3A-4C	Comprehensive Musicianship & Comprehensive Musicianship II	4 ea.
F	MUS 7	Contemporary Music Styles: Rock, Pop & Jazz	4	MUSI 1D	Introduction to Music: Rock from Roots to Rap	4
F	MUS 10	Music Fundamentals	4	MUSI 10A	Music Fundamentals	3
F	MUS 12A-C	Class Piano (beginning, intermediate & advanced)	2 ea	MUSI 12A-C	Classic Piano I, II & III	1.5 ea
F	MUS 13A-B	Class Voice I, II & III	2 ea	MUSI 13A-B	Beginning Singing I & II	1.5 ea
F	MUS 14A-C	Classical Guitar (beginning, intermediate & advanced)	2 ea	MUSI 14A-C	Classical Guitar I, II & III	1.5 ea
F	MUS 50A	Music Business	4	MUSI 53	Music Business	3

## **CCC Role in Approval of New Degrees, Certificates and/or Programs**

Sometimes faculty bring a new program, degree, or certificate to the CCC for review and approval. When this occurs, it's the responsibility of the CCC members to read through the proposed curriculum carefully and decide whether it meets the criteria outlined in the Program and Course Approval Handbook (a.k.a. the "PCAH," our "go-to" reference from the State Chancellor's Office). Remember, too, that we must submit course outlines of record for all of the individual courses that are part of the proposed program, so it's imperative that CCC reps work closely with faculty authors to ensure that they are in compliance, and that we **all** work together to support each other in these potentially time-consuming efforts.

Specifically, when you consider the proposed curriculum, please keep these items in mind (from the PCAH)\*:

### **In General:**

#### **Criteria A. Appropriateness to Community College Mission**

- The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record, must be consistent with the mission of the community colleges as established by the Legislature.
- For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

#### **Criteria B. Need**

- The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program
- The proposed new program must not cause harmful competition with an existing program at another college

#### **Criteria C. Curriculum Standards**

- Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board.
  - Title 5 also requires that credit programs must be reviewed by Career Technical Education Regional Consortia, when applicable.
  - The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.
- When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The application process and forms are intended to ensure the following:
  - The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
  - Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are

required. Outlines of Record for all courses meet all the requirements of Title 5 for credit and noncredit course requirements.

#### **Criteria D. Adequate resources**

- The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the application.
  - This includes funding for faculty compensation, facilities and equipment and library or learning resources and the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success.
- The college must have the resources needed to offer the course(s) at the level of quality described in the Course Outline(s) of Record (COR).
- The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

#### **Criteria E. Compliance**

- The design of the program or the course is not in conflict with any law including state and federal laws, both statutes and regulations (course repeatability regs, prerequisites, tutoring and learning assistance, etc.)

#### **Considerations pertaining specifically to proposed new degrees**

##### **Major or Area of Emphasis**

- In 2007, Title 5 was modified to allow colleges to develop associate degrees requiring 27 or more quarter units in a major or area of emphasis.
  - A **major** may be defined by the lower-division requirements of a specific major at the University of California or California State University OR a minimum of 27 quarter units in a field or related fields selected by the community college.
    - The requirements for a major should consist of courses that all students are expected to complete for a specific number of units. A small number of the required units may be completed by selecting courses from a list of restricted electives.
  - An **area of emphasis** is considered to be a broader group of courses and may be defined as 27 or more quarter units in related fields intended to prepare the student for a particular major or related majors at a four-year institution **or** to prepare a student for a particular field as defined by the community college.
    - Such a degree may be similar to patterns of learning that a student undertakes in the first two years of attendance at a four-year institution in order to prepare for a major/area field of study.
    - The requirements for an area of emphasis should specify a number of units that students will select from a list of courses that prepare students for a specific academic or professional goal.

##### **General Education**

- For all associate degrees, it is important to maintain the philosophy that the associate degree represents **more than an accumulation of units**. Instead, it embodies completion

of a well-defined pattern of learning experiences that are designed to develop certain capabilities. Title 5 describes the completion of general education, one component of the degree, as a learning experience that demonstrates “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

- General education transfer patterns do not satisfy the requirement for a major or an area of emphasis. In other words, an Associate Degree cannot consist solely of CSU Breadth, IGETC, or the local GE pattern with the remaining units (to reach 60) in other general education courses or electives, selected at the student's discretion.
- For students intending to transfer, students should normally be required to complete the CSU-GE, IGETC pattern or GE pattern for a 4-year institution in an adjacent state to fulfill general education, 27 or more quarter units in a major or area of emphasis, and the balance of units (to reach 60) in transferable courses for an associate degree.
  - There may also be additional local graduation requirements at individual colleges, such as a physical education or information competency course.
  - Some students who intend to transfer may complete more than 60 units in order to meet all requirements for the associate degree.

#### **Other: Catalog Description**

- The catalog description for an associate degree should provide an overview of the knowledge and skills that students who complete the requirements should demonstrate. If the degree is designed for students who intend to transfer, then the appropriate baccalaureate major or related majors or areas of emphasis should be identified. If the degree is designed for employment preparation, a list of potential careers should be included. In addition, all prerequisite skills or enrollment limitations should be described.

\*For the sake of brevity I've removed references to specific sections of Title 5. However, if you'd like to read the PCAH in its entirety you can always get it from our CCC web page ([http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/pcah\\_032009.pdf](http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/pcah_032009.pdf)) or the Chancellor's Office web site, if you prefer ([http://www.cccco.edu/Portals/4/pcah\\_032009.pdf](http://www.cccco.edu/Portals/4/pcah_032009.pdf))

**Foothill College**  
**CCC-510: Substantial Changes to an Approved Program**  
**Associate in Arts Degree in Anthropology for Transfer (AA-T)**

**Criteria A. Appropriateness to Mission**

**1. Statement of Program Goals and Objectives**

Essential to an understanding of the global arena and sensitivity to the people who have inhabited it, Anthropology, the science of humankind, views humans from the broadest possible perspective. Because of its study of culture and human behavior, Anthropology is a social science; in its study of human physical traits, anthropology is a biological science. To investigate human behavior, anthropologists take their data from non-literate societies as well as communities in industrial nations of the world. From this wide perspective, anthropology helps us understand other peoples and thereby enables us to better understand ourselves. It is an informative, exciting, and challenging science that should be part of every informed citizen's education.

The mission of the Anthropology program is to provide students with a broad and in-depth knowledge base for understanding humankind in the various fields of anthropology. The program emphasizes the importance of developing critical thinking skills, the ability to apply these anthropological theories and concepts to real world situations, and stresses the importance of understanding and respecting issues regarding diversity. The goal of this program is to prepare students for transfer in accordance with The Student Transfer Achievement Reform Act (California Education Code 66746-66749). This legislation guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer". These transfer degrees are intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. For further information, please refer to the Foothill College Course Catalog.

An Associate in Arts Degree in Anthropology for Transfer also instills lifelong learning skills from their knowledge and understanding of the applicability of anthropological principles in every day life. The anthropology program emphasizes the importance of global citizenship by teaching multicultural perspectives in our courses.

The Program Learning Outcomes are:

- A. Students will be able to apply an understanding of cross-cultural realities both past and present.
- B. Students will know how to critically analyze and interpret anthropological data.
- C. Students will apply anthropological principles for solving human problems on the local, regional and world scales.

**2. Catalog Description**

The Associate in Arts Degree in Anthropology for Transfer (AA-T) prepares students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts Degree in Anthropology for Transfer degree will be ensured preferential transfer status to CSUs for anthropology majors and majors in related disciplines. The Associate in Arts Degree in Anthropology for Transfer requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs. The Associate in Arts Degree in Anthropology for Transfer degree will enable students to develop a strong foundation in research methods, statistics, and both cultural and biological aspects of behavior, and will also offer a wide variety of elective courses in anthropology and other related fields for students to develop a broad knowledge

base. In addition, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper division course work.

The student will be required to meet both of the following requirements:

(1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(a) Completion of either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(b) A minimum of 27 quarter units in a major or area of emphasis.

(2) Obtainment of a minimum grade point average of 2.0.

### **3. Program Requirements:** *(all units are quarter units).*

#### **Required Core:**

ANTH 2A	Cultural Anthropology ♦	4 units
ANTH 1	Introduction to Physical Anthropology ♦	4 units
or ANTH 1H	Honors Introduction to Physical Anthropology ♦	
ANTH 8	Introduction to Anthropology ♦	4 units

#### **List A: Select one of the following (a minimum of 4-5 units):**

ANTH 1L	Physical Anthropology Laboratory ♦	1 unit
or ANTH 1HL	Honors Physical Anthropology Laboratory ♦	
ANTH 2B	Patterns of Culture ♦	4 units
BIOL 9	Environmental Biology ♦	4 units
BIOL 10	General Biology: Basic Principles ♦	5 units
BIOL 15	California Ecology/Natural History ♦	5 units
MATH 10	Elementary Statistics ♦	5 units
SOC 7	Statistics for Behavioral Sciences ♦	5 units
or PSYC 7	Statistics for Behavioral Sciences ♦	

#### **List B: Complete a minimum of 8 units. Select one of the following AND any course not selected from List A:**

PSYC 10	Research Methods & Designs	5 units
or SOC 10	Research Methods & Designs	
GEOG 12	Introduction to Geographic Information Systems (GIS)	4 units

#### **List C: Complete a minimum of 4 units. Select one of the following OR any course that was not selected from List A or B:**

ANTH 3	Prehistory: The Search for Lost Civilizations ♦	4 units
ANTH 4	First Peoples of North America ♦	4 units
ANTH 5	Magic, Science & Religion ♦	4 units
ANTH 6	Peoples of Africa ♦	4 units
ANTH 8L,LX,LY	Archaeology Laboratory ♦	1-3 units
ANTH 12	Applied Anthropology ♦	4 units
ANTH 13	Introduction to Forensic Anthropology ♦	4 units
ANTH 13L	Forensic Anthropology Laboratory ♦	1 unit
ANTH 20	Native Peoples of California ♦	4 units
ANTH 22	The Aztec, Maya & Their Predecessors ♦	4 units
ANTH 50	Medical Anthropology: Methods and Practice ♦	4 units
ANTH 51	Archaeology Survey ♦	2 units
ANTH 52	Archaeology Field Methods ♦	4 units
COMM 12	Intercultural Communication ♦	5 units
GEOG 2	Human Geography ♦	4 units
MUS 2D	World Music: Roots to Contemporary Global Fusion ♦	4 units
PHIL 24	Comparative World Religions: East ♦	4 units
PHIL 25	Comparative World Religions: West ♦	4 units
SOC 1	Introduction to Sociology ♦	5 units

Required major subtotal:	28 Units
Completion of CSU GE or IGETC (up to 25 units may be double-counted)	53-58 Units
Transferable electives (as needed) to complete 90 quarter units:	4-9 Units
<b>Total Units:</b>	<b>90 Units</b>

*Note:* Courses identified with a ♦ may be double-counted for the major and general education.

#### **4. Background and Rationale:**

The Associate in Arts Degree in Anthropology for Transfer degree will offer students a streamlined path for transferring to CSUs. This degree will satisfy the undergraduate requirements at CSUs for students who are anthropology majors or majors in related disciplines.

### **Criteria B. Need**

#### **6. Place of Program in Curriculum/Similar Programs**

In addition to the Associate in Arts Degree in Anthropology for Transfer degree, the Anthropology department also offers an Associate of Arts Degree in Anthropology that emphasizes research, statistics, and a broad selection of anthropology courses and courses in related disciplines. After careful discussion and deliberation, the Anthropology faculty members have decided to continue offering a local AA degree in Anthropology in addition to the Associate in Arts Degree in Anthropology for Transfer degree. There are several reasons for this choice. First, Foothill offers a broad variety of lower-division anthropology courses, some of which are not included in the Transfer Model Curriculum. These other courses offer a greater variety of choices for students, and there is consistent student interest and demand for them. The local Associate in Arts degree in Anthropology provides students with a broad base of knowledge in anthropology and other related disciplines and may be a more appropriate choice for students who plan to transfer to the University of California, independent or out-of-state institutions or who plan to enter the job market to work in a position related to anthropology.

### **Criteria C. Curriculum Standards**

See attachments:

- a. Foothill Anthropology TMC Template.
- b. Course Outlines of Record
- c. Transfer Applicability Reports

#### **Criteria D. Adequate Resources**

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the State minimum qualifications.

#### **Criteria E. Compliance**

There are no enrollment restrictions specific to this program. There are no licensing or accrediting standards that apply to this program.

**FOOTHILL COLLEGE**  
**Credit Program**  
**Certificate of Achievement in Leadership & Service**

**Criteria A: Appropriate to Mission**

**1. Statement of Program Goals and Objectives**

The goal of this certificate is to provide students with the skills to become an engaged and successful leader in their campus or local community. Students who earn this certificate will have gained the core skills and values needed for development of leadership and community service skills, demonstrated civic responsibility, explored diverse cultures, and/or participated in building communities. Core courses prepare students for transfer to California State Universities in addition to developing leadership, communication and civic engagement experience applicable at varying levels. The support courses provide exposure to essential leadership skills such as communication, cultural competency and a fundamental knowledge of the workings of the US political/economic system. Support courses also help prepare students for transfer to the California State University, University of California and independent universities.

**2. Catalog Description**

This certificate will provide students the core skills and values needed for engagement in civic leadership. The program helps develop communication skills, explores diverse cultures, and requires participation in building communities. Students will obtain training and experiences in planning, policy development and implementation, decision-making, goal and objective development, leadership theory and styles, organizational development, cultural programming, time management, problem solving and conflict resolution, budget development, team building, group dynamics, event planning, student rights and responsibilities, governance alternatives, parliamentary procedures, and community service. This certificate is an excellent addition to the degree and transfer requirements for students pursuing any major. With careful planning, students may also double-count restricted electives toward satisfaction of their CSU GE Breadth or IGETC requirements.

**3. Program Requirements**

<b>Core Requirements (8 Units):</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
CNSL 86	Introduction to Leadership	1
CNSL 87	Leadership: Theories & Practices	1
CNSL 88	Leadership: Theories, Styles & Realities	1
CNSL 89	Advanced Leadership: Theories, Styles & Realities	1
SOSC 79	Introduction to Community Service	1
CNSL 90A	Introductory Leadership Independent Study	1
CNSL 90B	Leadership Independent Study II	1
CNSL 90C	Leadership Independent Study III	1
<b>Restricted Support Courses (13 Units): Select One from Each Category Note: All courses may be double-counted toward completion of the CSU GE Breadth or IGETC requirements.</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
<b>COMMUNICATION: One Course Required</b>		
COMM 1A <i>or</i> COMM1AH	Public Speaking <i>or</i> Honors Public Speaking	5
COMM 1B <i>or</i> COMM 1BH	Argumentation & Persuasion <i>or</i> Honors Argumentation & Persuasion	5
COMM 2	Interpersonal Communication	5
COMM 4	Group Discussion	5
COMM 10	Gender, Communication & Culture	5
COMM 12	Intercultural Communication	5
<b>CULTURAL COMPETENCY: One course required</b>		
ANTH 2A	Cultural Anthropology	4
COMM 10	Gender, Communication & Culture	5

COMM 12	Intercultural Communication	5
ENGL 5 <b>or</b> ENGL 5H	Gay & Lesbian Literature <b>or</b> Honors Gay & Lesbian Literature	4
ENGL 12	African American Literature	4
ENGL 31	Latino/a Literature	4
ENGL 40	Asian American Literature	4
HIST 10	History of California: The Multicultural State	4
MUS 8 <b>or</b> MUS 8H	Music of Multicultural America <b>or</b> Honors Music of Multicultural America	4
PHOT 8 <b>or</b> PHOT 8H	Photography of Multicultural America <b>or</b> Honors Photography of Multicultural America	4
PSYC 21 <b>or</b> SOC 21 <b>or</b> WMN 21	Psychology of Women: Sex & Gender Differences (this course is cross-list in multiple disciplines)	4
PSYC 22	Psychology of Prejudice	4
SOC 23	Race & Ethnic Relations	4
SOSC 20	Cross-Cultural Perspectives for a Multicultural Society	4
THTR 8	Multicultural Theatre Arts in Modern America	4
WMN 5	Introduction to Women's Studies	4
WMN 11	Women in Global Perspective	4
<b>POLITICAL SCIENCE or ECONOMICS: One course required</b>		
ECON 1A	Principles of Macroeconomics <b>or</b>	5
ECON 1B	Principles of Microeconomics	5
POLI 1	Political Science: Introduction to American Government & Politics	5
POLI 2 <b>or</b> POLI 2H	Comparative Government & Politics <b>or</b> Honors Comparative Government & Politics	4
POLI 3 <b>or</b> POLI 3H	Introduction to Political Philosophy/Political Theory <b>or</b> Honors Introduction to Political Philosophy/Political Theory	5
POLI 9 <b>or</b> POLI 9H	Political Economy <b>or</b> Honors Political Economy	4
POLI 15 <b>or</b> POLI 15H	International Relations/World Politics <b>or</b> Honors International Relations/World Politics	4
TOTAL		13-15
<b>Total Program Units 21-23</b>		

#### 4. Background and Rationale

These courses offer an opportunity for the more than 500 students per quarter who participate in campus/community leadership positions and are involved in Student Government, Campus Clubs, Community Service, and the Heritage Month Series to earn a certificate for their extensive "Leadership Development" training. This program synthesizes their leadership education with their hands-on experiences. Students who earn this certificate will be engaged in a combination of campus leadership experiences and community service experiences on and off campus. This certificate is the culmination of leadership theory coursework and practiced methods of leadership experiences and prepares students for leadership roles at the university level and in their future professional careers.

#### Criteria B: Need

#### 5. Enrollment and Completer Projections

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
CNSL 86	Introduction to Leadership	2	66	2	55
CNSL 87	Leadership Theories & Practices	1	35	1	30

CNSL 88	Leadership Theories, Styles & Realities	1	39	1	34
CNSL 89	Advanced Leadership: Theories, Styles & Realities	1	40	1	24
SOSC 79	Introduction to Community Service	3	95	3	89

#### **6. Place of Program in Curriculum/Similar Programs**

The core courses are offered through the Counseling Division and Business and Social Sciences Divisions in collaboration with the Division of Student Affairs and Activities. This certificate is offered as part of the Leadership Development Program (Student Government, Campus Clubs, Heritage Month Series, Community Service). This program will not compete with any other existing Foothill College programs. This unique certificate fulfills a need for synthesizing our courses in leadership development. Students involved in leadership training support programs such as Campus Ambassadors, Tutorial Center, Entrepreneur Center, Puente, Pass The Torch, Student employees, Organic Garden Project, and The Green Team.

#### **7. Similar Programs at Other Colleges in Service Area**

No other community college in our service area offers a certificate in "Leadership and Service". The closest program is at American River College in Sacramento: Leadership Development Certificate and is also offered through Student Government.

#### **8. Labor Market Information & Analysis (CTE only)**

This program is not a CTE program.

#### **9. Employer Survey (CTE only)**

This program is not a CTE program.

#### **10. Explanation of Employer Relationship (CTE only)**

This program is not a CTE program.

#### **11. List of Members of Advisory Committee (CTE only)**

This program is not a CTE program.

#### **12. Recommendations of Advisory Committee (CTE only)**

This program is not a CTE program.

### **Criteria C: Curriculum Standards**

The program approval process begins with the discipline faculty. The faculty determine the need for a program that may require new courses or a more productive use of current courses. The program is vetted and approved at the Division Curriculum level, and forwarded and approved as appropriate by the College Curriculum Committee. The program application is then forwarded to the Foothill-De Anza Community College Board of Trustees. Upon approval by the Board, the application is then sent to the State Chancellor's Office for approval.

#### **13. Display of Proposed Sequence**

<b>Suggested Sequence of Courses – 21-23 Total Units</b>					
<b>Year 1</b>					
<b>Fall</b>	<b>Units</b>	<b>Winter</b>	<b>Units</b>	<b>Spring</b>	<b>Units</b>
CNSL 86 Introduction to Leadership	1	CNSL 88 Leadership Theories, Styles & Realities	1	CNSL 89 Advanced Leadership: Theories, Styles & Realities	1
CNSL 87 Leadership Theories & Practices	1	Cultural Competency requirement	4-5	COMM Course requirement	5
Total Units	2	Total Units	5-6	Total Units	6

Year 2					
Fall	Units	Winter	Units	Spring	Units
CNSL 90A Introductory Leadership Independent Study	1	CNSL 90B Leadership Independent Study II	1	CNSL 90C Leadership Independent Study III	1
SOSC 79 Introduction to Community Service	1	POLI or ECON requirement	4-5		
Total Units	2	Total Units	5-6	Total Units	1

#### **14. Transfer Applicability**

This Certificate of Achievement is intended primarily for students planning to transfer to a baccalaureate-degree institution; however, all students could benefit from the development of leadership skills earned through completion of this program. All required core and restricted electives/support courses are transferable to the California State University system. In addition, all restricted electives/support courses are approved for certification on either the CSU GE Breadth Requirements or Intersegmental General Education Transfer Curriculum (IGETC). Although the Core Courses are not currently UC transferable, students who matriculate to the University of California may provide the university with detailed information and request subsequent credit.

#### **Criteria D: Adequate Resources**

##### **15. Library and/or Learning Resource Plan**

No additional resources will be required beyond the college's current resources.

##### **16. Facilities and Equipment Plan**

No additional resources will be required beyond the college's current resources.

##### **17. Financial Support Plan**

The source of financial support for the project will come from our normal apportionment revenue. The new program should not entail any significant increase in apportionment aside from normal growth.

##### **18. Faculty Qualifications and Availability**

Existing faculty will teach all of the courses required for the degree. Courses offered in this program will be adequately staffed and managed by faculty in accordance with state minimum qualification standards. All faculty that will teach in this program meet the State minimum qualifications.

#### **Criteria E: Compliance**

##### **19. Model Curriculum (if applicable)**

There is currently no model for this program.

##### **20. Licensing or Accreditation Standards**

There are no licensing or accrediting standards that apply to this program.

##### **21. Student Selection and Fees**

There are no enrollment restrictions specific to this program.

## **"Permit Students to Use AA/AS General Education Courses from Previous Catalog Years"**

Isaac Escoto/Counseling Division

Whereas, student mobility is common due to course reductions and personal impediments-necessitating breaks in enrollment or attendance at other institutions;

Whereas, continuous enrollment is not required for the application of previously approved IGETC, CSU GE, reciprocity agreements, or pass-along courses from other institutions toward satisfaction of the Foothill General Education requirements;

Whereas, requiring students to complete additional General Education courses solely on the basis of non-continuous enrollment results in unnecessary repetition of classes and increases college costs;

Resolved, that we eliminate barriers for students by permitting students to retain their catalog rights with regard to application of coursework to completion of the Foothill general education pattern without the requirement of continuous enrollment.