

College Curriculum Committee Meeting Agenda
Tuesday, January 15, 2013
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: December 4, 2012	Action	#1/15/13-1	Holcroft - 3 min
2. Announcements a. Review CCC 12-13 Working Plan b. New Course Proposals c. Report out from Divisions d. Upcoming events	Information	#1/15/13-2 #1/15/13-3 thru 16	Holcroft - 7 min Curr Reps - 10 min Holcroft - 3 min
3. Consent Calendar: a. Stand Alone Applications	Action	#1/15/13-17 thru 28	Holcroft - 5 min
4. Anthropology AA-T	Action	#1/15/13-29	Holcroft - 5 min
5. Leadership & Service Certificate of Achievement	Action	#1/15/13-30	Holcroft - 5 min
6. Fall 2012 Curriculum Submissions Summary and Planning	Information/ Discussion		Holcroft/ Messina/ Nunez/ Day
7. Prerequisite Content Review	Discussion	#1/15/13-31	Holcroft
8. New Course Proposal Process Issues	Discussion		Holcroft

Consent Calendar

FH General Education:

None

Stand Alone: (Attachment #17 - 28)

APEL 120A, 121A, 122A, 124A, JFS 307, 308A, 308B, P A 311A-F, 315A-F, 321A-F, 331A-F, 341A-F

Attachment List:

#1/15/13-1 Draft Minutes: December 4, 2013
#1/15/13-2 Foothill CCC Topics for 2012-2013
#1/15/13-3 New Course Proposal-C S 60A
#1/15/13-4 New Course Proposal-C S 60B
#1/15/13-5 New Course Proposal-C S 60C
#1/15/13-6 New Course Proposal-C S 61A
#1/15/13-7 New Course Proposal-C S 61B
#1/15/13-8 New Course Proposal-LINC 56
#1/15/13-9 New Course Proposal-LINC 57
#1/15/13-10 New Course Proposal-LINC 59
#1/15/13-11 New Course Proposal-LINC 67
#1/15/13-12 New Course Proposal-LINC 87
#1/15/13-13 New Course Proposal-LINC 91
#1/15/13-14 New Course Proposal-LINC 92
#1/15/13-15 New Course Proposal-LINC 94
#1/15/13-16 New Course Proposal-LINC 97
#1/15/13-29 Anthropology Application Narrative
#1/15/13-30 Leadership & Service Application Narrative
#1/15/13-31 Prereqs_OrientationCCC_Jan152013

2012 -2013 Curriculum Committee Meetings

<u>Fall 2012 Quarter:</u>	<u>Winter 2013 Quarter</u>	<u>Spring 2013 Quarter</u>
10/2/12	1/15/13	4/16/13
10/16/12	1/29/13	4/30/13
11/6/12	2/5/13	5/7/13
11/20/12	2/19/13	5/21/13
12/4/12	3/5/13	6/4/13
	3/19/13	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](#), Westin San Francisco Airport.

6/13-15/13 [ASCCC Faculty Leadership Institute](#), Sheraton Grand, Sacramento.

7/11-13/13 [ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.

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: 11/15/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only)	holcrofthurnscarolyn@foothill.edu
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

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

Non-Voting Members (4)

<input checked="" type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Jean McCarron	7371	Curr/Schedule Asst.	mccarronjean@fhda.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input checked="" type="checkbox"/>	Mariam Mostafa		ASFC	supermariam93@yahoo.com

Visitors:

Kathryn Mauer (ARTH), Daphne Small (Student Actn)

**College Curriculum Committee
Meeting Minutes
Tuesday, December 4, 2012
2:03 p.m. - 3:27 p.m.
President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: November 20, 2012	Minutes approved with one correction: the prereq for CHEM 30A will change to add "or MATH 217". M/S (Armstrong, Cammin) Approved . The Communique will note the correction as well.
2. Announcements a. New Course Proposals b. GE Subcommittee Volunteers c. Transfer Degree Process d. Summer 2013 Catalog Start	Speaker: Carolyn Holcroft, Kimberlee Messina a. New COR proposals introduced. Please remember to forward them to your constituents for their review with an eye towards potential areas of overlap/collaboration. Also reminded that division CCs are still expected to be diligent as they review course(s) for need, justification, appropriateness, etc. b. Volunteers: Simon Pennington to Comm/Analytical, Kay Thornton & Hilary Gomes to Humn; potentially Bruce McLeod for LLL. Cammin suggested that in the event that we cannot gather enough volunteers, CCC will review and make decisions. c. TMC Applications: when beginning process of developing a transfer degree, imperative to see Bernie first and then meet with Cori, both BEFORE going to the division cc. d. Due to many issues, the next Catalog (and all future catalogs) will start with Summer 2013. We are going to do our best to get all new courses currently in the pipeline completely through the State Curriculum approval process in time to be taught early summer '13. Warning: If you have a brand new course that you want to be UC transferable, we will not be able to offer the course as "UC transferable" for Summer 2013 quarter.
3. Report out from Divisions	Speaker: John Fox, Simon Pennington BSS: BUSI 22 is changing from 4 units to 5. FA: FA 1 & 2 have changed to MDIA 11 & 12; Performing Arts Alliance CORs have been completely rewritten and renumbered; THTR dept. has made major changes to their program. Some CORs have been deactivated with some material being rolled into others, plenty of new CORs and a lot of deactivates.
4. Equivalent Courses	Speaker: Carolyn Holcroft/Kimberlee Messina <ul style="list-style-type: none">Cammin asked what, if anything, we are doing with those areas that have conferred with their DA colleagues and have agreed that there are no course equivalents? Nuñez will make a notation on the tracking list of those depts that have agreed that there are no courses that align.What happens if some areas don't agree? What if a FH course gets a C-ID number and DA's doesn't or vice a versa? The VPI and Curr Co-Chairs will have discussions to help reconcile. In the end, the external authority will force some decisions if both courses have the same C-ID.
5. Anthropology AA-T	Speaker: Sam Connell This program application was modeled after the successful

	<p>PSYC and SOC applications that have received State approval. Connell participated in the statewide group that created this TMC. This model was designed to be very broadly inclusive. Question asked about the lengthy list of options on this application as some of the other applications we have seen that had a very limited list of options. Since each discipline TMC is being developed by faculty from that specific discipline, they look very different from each other. Not all of the courses have C-ID options right now as they have not been developed as yet. The CSU faculty are driving a lot the courses listed on the TMCs. Holcroft encouraged others to participate in the discipline meetings to give as much input as possible. All of the TMCs are scheduled to be reviewed on a five-year cycle so there will probably be opportunity to offer ongoing opinions. This item will be on the agenda for action at the next CCC meeting, Jan 15th.</p>
6. Leadership & Service Certificate of Achievement	<p>Speaker: Daphne Small The purpose of this certificate is to acknowledge the skill set that students develop when they participate in campus life. Competition to transfer to four-year institutions is becoming more and more difficult. This certificate is transcriptable so it documents this leadership skill set and may give students a leg-up on other students competing for limited space at four-year institutions. The certificate validates that the student has gained recognizable skills in leadership and advocacy. When a student completes it they are completing their IGETC/CSU Breadth GE pattern with only 8 additional units that are not a part of the GE pattern. Messina requested that the independent study courses be modified to the new standard version of Independent Study. Day suggested that although it is an additional 8 units beyond requisite GE, the certificate may help students enter the UC system which has become very competitive. Student rep, Mostafa, has had personal experience in the benefit in her efforts in applying to other institutions. This certificate will be agendaized for action at the next CCC meeting, Jan 15th.</p>
7. GE Resolution	<p>Speaker: Isaac Escoto This resolution was brought to CCC last meeting and suggestions were made for modification. Armstrong thought that a change was being made to this resolution to stipulate a petition process for this to occur, not that there was an “automatic” assumption that basically erases the existence of catalog rights. This resolution would change the process to allow counselors to review student transcripts and enter an internal “waiver” in Banner to document the allowance to use a course no longer on the GE list. Escoto and Cellilo made it very clear that students will need to ask a counselor and this is in no way eliminating Catalog rights. This is creating the possibility that a student “may” request a waiver whereas the past policy was that the counselors’ hands were completely tied and there was no room for making a request. Much discussion about potential advantages and disadvantages of catalog rights. M/S (Starer/Hanning) Approved</p>
8. Curriculum Alignment Summit	<p>Speaker: Bernie Day Day recently attended the two-day Student Success Task Force Alignment of Course Offering Summit which was held</p>

	to address SSTF Recommendation 4.1: Align Course Offerings to Meet Students' Needs: "Highest priority for course offerings shall be given to credit and noncredit courses that advance students' academic progress in the area of basic skills, ESL, CTE and certificate attainment, and transfer..." The purpose of the summit was to convene a committee of community college administrators, faculty, and students to review new and emerging community college practices related to scheduling of courses in a manner that meets student demand and need. The committee met to define the scope of the SSTF recommendation in this area, reviewed existing practices, examined new strategies, and considered automated systems that could lead to an improved alignment of course offerings with student demand. The committee's work will be shared with the CCC Chancellor and other leaders. Day will share more information as it becomes available.
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Attendees: Kathy Armstrong (PSME), Judy Baker (Dean), Falk Cammin (LA), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Mariam Mostafa (Student Rep), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A)

Guests: Sam Connell (ANTH), Daphne Small (Student Activites)

Recorded by: C. Nuñez

**Foothill College Curriculum Committee
Working Topics for 2012-2013**

Topic	Summary/Content	Action(s)	Priority/ Deadlines	Status
Transfer Degrees: SB 1440 (and related bill AB 2302)	SB 1440 requires CCCs to offer associate degrees for transfer. These degrees require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college is prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees receive automatic admission to a CSU at junior level status. AB 2302 requests that UCs accept students with transfer degrees. Soc and Psych AA-T degrees approved by CCC on May 17, 2011. Music faculty unable to create AA-T because we do not offer a similar degree (do not have requisite core courses). Math AS-T and History AA-T approved in Spring '12.	Faculty urged to continue development of TMC-aligned transfer degrees with all possible expediency. Goal is for CCC to facilitate creation of transfer degrees for all "similar" Foothill majors during 12-13.	HIGH	In process – see Appendix A
Minimum Proficiency Requirements for Certificates of Achievement	In Fall 2012 the CCC approved a resolution designating that program/discipline faculty will make program-by-program determinations about minimum Math and English competencies for Certificates of Achievement, and these must be communicated on each program sheet effective Fall 2013.	CCC reps to remind program faculty to make their determinations and put them on program sheets (deadline 3/1/13)	High	In process

Prerequisites/Content Review Process	In March 2011 the BOG approved changes to Title 5 that remove the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. Also requires development of district In Fall '11 the ASCCC updated guidelines for best practices in content review implementation . FH CCC has not examined its content review process in many years.	FH CCC will beginning to reexamine content review process. Important: cannot implement new option until district policy/procedure in place (anticipate finalization Winter 13)	High	In progress
District-wide course equivalencies	New Title 5 language clarifies that students may repeat a class no more than twice to remove a substandard grade (D, F or NP) or withdrawal (W) <u>within the Foothill-De Anza Community College District</u> . Fall 12: FH faculty charged with drafting initial list of proposed equivalencies and contacting DA faculty for vetting.	Began process Sp '12, target for completion is Winter '13. FH and DA curriculum teams to collaborate to reconcile discrepancies	High	In process
Repeatability	BOG eliminated repeatability in most areas. Students may enroll a maximum of six times in any particular family of courses (inclusive of withdrawals). CCC reps tasked with helping faculty revise CORs to reflect new requirements by December '12 deadline.	Fall 2012: CCC vetted division CC family definition proposals. FH CCC to review and discuss DA proposals and collaborate to reconcile if/where necessary in W13.	High	In process
CCC Structure	Foothill College is undergoing significant organizational changes, e.g. redistribution of departments, to different divisions.	CCC to consider current membership structure to consider whether it is still sufficient/appropriate going forward.	High	Not started

C-ID (Course Identification Numbering System)	This goal of this project is to assign a specific number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH has already submitted 30+ courses for review and faculty are strongly encouraged to participate in the development of descriptors for courses in their disciplines.	Discipline-specific list serve available at http://www.c-id.net/listserv.html . Discipline faculty strongly encouraged to review course descriptors, proposed model transfer curriculum and participate in listserv discussions.	High	Ongoing
General Education Learning Outcomes (GELOs)	At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision. CCC reviewed GELOs Spring '12 and discussed possible revisions. Foothill brought Ken O'Donnell from CSU Chancellor's Office to campus on May 18 to discuss CSU GELOs (LEAP essential learning outcomes).	Review GELOs and make changes as needed. Advise re: assessment plan. Continue discussion Fall '12	High	In process
General Education Pathways	Many schools are developing general education "packages" around a broad theme such as sustainability or global citizenship. In completing pathway, student would satisfy IGETC and/or CSU GE pattern requirements. Faculty interest in developing such a pathway(s) at Foothill.		Med	In process

Independent Study Course Approvals	Foothill has many courses in the catalog that are listed as Independent Study but which need significant revision to meet Title 5 requirements. Office of Instruction has contacted all appropriate faculty to facilitate revision.		High	In process
Course Repetition http://www.cccco.edu/Portals/4/AA/Repeats and Withdrawals Title 5 Advisory 9-8-11 2.pdf	In July '11, the Board of Governors adopted new title 5 regs limiting the number of times a student can repeat and withdraw from the same credit course to THREE (to alleviate substandard grade - D, F, W or NP) with a district able to claim apportionment. ALL repeats/withdrawals in a student's enrollment record are counted towards the new limit. Note that Foothill has policy of requiring student to petition to Academic Council after 3 failed attempts. District reviewing course repetition policy.	Disseminate info to faculty and staff so students can be appropriately advised.	High	Complete
Process for Developing and Revising Interdisciplinary Courses	At Foothill, individual course development and approval takes place at the division level. Consequently, there is no easy system for interdisciplinary faculty to remain apprised of, and collaborate on, new courses being developed by faculty in another division. This has historically created difficulty when a course is developed that might be cross-listed or that could significantly affect enrollment in another division. Resolution proposing new process adopted at first winter 2012 CCC meeting.		High	Complete

Foothill GE Pattern	Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC subcommittees subsequently began evaluating courses for inclusion under these new guidelines. Courses on GE list under old pattern grandfathered through '11-'12 only. Resolution to allow students to choose to use IGETC or CSU GE pattern for Foothill AA degree, and resolution to allow limited GE reciprocity, passed CCC on May 31 agenda and passed by FH academic senate on June 6, 2011, with implementation beginning Fall 2011.	Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall '12, all courses on FH GE list must have been approved under the new GE guidelines.	Medium	Ongoing
Noncredit Curriculum Process	Title 5 §55002 specifies that the process for development of curriculum must be mutually agreed upon between college administration and the academic senate. Fall 2012 Update: Noncredit courses will be shepherded by the appropriate divisional curriculum committees, and will no longer utilize a noncredit curriculum committee. For more info: Noncredit at a Glance	Review/revise current process as agreed upon	Medium	Ongoing
Credit by Exam	Title 5 §55050 permits community colleges to award credit by exam, of which the nature and content is determined by discipline faculty. FHDA Board Policy 6030 sets district policy for credit by exam but this has not been reviewed since 1998. The ASCCC urges local senates to ensure that students are aware of opportunities for credit by exam (see resolution 9.08 F10). Agendized for Fall 2012 APM	CBE policy language revised and approved by CCC on April 19, 2011. Work with APM committee to review current board policy and revise as appropriate.	Medium	In progress administrative follow-up required

Red-lining Policy	“Red-lining” is the practice whereby a student gets a sub-standard grade in a course at FH but then repeats the course at DA, FH crosses out the substandard FH grade (and removes it from the GPA) and allows the student to use the DA course and grade at FH.	Policy drafted, approved by CCC on April 19, 2011.	Medium	Completed
Certificates of Achievement	All certificate 27 units and above MUST have State approval and be called “Certificate of Achievement.” Also have the opportunity to apply for State approval for all certificates 18 units and above. Advantages are that then they too may be noted on student’s transcripts and included by the State in our “success rates.” List of eligible certificates (18-26.5 units) distributed at 6/5/12 CCC meeting. CCC reps notified appropriate discipline faculty of opportunity.			Complete
College-Level Examination Program (CLEP) policy	Administered by the College Board, the program is intended to allowing students to earn college credit for satisfactory completion of a discipline-specific examination rather than by completing an actual college course. The CSU Academic Senate now supports the granting of credit for certain CLEP exams toward meeting GE requirements. CCC reps facilitated review/dialog of CLEP exams with discipline faculty and determined only one exam, college algebra, will be granted credit equivalent to Math 105.	Review CLEP policy, and publish policy in College Catalog for transparency to students.	Medium	Completed

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: Mike Murphy

Proposed Number: C S 60A

Proposed Title: INSTALLING & CONFIGURING WINDOWS SERVER 2012

Proposed Catalog Description:

This is an introduction to installing, configuring and troubleshooting Windows Server 2012 in an enterprise. It provides both lecture and laboratory exercises to enable the student to (1) plan and build a scalable Active Directory infrastructure, (2) Configure folder security, file filtering and disaster recovery backups, (3) Administer and maintain servers with graphical and PowerShell tools, (4) Set up servers with Group Policies and delegate administrative tasks, and (5) Virtualize servers with Hyper-V and build fault tolerant replica servers.

Proposed Discipline: Computer Science

Comments & Other Relevant Information for Discussion: This course was motivated by demand from employers for trained professionals

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Enterprise Networking

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

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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New Course Proposal

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Date Proposal Given to Division CCC Rep:

Faculty Author: Mike Murphy

Proposed Number: C S 60B

Proposed Title: Administering Windows Server 2012

Proposed Catalog Description:

This course provide an introduction to administering Windows Server 2012 in an enterprise. It provides both lecture and laboratory exercises to enable the student to (1) Deploy, Manage, and Maintain Servers, (2) Configure File and Print Services, (3) Configure Network Services and Access (4) Configure a Network Policy Server Infrastructure, and (5) Configure and Manage Group Policy .

Proposed Discipline: CS (Computer Science)

Comments & Other Relevant Information for Discussion: This course was motivated by demand from employers for trained professionals

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Enterprise Networking

To which Degree(s) or Certificate(s) would this course potentially be added? AS Degree in Enterprise Networking

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:

Faculty Author: Mike Murphy

Proposed Number: C S 60C

Proposed Title: Configuring Advanced Windows Server 2012 Services

Proposed Catalog Description:

This course provides an introduction to configuring advanced services on Windows Server 2012. It provides both lecture and laboratory exercises to enable the student to (1) Deploy, Manage, and Maintain Servers, (2) Configure File and Print Services, (3) Configure Network Services and Access, (4) Configure a Network Policy Server Infrastructure, and (5) Configure and Manage Group Policy.

Proposed Discipline: Computer Science

Comments & Other Relevant Information for Discussion: This course was motivated by demand from employers for trained professionals

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Enterprise Networking.

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

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep:

Faculty Author: Mike Murphy

Proposed Number: C S 61A

Proposed Title: Configuring Windows 8

Proposed Catalog Description:

This provides an introduction to configuring and troubleshooting Windows8 in an enterprise. It provides both lecture and laboratory exercises to enable the student to (1) Plan and perform the installation of Windows 8, (2) Install Windows 8 on computers that are running an existing operating system, (3) Configure disks, partitions, volumes, and device drivers in a Windows 8 system and configure network connectivity, (4) Implement Windows 8 technologies to desktops and network connections (5) Share files and printers, (6) Optimize and maintain Windows 8 based computers (7) Configure mobile computer settings and to enable remote access, (8) Create and configure virtual machines in Hyper-V for Windows 8 and describe how to use it to support legacy applications.

Proposed Discipline: Computer Science

Comments & Other Relevant Information for Discussion: This course was motivated by demand from employers for trained professionals

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Enterprise Networking

To which Degree(s) or Certificate(s) would this course potentially be added? AS Degree in Enterprise Networking

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep:

Faculty Author: Mike Murphy

Proposed Number: C S 61B

Proposed Title: Managing & Maintaining Windows 8

Proposed Catalog Description:

This course provides the student with the knowledge and skill to manage and maintain a Windows 8 Desktop Infrastructure in an enterprise. It provides both lecture and laboratory exercises to enable the student to (1) Design an Installation and Application Strategy, (2) Maintain Resource Access, (3) Maintain Windows Clients and Devices, (4) Manage Windows 8 Using Cloud Services and Microsoft Desktop Optimization, and (5) Monitor and maintain clients by using MDOP.

Proposed Discipline: Computer Science

Comments & Other Relevant Information for Discussion: This course was motivated demand from employers for trained professionals

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Enterprise Networking

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

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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: November 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 56

Proposed Transferability: CSU

Proposed Title: Seminar in Teaching Mathematics with Technology

Proposed Catalog Description:

This seminar is designed for mathematics teachers who want to integrate educational technology into their mathematics curriculum; deepen their math content knowledge and expand their repertoire of mathematics instruction strategies in pre-algebra and algebra topics; and participate in a collaborative professional development experience. Participants will increase their ability to design and implement lessons and activities that are effective at developing their students' understanding of mathematical concepts, such as number theory; fraction operations; ratios and proportional reasoning; percents and rates; variables, patterns, and functions; linear relationships and graphing; quadratic equations, inequalities, and absolute value; working with formulas and problem solving strategies; and strategies for working with English language development (ELD) learners.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 57

Proposed Transferability: CSU

Proposed Title: Designing Web-based Learning Projects

Proposed Catalog Description:

This course is for educators or anyone who wants to discover online project design that promotes inquiry-based student learning and smart use of the web for research and Web tools. The course provides guidance in developing web-based projects with focus and purpose, and aligned with the Common Core standards requiring students to synthesize information by completing a challenge task. This course specifically addresses the following ISTE NETS*T:1 (a, b); 2 (a, b, c, d); 3 (a); 4 (a, b); 5 (a, b, c, d).

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 59

Proposed Transferability: CSU

Proposed Title: Integrating 21st Century Skills into Instruction

Proposed Catalog Description:

This course is designed for educators at all levels and trainers of any discipline to develop the knowledge, skills, and attitude necessary to create instructional experiences integrated with 21st Century skills, such as critical thinking, creativity and problem solving, collaboration, and communication. Participants will examine the skills that business and industry determine important for new employees to know in order to succeed in a 21st Century global economy. Participants determine the importance of integrating 21st Century skills into their courses, analyze their curriculum content and instructional strategies to determine which 21st Century skills they currently teach and which additional skills can be integrated. The final course product is a lesson, unit, or project that requires the participants' students or trainees to use 21st Century skills.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 67

Proposed Transferability: CSU

Proposed Title: Designing Instruction with Common Core State Standards

Proposed Catalog Description:

This course is designed for educators to design instruction with the Common Core State Standards (CCSS) to create lessons in English language arts and mathematics that are robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. The course focus is on how to apply CCSS to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level through an integrated standards-based system of education in which both academic content standards and "Habits of Mind" standards are an essential part of the whole. Other topics include identifying the cognitive and psychological aptitudes and 21st Century skills embedded in the Common Core State Standards.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 87

Proposed Transferability: CSU

Proposed Title: Seminar in Teaching with Educational Technology

Proposed Catalog Description:

This seminar is designed for educators at all levels who want to design student-centered learning projects and teaching practices; apply practical educational technology tools and resources; and participate in a collaborative professional development experience. Participants learn to use innovative technologies in their own curriculum content area and best practices for teaching and learning that positively impacts student achievement. Topics include 21st century skills for teaching and learning, visual literacy, media literacy, free online tools and resources for education, educational software training, open education resources, professional learning networks, integrating technology into the curriculum, integrating science and mathematics into any curriculum, assessment strategies for complex learning outcomes, and student-centered learning.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 91

Proposed Transferability: CSU

Proposed Title: Instructional Design I

Proposed Catalog Description:

This course is an introduction to instructional design principles and techniques for teachers and trainers at all levels and any discipline. Primary topics include application of systematic instructional design models and instructional planning procedures that can be used in education, corporate, or non-profit settings. The course project is an instructional design plan including a needs assessment, goal analysis, and task analysis for an instructional need relevant to the participant. Secondary topics include learning theories and principles, Bloom's Taxonomy, and writing instructional objectives.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 92

Proposed Transferability: CSU

Proposed Title: Instructional Design II

Proposed Catalog Description:

This course is a continuation of Instructional Design I for teachers and trainers at all levels and any discipline who want to develop a short unit of instruction using systematic instructional design principles and techniques. Primary topics include application of an instructional design model, revising a task analysis, writing instructional objectives, and assessing learning outcomes. The course project is an extensive instructional design matrix that outlines the learning objectives, instructor activities, learner activities, and assessment items for each learning objective. Secondary topics include planning for program implementation and the formative and summative assessment of program outcomes.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 94

Proposed Transferability: CSU

Proposed Title: Designing Learner-Centered Instruction

Proposed Catalog Description:

In this course educators examine the learner-centered approach to teaching in order to create transformative experiences for students. This course provides the educator with the skills and conceptual knowledge for instructional design and development of student-centered learning activities that meet Common Core and content standards. Topics addressed include how learning happens, the role of educational technologies in student engagement, and effective modifications to existing instructional material. Following the learner-centered instruction guidelines teachers will create a multi-disciplinary unit of instruction that is aligned to teaching standards and include both formative and summative assessments.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings

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 19, 2012

Faculty Author: Steven McGriff

Proposed Number: LINC 97
Proposed Transferability: CSU
Proposed Title: iPads in Education

Proposed Catalog Description:

This course demonstrates how tablet technology can dramatically impact student learning. Participants will explore the use of the iPad with its wealth of applications that can reflect the Common Core Standards and classroom content. This hands-on class provides practice and opportunities for practical lesson design and assessment.

Proposed Discipline: Instructional Design/Technology

Proposed Need/Justification Statement:

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

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: APEL 120A

Division: BUSINESS & SOCIAL SCIENCES

Course Title: Orientation To The Electrical Trade, CPR & First Aid

Catalog Description:

Orientation to the commercial/industrial electrical industry with an introduction to electrical theory, tools, materials, wiring methods, and job skills. Review of mathematics as applied in the electrical construction trades. Industry applications, hands on labs. CPR, First Aid, Job Orientation topics: Sexual Harassment & Drug Abuse.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

The objective of this course is to prepare students with an understanding of basic electricity and Ohm's Law through series circuits, teach them on-the-job skills related to tools, materials, safety, prepare them to solve electrical mathematic problems and to work as a team member in the construction industry. Work experience and job related safety is part of this program for compliance to the California State approved, licensed and registered apprenticeship program. Students must pass all safety regulations and testing requirements before they can participate in the apprenticeship program.

2. *"Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness."*

This course is congruent with the Foothill College mission statement in that it:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Electrical Apprenticeship program requires students to complete over 930 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 8000 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS).

Criteria B. -- Need (Explain)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) for 12-year projections in 12 counties throughout the Bay Area show occupational index for apprentices will increase positively by 9.9-11.6%. Statewide data shows a 6.5% growth for most programs involved in green technologies.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: STEVE POWERS **Date:** 12/04/12

Division Curriculum Representative: JOSE NAVA **Date:** 12/04/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: APEL 121A

Division: BUSINESS & SOCIAL SCIENCES

Course Title: Electron Theory; AC & DC Electrical Theory; National Electrical Code Introduction; Parallel & Combination Circuits

Catalog Description:

This class will study the Introduction to the National Electrical Code (NEC), applied codeology towards the National Electrical Code. Discuss and demonstrate basic AC and DC electrical generation. Ohm's Law, Understand DC parallel and combination circuits. Basic three-phase AC.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

The objective of this course is to prepare students with an understanding of the National Electric Codes (NEC) and applying them on-the-job, demonstrate AC and DC electrical generation, and performing both parallel, combination and 3-phase circuits. Work experience and job related safety is part of this program for compliance to the California State approved, licensed and registered apprenticeship program. Students must pass all safety regulations and testing requirements before they can participate in the apprenticeship program.

2. *"Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness."*

This course is congruent with the Foothill College mission statement in that it:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Electrical Apprenticeship program requires students to complete over 930 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 8000 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS).

Criteria B. -- Need (Explain)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) for 12-year projections in 12 counties throughout the Bay Area show occupational index for apprentices will increase positively by 9.9-11.6%. Statewide data shows a 6.5% growth for most programs involved in green technologies.

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.
- ☒ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

- ☒ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: STEVE POWERS **Date:** 12/04/12

Division Curriculum Representative: JOSE NAVA **Date:** 12/04/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: APEL 122A

Division: BUSINESS & SOCIAL SCIENCES

Course Title: Codeology; NEC Code; Test Equipment; Pipe Bending; Blueprints

Catalog Description:

Study of the National Electrical Code, applied codeology and basic fundamentals of using blueprints. Instruction on usage of test equipment and pipe bending tools.
--

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

The objective of this course is to develop a advanced understanding of the NEC Codes, demonstrate the correct usage of test equipment, pipe bending tools, and reading construction blueprints. Work experience and job related safety is part of this program for compliance to the California State approved, licensed and registered apprenticeship program. Students must pass all safety regulations and testing requirements before they can participate in the apprenticeship program.

2. *"Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness."*

This course is congruent with the Foothill College mission statement in that it:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Electrical Apprenticeship program requires students to complete over 930 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 8000 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS).

Criteria B. -- Need (Explain)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) for 12-year projections in 12 counties throughout the Bay Area show occupational index for apprentices will increase positively by 9.9-11.6%. Statewide data shows a 6.5% growth for most programs involved in green technologies.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: STEVE POWERS

Date: 12/04/12

Division Curriculum Representative: JOSE NAVA

Date: 12/04/12

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: APEL 124A

Division: BUSINESS & SOCIAL SCIENCES

Course Title: DC/AC Theory Review; Electronics; Industrial Blueprints;
Transformers, Grounding; Electrical Systems

Catalog Description:

Review of AC/DC theory. Study of electronics principles and applications, and industrial blueprint reading. Transformer installation, grounding & electrical systems.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

The objective of this course is to prepare students to differentiate between AC and DC theory, explain electronic principle and applications, discuss and use advanced blueprints and discuss transformer installation for grounding and electrical work. Work experience and job related safety is part of this program for compliance to the California State approved, licensed and registered apprenticeship program. Students must pass all safety regulations and testing requirements before they can participate in the apprenticeship program.

2. *“Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California’s economic growth and global competitiveness.”*

This course is congruent with the Foothill College mission statement in that it:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Electrical Apprenticeship program requires students to complete over 930 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 8000 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS).

Criteria B. -- Need (Explain)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) for 12-year projections in 12 counties throughout the Bay Area show occupational index for apprentices will increase positively by 9.9-11.6%. Statewide data shows a 6.5% growth for most programs involved in green technologies.

Criteria C. -- Curriculum Standards (please initial as appropriate)

- X The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

- X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: STEVE POWERS **Date:** 12/04/12

Division Curriculum Representative: JOSE NAVA **Date:** 12/04/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: JFS 307

Division: BHS

Course Title: Firefighter I Academy

Catalog Description:

This course is for anyone interested in instruction on basic firefighting skills, laws and regulations affecting the fire service. It will provide the student with knowledge and skills to safely perform, under minimal supervision, essential and advanced fire ground tasks, basic rescue, basic fire prevention and fire investigation task and to use, inspect, and maintain firefighting and rescue equipment. Curriculum is intended to provide the minimum training required by the State of California Fire Marshal in the field of Fire technology as it relates to firefighters. Students will receive a Fire Fighter I Academy certificate at the completion of this course.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course is workforce preparation/short-term vocational program in basic skills of firefighting and rescue.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Provides workforce preparation for the community.

Criteria B. -- Need (Explain)

The California State Fire Marshall Office requires this training for Fire Fighters. At completion students will obtain the State Fire Marshall Fire Fighter 1 Certificate required to become a Fire Fighter in our community

Criteria C. -- Curriculum Standards (please initial as appropriate)

- X The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

- X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

- X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Libby Flores

Date: 12/05/12

Division Curriculum Representative: Rachelle Campbell

Date: 12/7/2012

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: JFS 308A

Division: BHS

Course Title: Continued Professional Training (CPT)

Catalog Description:

This course provides training which is required by the California State Fire Marshall to keep firefighters current with new equipment, policies, laws, medical training and fire skills needed to be prepared in the line of duty. This curriculum is used by multiple agencies, all requiring different training hour requirements.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course provides career technical education for local fire department personnel.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Provides continued professional training for the local firefighters in the community.

Criteria B. -- Need (Explain)

The State Fire Marshall does provide a mechanism whereby agencies may insure that the necessary current and relevant skills of fire personnel have been provided and that previously learned skills are maintained and reinforced.

Criteria C. -- Curriculum Standards (please initial as appropriate)

- X The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

- X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

- X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Libby Flores **Date:** 12/05/12

Division Curriculum Representative: Rachelle Campbell **Date:** 12/07/12

College Curriculum Co-Chairman: _____ **Date:** _____.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: JFS 308B

Division: BHS

Course Title: Continued Professional Training 1 (CPT)

Catalog Description:

This course is designed for current fire personnel, and provides training which is required by the California State Fire Marshall to keep firefighters current with new equipment, policies, laws, medical training and fire skills needed to be prepared in the line of duty. This course provides advanced hands on training for firefighters.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course provides career technical education for local fire department personnel.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Provides continued professional training for the local firefighters in the community.

Criteria B. -- Need (Explain)

The State Fire Marshall and our local community should provide a mechanism whereby agencies may insure that the necessary current and relevant skills of fire personnel have been provided and that previously learned skills are maintained and reinforced.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

X This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Libby Flores **Date:** 12/05/12

Division Curriculum Representative: Rachelle Campbell **Date:** 12/7/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: P A 311A-F

Division: Fine Arts & Communications

Course Title: PERFORMANCE PRACTICES IN THEATRE I

Catalog Description:

Study, rehearsal, and performance of assigned theatre performance repertoire. Through guided instruction, students learn the core theory and techniques of modern acting. Designed as a performance course for actors wishing to explore theatre repertoire more fully with other performance artists and under the tutelage of a theatre professional.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

offers academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

provides educational opportunity for all with innovation and distinction and maximizes student accessibility in a variety of settings and modes

Criteria B. -- Need (Explain)

By participating in this class, students will apply their basic skills in theatre in a practical setting and study under the tutelage of a professional in the field.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

KLT This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KLT This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

KLT The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

8/4/15

Faculty Requestor: Kay Thornton_____ **Date: 10/10/12**__

Division Curriculum Representative: Robert Hartwell_____ **Date: 10/10/12**__

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

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS • SUSTAINABILITY

Our Purpose

To provide access to educational opportunity for all with innovation and distinction.

Our Mission

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

CCC System Office: Program and Course Approval Handbook—March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

66010.4. Missions and function of public and independent institutions of higher education

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

- (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
- (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
 - (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
 - (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
 - (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
- (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
- (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade. Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all 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.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

APPENDIX – BLANKET APPROVAL

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: P A 315A-F

Division: Fine Arts & Communications

Course Title: PERFORMANCE PRACTICES IN THEATRE I

Catalog Description:

Study, rehearsal, and performance of basic technical theatre. This course is designed for theatre students wishing to learn more about backstage practices. Culminates in a full-scale production performed for a public audience.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

offers academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

provides educational opportunity for all with innovation and distinction and maximizes student accessibility in a variety of settings and modes

Criteria B. -- Need (Explain)

By participating in this class, students will apply their basic skills in technical theatre in a practical setting and study under the tutelage of a professional in the field.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

KLT This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KLT This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

KLT The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Kay Thornton **Date:** 10/10/12

Division Curriculum Representative: Robert Hartwell **Date:** 10/10/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: P A 321A-F

Division: Fine Arts & Communications

Course Title: PERFORMANCE PRACTICES IN VOCAL MUSIC

Catalog Description:

Study, rehearsal, and performance of vocal/choral repertoire for singers of little to no experience. Designed as a beginning performance course for ensemble singers wishing to explore the vast choral repertoire with other performance artists and under the tutelage of a choral professional.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

offers academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

provides educational opportunity for all with innovation and distinction and maximizes student accessibility in a variety of settings and modes

Criteria B. -- Need (Explain)

By participating in this class, students will apply their basic skills in vocal music in a practical setting and study under the tutelage of a professional in the field.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

KLT This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KLT This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

KLT The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Kay Thornton **Date:** 10/10/12

Division Curriculum Representative: Robert Hartwell **Date:** 10/10/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: P A 331A-F

Division: Fine Arts & Communications

Course Title: PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC

Catalog Description:

Study, rehearsal, and performance of ensemble instrumental performance. Designed as a performance course for players of string, wind, brass and percussion instruments of little ensemble experience under the tutelage of a music professional.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

offers academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

provides educational opportunity for all with innovation and distinction and maximizes student accessibility in a variety of settings and modes

Criteria B. -- Need (Explain)

By participating in this class, students will apply their basic skills in instrumental music in a practical setting and study under the tutelage of a professional in the field.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

KLT This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KLT This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

KLT The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Kay Thornton **Date:** 10/10/12

Division Curriculum Representative: Robert Hartwell **Date:** 10/10/12

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: P A 341A-F

Division: Fine Arts & Communications

Course Title: PERFORMANCE PRACTICES IN OPERA- Chorus, Coachings, Rehearsals, and Performance Voice

Catalog Description:

Study, rehearsal, and performance of opera repertoire for students with little performance experience. Designed as a beginning course for performers wishing to explore the vast opera repertoire with other artists and under the tutelage of opera professionals.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

offers academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*

Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

provides educational opportunity for all with innovation and distinction and maximizes student accessibility in a variety of settings and modes

Criteria B. -- Need (Explain)

By participating in this class, students will apply their basic skills in vocal music in a practical setting and study under the tutelage of a professional in the field.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

KLT This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KLT This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. -- Compliance (please initial as appropriate)

KLT The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Kay Thornton **Date:** 10/10/12

Division Curriculum Representative: Robert Hartwell **Date:** 10/10/12

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

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
Total Units:	90 Units

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

Core Requirements (8 Units):		
Course Number	Course Title	Units
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
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.		
Course Number	Course Title	Units
COMMUNICATION: One Course Required		
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
CULTURAL COMPETENCY: One course required		
ANTH 2A	Cultural Anthropology	4
COMM 10	Gender, Communication & Culture	5

COMM 12	Intercultural Communication	5
ENGL 5 or ENGL 5H	Gay & Lesbian Literature or 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 or MUS 8H	Music of Multicultural America or Honors Music of Multicultural America	4
PHOT 8 or PHOT 8H	Photography of Multicultural America or Honors Photography of Multicultural America	4
PSYC 21 or SOC 21 or 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
POLITICAL SCIENCE or ECONOMICS: One course required		
ECON 1A	Principles of Macroeconomics or	5
ECON 1B	Principles of Microeconomics	5
POLI 1	Political Science: Introduction to American Government & Politics	5
POLI 2 or POLI 2H	Comparative Government & Politics or Honors Comparative Government & Politics	4
POLI 3 or POLI 3H	Introduction to Political Philosophy/Political Theory or Honors Introduction to Political Philosophy/Political Theory	5
POLI 9 or POLI 9H	Political Economy or Honors Political Economy	4
POLI 15 or POLI 15H	International Relations/World Politics or Honors International Relations/World Politics	4
TOTAL		13-15
Total Program Units 21-23		

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

Suggested Sequence of Courses – 21-23 Total Units					
Year 1					
Fall	Units	Winter	Units	Spring	Units
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.

Prerequisites and Content Review

“Implementing Prerequisites: A Response to SSTF Rec 3.4”

- Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan”
 - Approach 1: New Title 5 regulation
 - Approach 2: implement reasonable prerequisites at the local level



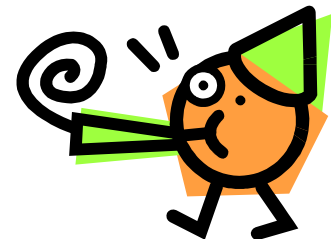
“Implementing Prerequisites: A Response to SSTF Rec 3.4”

- If CCCs implement reasonable prerequisites at local level, would effectively fulfill the recommendation
- **Primary objection:** not enough math/English/reading classes to meet demand
 - PROBABLY TRUE! However...
 - College is required to have a plan ensuring that prerequisite courses (basic skills) and courses without prerequisites will be reasonably available to students
 - **We have opportunity to develop our OWN plan to address, develop appropriate scheduling, and phase in enrollment restrictions**



What's the deal?

- Content review process needed updating anyway
- Prerequisite rules/options have changed, we have to get our ducks in a row
- **Deliverables:**
 - Procedure for prerequisite establishment (initial)
 - Must meet minimum requirements specified in Title 5 §55002 (and FHDA BP 6060)
 - Tools to help discipline faculty determine appropriate math/English/reading course (what if not clear cut?)
 - Procedure for ongoing prerequisite review (part of Title 5 compliance updates cycle)



Other deliverables?

- Before faculty can start implementing any NEW prereqs, Foothill College MUST adopt **plan** specifying:
 1. the method(s) used to identify courses to which prerequisites might be applied
 2. the assurance that prerequisite courses (basic skills) and courses without prerequisites will be reasonably available to students
 3. the research to be used to determine impact of new prerequisites (especially disproportionate impact)*
 4. **provisions for training the curriculum committee on content review**
- *will require close collaboration with researcher

Strategy

- Propose collaborating with Elaine to define method/data to be used to monitor for disproportionate impact
 - Needed before implementing NEW prereqs
 - Needed in ongoing cyclical review:
 - §55003(l) specifies we must continue to review/monitor prereqs for progress on student equity and disproportionate impact
 - i.e. we're already supposed to be doing this



Strategy

- Draft potential “form” to be included when prereq is proposed and/or when course undergoes regularly scheduled Title 5 compliance review
 - Agree on policy for approval
 - E.g. 55003 says content review must “involve faculty with appropriate expertise”
 - Clear cut for (sequenced) prereqs within a discipline
 - NOT clear cut for interdisciplinary prereqs – what level of involvement will we require?
 - Paper vs. online? Part of C3MS?
- Collaborate to draft requisite college plan
- Set goals for timelines



What is Disproportionate Impact?

- 55502(d): Disproportionate impact' occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting

Courses Exempt from Content Review

- Required by statute or regulation
- Course is part of a closely-related lecture-lab course pairing within a discipline
- Course is required by four-year institutions
- Baccalaureate institutions won't grant credit for the course unless it has the particular communication or computational skill prerequisite