

**College Curriculum Committee Meeting Agenda**

**Tuesday, April 30, 2013**

**2:00 p.m. - 3:30 p.m.**

**President's Conference Room**

Item	Action	Attachment	Presenter/Time
1. Minutes: April 16, 2013	Action	#4/30/13-1	Holcroft - 3 min
2. Announcements <ul style="list-style-type: none"> <li>a. New Course Proposal</li> <li>b. Report out from Divisions</li> <li>c. Upcoming events</li> <li>d. Curriculum Activity</li> <li>e. Petition Records</li> </ul>	Information	#4/30/13-2  #4/30/13-3  #4/30/13-4	Holcroft - 2 min Curr Reps - 5 min Holcroft - 3 min Nuñez - 2 min
3. Consent Calendar: <ul style="list-style-type: none"> <li>a. General Education Application</li> <li>b. Stand Alone Applications</li> </ul>	Action	#4/30/13-5  #4/30/13-6 thru 16	Lankford - 5 min Holcroft - 10 min
4. Certificate of Achievement, CPA Exam Prep	3 <sup>rd</sup> Read/approval	#4/30/13-17	Holcroft/Seyedin - 10 min
5. Prerequisite Implementation Plan & Content Review Forms	Discussion	#4/30/13-18 & 19	Holcroft - 15 min
6. Resolution: Certificate Descriptions	1 <sup>st</sup> read	#4/30/13-20	Holcroft - 10 min
7. GE Forms Feedback			Holcroft - 10 min

**Consent Calendar**

**FH General Education:**

- *Area VI - United States Cultures & Communities* (attachment #5) SPAN 10A

**Stand Alone:** (attachments #6-16)

- GEOG/GIST 53, LINC 56, 57, 59, 67, 68, 87, 88, 89, 94, 97

**Attachment List:**

- #4/30/13-1 Draft Minutes: April 16, 2013
- #4/30/13-2 New Course Proposal - HORT 60H
- #4/30/13-3 Curriculum Activity Report
- #4/30/13-4 Petition for Course Substitution or Waiver
- #4/30/13-17 CPA Exam Preparation Application rev 4.24.13
- #4/30/13-18 New Prerequisite Implementation Plan
- #4/30/13-19 Proposed Revised Content Review Forms
- #4/30/13-20 Add Descriptions for Certificates of Achievement

**2012 -2013 Curriculum Committee Meetings**

**Fall 2012 Quarter:**

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

**Winter 2013 Quarter**

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

**Spring 2013 Quarter**

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

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

**2012-2013 Curriculum Deadlines**

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

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

11/8-10/12 [Next Generation STEM Learning: Investigate, Innovate, Inspire](#), Kansas, MO.  
11/8-10/12 [ASCCC Fall Plenary Session](#) - Irvine Marriott Hotel.  
2/8/12\*\* Global Citizenship Pathway - SJSU/WVC curriculum collaboration model.  
President's Conference Room, 12-1 p.m. (Compass II Networking Grant)  
2/28-3/2/13 [General Education & Assessment: A Sea Change in Student Learning](#), Boston Park Plaza, Boston, MA.  
4/4-6/13 [Student Success & the Quality Agenda](#), Miami, FL.  
4/11/13 CCC Course Outline Workshop, KCI Rm 4008, 12:00 p.m. - 1:30 p.m.  
4/18-20/13 [ASCCC Spring Plenary](#), Westin San Francisco Airport.  
4/22/13 CCC Course Outline Workshop, KCI Rm 4008, 1:00 p.m. - 2:30 p.m.  
5/1/13 CCC Course Outline Workshop, KCI Rm 4008, 12:00 p.m. - 1:30 p.m.  
5/17/13 CCC Course Outline Workshop, KCI Rm 4008, 11:00 a.m. - 12:30 p.m.  
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), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Celillo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), 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), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - Win/Spr 12-13

Meeting Date: 4/30/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only) holcroftburnscarolyn@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	<u>armstrongkathy@foothill.edu</u>
F	Falk Cammin (F)	7442	L A	<u>camminfalk@foothill.edu</u>
<input checked="" type="checkbox"/>	Rachelle Campbell (S)	7469	BH	<u>campbellrachelle@foothill.edu</u>
<input checked="" type="checkbox"/>	Bea Cashmore	7094	ALD	<u>cashmorebeatrix@foothill.edu</u>
<input checked="" type="checkbox"/>	Jerry Cellilo	7224	CNSL	<u>cellilojerry@fhda.edu</u>
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	<u>daybernie@foothill.edu</u>
<input checked="" type="checkbox"/>	Isaac Escoto	7350	CNSL	<u>escotoisaac@foothill.edu</u>
<input checked="" type="checkbox"/>	John Fox	7419	BSS	<u>foxjohn@fhda.edu</u>
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	<u>franciscomarnie@foothill.edu</u>
<input checked="" type="checkbox"/>	Patricia Gibbs	7474	BSS	<u>gibbspatricia@foothill.edu</u>
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	<u>hanningbrenda@foothill.edu</u>
<input checked="" type="checkbox"/>	Robert Hartwell	7016	FA	<u>hartwellrobert@fhda.edu</u>
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	<u>joneskay@foothill.edu</u>
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	<u>knobelmarc@foothill.edu</u>
<input checked="" type="checkbox"/>	Don MacNeil	6967	P E	<u>macneildan@foothill.edu</u>
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	<u>penningtonsimon@fhda.edu</u>
<input checked="" type="checkbox"/>	Barbara Shewfelt	7658	P E	<u>shewfeltbarbara@foothill.edu</u>
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	<u>svetichkella@foothill.edu</u>
<input checked="" type="checkbox"/>	Judy Baker	7388	Dean	<u>bakerjudy@foothill.edu</u>
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	<u>murraypeter@foothill.edu</u>
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	<u>starerpaul@foothill.edu</u>

Non-Voting Members (4)

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

Visitors:


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**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, April 16, 2013**  
**2:03 p.m. - 3:31 p.m.**  
**President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: March 19, 2013	Minutes approved as written <b>M/S</b> (Armstrong/Hartwell) <b>Approved.</b>
2. Announcements <ul style="list-style-type: none"> <li>a. New Course Proposals</li> <li>b. Report out from Divisions</li> <li>c. Upcoming events</li> <li>d. Draft GE List for 2013-14</li> <li>e. Curriculum Activity</li> <li>f. Miscellaneous</li> </ul>	<b>Speaker: Carolyn Holcroft</b> <p>a. Holcroft noted that there are two new course proposals and reminded the reps to forward them to their constituents.</p> <p>b. Divisions had nothing to report.</p> <p>c. Upcoming Events:</p> <ul style="list-style-type: none"> <li>• The list of courses requiring Title 5 compliance review for the 2014-15 Catalog was distributed on March 5th. Please remind faculty that it's never to early to start updating outlines, the fall deadline comes up fast.</li> <li>• There are 3 upcoming COR Workshops (see the agenda for dates). Distributed the revised COR Title 5 Compliance Check List. This doc will also be distributed electronically for distribution to your constituents.</li> <li>• Plenary items were distributed via email. Please let Holcroft know if you have comments and directions for voting.</li> <li>• Earth/Justice Day tomorrow.</li> </ul> <p>d. The attached draft (without the courses pending approval on this agenda) is the final GE List that will be published for the 2013-14 Catalog. Please review and let Nuñez know IMMEDIATELY if there are errors or you believe something is missing.</p> <p>e. Curriculum activity Sheets reflect the information provided to the FHDA Board on April 1st.</p> <p>f. Public Service announcement!! Remind your students that <b>now</b> is the time to make counseling appointments for graduation and other needs</p>
3. Consent Calendar: <ul style="list-style-type: none"> <li>a. General Education Applications</li> <li>b. Stand Alone Applications</li> </ul>	<b>Speaker: Carolyn Holcroft</b> <p>a. GE Applications:</p> <ul style="list-style-type: none"> <li>• PHED 22E: concern regarding use of course description for the justifications in most areas. Explained that these are physical activity courses, and by default they are placed in this area. Form is not a good match to the explanation as to why they fit in this area. <b>M/S</b> (Campbell/Armstrong) <b>Approve.</b></li> </ul> <p>b. Stand Alone Applications:</p> <ul style="list-style-type: none"> <li>• LINC courses- what is the level of need for statistical information required for workforce courses? Messina explained that since these courses are built for a particular population (K-12 teachers) rather than general workforce, therefore the job market info for these courses is probably not available specifically. The committee would still like to see some statistical info about this area, perhaps some statistic referencing the need for teachers.</li> <li>• GEOG 53 - The form does not appear to respond to</li> </ul>

	<p>the questions asked. How does this course satisfy our mission? This course is going to be part of a degree program and the course must be approved as a SA although it will be included in the new program. We have had discussion acknowledging that this form does not properly deal with that situation. Holcroft will present a modified form in the next month. This form is being returned to the faculty member for revision.</p> <ul style="list-style-type: none"> <li>• NCEL 411, 412, 413, 421, 422 &amp; 423 - Move for approval M/S (Escoto/Celillo) <b>Approved</b></li> </ul>
4. New Program Applications: <ul style="list-style-type: none"> <li>a. CPA Examination Preparation</li> <li>b. Music History &amp; Literature</li> </ul>	<p><b>Speaker: Carolyn Holcroft</b></p> <ul style="list-style-type: none"> <li>a. CPA Exam Prep -           <ul style="list-style-type: none"> <li>• Concern about absence of business law course. Cellilo stated that believed the student needed to have Business Law to sit for these exams. Perhaps adding an advisory of business law to this certificate? If required for exam, should ensure student knows.</li> <li>• The description does not include that there's a requirement of a bachelor's degree to sit for the exam.</li> <li>• There also seemed to be conflicting information in section 1 that states it prepares bachelor degree holders for the exam, but the Catalog Description says that it prepares students for transfer.</li> <li>• Application returned to author for clarification and possible revision.</li> </ul> </li> <li>b. Music History/Lit - The committee identified some typos. M/S with typo corrections (Armstrong/Pennington). <b>Approved.</b></li> </ul>
5. Prerequisites & Content Review Plan	<p><b>Speaker: Carolyn Holcroft</b></p> <ul style="list-style-type: none"> <li>• Holcroft presented a first draft of a revision for the Content Review forms. We will continue to have 3, possibly 4 forms (English, math, "within a discipline" &amp; interdisciplinary other than English/Math) for requisites.</li> <li>• Goal is to create a form that satisfies state requirements but isn't so onerous that no one willing to use it</li> <li>• Holcroft created draft using previous math form as a starting point. Perhaps the form should list skills to select from and then confer with math faculty to identify the appropriate course requisite (as previous form did)?</li> <li>• The state requires that we examine artifacts (syllabi, exams, etc.) to substantiate the requisites are necessary across ALL sections taught. Discussion about which artifacts, and how many?</li> <li>• Must also keep in mind that adding requisites may add time to degree. Perhaps addition of a paragraph to address C-ID or whether addition of a requisite will effect any degree/certificates/TMCs. (Transfer degrees have a 90-unit limit)</li> <li>• Armstrong suggested that we need some sort of "feedback loop" to make sure the COR and the syllabi concur. If during process, it is found that not all instructors teaching to the COR, we have mechanism to rectify</li> </ul>

	Holcroft will make suggested changes and bring back to next CCC meeting.
6. Articulation Update a. IGETC & CSU GE applications  b. CSU Prereqs for Transferable CORs	<p><b>Speaker: Bernie Day</b></p> <p>a. Day has received the results of our proposals for new courses to be included on the IGETC/CSU GE Certification list, to be distributed soon. Three primary reasons caused denials: too narrow/technical to meet broad-based intent of GE; did not meet scope/intent of the particular GE area, and science courses don't clearly outline how scientific method is employed.</p> <p>b. Day shared memo from CSU Chancellor's office regarding prerequisites for quantitative reasoning courses. The memo specifically identifies math prerequisites but pertains to prereqs in all disciplines. The CSU Chancellor's Office will not be evaluating the <u>content of course prerequisites</u> for CSU transferable courses. Exception: the memo specifically noted Statway as NOT EXEMPT from examination of prereq courses because both the prerequisite and baccalaureate-level course are modified. Noted that Statway approval is as a pilot project on a limited basis.</p> <p>c. Deadline for proposing new or revised courses to UC for general UC transferability is June 1. Faculty should notify Bernie prior to June 1 of any courses for which they would like to propose transferability.</p>
7. CCC 101: Need/Justification	<p><b>Speaker: Carolyn Holcroft</b></p> <p>Holcroft previewed the revised Need/Justification Guide. Suggestions to add wording that will clarify that the suggested statements are <u>guides</u> and faculty are not required to copy and paste these statements. Please change "our GE" to "FH GE". Definitions might be necessary in the Help me area to clarify the purpose and give examples. Should the Need statement be moved more to the beginning of the COR? We need an example of wording for a course that is pending to a particular program as soon as X degree when it is approved.</p>

**Attendees:** Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Robert Hartwell (FA), 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), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

**Minutes Recorded by:** C. Nuñez

**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:** 4/12/13

**Faculty Author:** Dan Svenson

**Proposed Number:** HORT 60H

**Proposed Transferability:** CSU

**Proposed Title:** The Timeless Garden

**Proposed Catalog Description:**

The history of gardens from the Hanging Gardens of Babylon to the romantic landscapes of England to contemporary garden design. Emphasis is on major historical landscapes in terms of their cultural, social, political, and economic impacts. This course is intended for students in the horticulture program but members of the public and professional community are invited to enroll.

**Proposed Discipline:** Ornamental Horticulture

**Proposed Need/Justification Statement:**

This course is a support course for the AS degree in Environmental Horticulture.

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

A.S. & Certificate of Achievement in Environmental Horticulture

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

This same course was previously an elective in the Horticulture program prior to 2002 (OH 69 – The Timeless Garden). We stopped offering it as an elective when the instructor for the course moved out of the area. We now have at least two potential adjunct instructors who are available to teach the course and we would like to re-introduce it as an elective course in our program. Garden history is important to the educational process for students wanting to enter the green industry.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

## Curriculum Activity - New, Renumbers, Inactivations and Non-Substantial Changes

New Courses			1st Available to Schedule	
Div	Course ID	Title	Qtr	Yr
SS	ACTG 70R	INDEPENDENT STUDY IN ACCOUNTING	Sum	13
SS	ANTH 70R	INDEPENDENT STUDY IN ANTHROPOLOGY	Sum	13
FA	ART 70R	INDEPENDENT STUDY IN ART	Sum	13
PE	ATHL 11A	PRESEASON CONDITIONING FOR MEN'S BASKETBALL	Sum	13
PE	ATHL 11B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S BASKETBALL	Sum	13
PE	ATHL 11C	FUNCTIONAL FITNESS FOR MEN'S BASKETBALL	Sum	13
PE	ATHL 12A	PRESEASON CONDITIONING FOR WOMEN'S BASKETBALL	Sum	13
PE	ATHL 12B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S BASKETBALL	Sum	13
PE	ATHL 12C	FUNCTIONAL FITNESS FOR WOMEN'S BASKETBALL	Sum	13
PE	ATHL 21A	PRESEASON CONDITIONING FOR MEN'S SOCCER	Sum	13
PE	ATHL 21B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S SOCCER	Sum	13
PE	ATHL 21C	FUNCTIONAL FITNESS FOR MEN'S SOCCER	Sum	13
PE	ATHL 22A	PRESEASON CONDITIONING FOR WOMEN'S SOCCER	Sum	13
PE	ATHL 22B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SOCCER	Sum	13
PE	ATHL 22C	FUNCTIONAL FITNESS FOR WOMEN'S SOCCER	Sum	13
PE	ATHL 31A	PRESEASON CONDITIONING FOR SOFTBALL	Sum	13
PE	ATHL 31B	SPORT TECHNIQUES & CONDITIONING FOR SOFTBALL	Sum	13
PE	ATHL 31C	FUNCTIONAL FITNESS FOR SOFTBALL	Sum	13
PE	ATHL 32A	PRESEASON CONDITIONING FOR SWIMMING	Sum	13
PE	ATHL 32B	SPORT TECHNIQUES & CONDITIONING FOR SWIMMING	Sum	13
PE	ATHL 32C	FUNCTIONAL FITNESS FOR SWIMMING	Sum	13
PE	ATHL 33A	PRESEASON CONDITIONING FOR WOMEN'S WATERPOLO	Sum	13
PE	ATHL 33B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S WATER POLO	Sum	13
PE	ATHL 33C	FUNCTIONAL FITNESS FOR WOMEN'S WATER POLO	Sum	13
PE	ATHL 42A	PRESEASON CONDITIONING FOR WOMEN'S VOLLEYBALL	Sum	13
PE	ATHL 42B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S VOLLEYBALL	Sum	13
PE	ATHL 42C	FUNCTIONAL FITNESS FOR VOLLEYBALL	Sum	13
PE	ATHL 44A	PRESEASON CONDITIONING FOR MEN'S TENNIS	Sum	13
PE	ATHL 44B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S TENNIS	Sum	13
PE	ATHL 44C	FUNCTIONAL FITNESS FOR MEN'S TENNIS	Sum	13
PE	ATHL 45A	PRESEASON CONDITIONING FOR WOMEN'S TENNIS	Sum	13
PE	ATHL 45B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S TENNIS	Sum	13
PE	ATHL 45C	FUNCTIONAL FITNESS FOR WOMEN'S TENNIS	Sum	13
PE	ATHL 4A	PRESEASON CONDITIONING FOR FOOTBALL	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations and Non-Substantial Changes

PE	ATHL 4B	SPORT TECHNIQUES & CONDITIONING FOR FOOTBALL	Sum	13
PE	ATHL 4C	FUNCTIONAL FITNESS FOR FOOTBALL	Sum	13
SS	BUSI 70R	INDEPENDENT STUDY IN BUSINESS	Sum	13
FA	COMM 70R	INDEPENDENT STUDY IN COMMUNICATION STUDIES	Sum	13
PE	DANC 70R	INDEPENDENT STUDY IN DANCE	Sum	13
BH	DMS 70R	INDEPENDENT STUDY IN DIAGNOSTIC MEDICAL SONOGRAPHY	Sum	13
SS	ECON 70R	INDEPENDENT STUDY IN ECONOMICS	Sum	13
PS	ENGR 70R	INDEPENDENT STUDY IN ENGINEERING	Sum	13
SS	GEOG 70R	INDEPENDENT STUDY IN GEOGRAPHY	Sum	13
SS	GIST 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	Sum	13
SS	GIST 12	INTRODUCTION TO GEOSPATIAL TECHNOLOGY	Sum	13
PE	KINS 70R	INDEPENDENT STUDY IN KINESIOLOGY	Sum	13
PS	MATH 70R	INDEPENDENT STUDY IN MATHEMATICS	Sum	13
FA	MUS 70R	INDEPENDENT STUDY IN MUSIC/MUSIC TECHNOLOGY	Sum	13
PE	PHED 18C	ADVANCED TAI CHI (TAIJI)	Sum	13
PE	PHED 19C	INTERMEDIATE KICKBOXING FOR FITNESS	Sum	13
PE	PHED 19D	ADVANCED KICKBOXING FOR FITNESS	Sum	13
PE	PHED 24C	INTERMEDIATE SKILLS OF GOLF COURSE PLAY	Sum	13
PE	PHED 24D	ADVANCED SKILLS OF GOLF COURSE PLAY	Sum	13
PE	PHED 26C	BEGINNING DOUBLES TENNIS	Sum	13
PE	PHED 26D	INTERMEDIATE DOUBLES TENNIS	Sum	13
PE	PHED 26E	ADVANCED DOUBLES TENNIS	Sum	13
PE	PHED 27B	INTERMEDIATE RUN FOR FITNESS	Sum	13
PE	PHED 27C	INTERMEDIATE WALK FOR HEALTH	Sum	13
PE	PHED 31B	FUTSAL-INDOOR SOCCER INTERMEDIATE	Sum	13
PE	PHED 31C	FUTSAL-INDOOR SOCCER ADVANCED	Sum	13
PE	PHED 31D	TOURNAMENT FUTSAL-INDOOR SOCCER	Sum	13
PE	PHED 33	BEGINNING TABLE TENNIS	Sum	13
PE	PHED 33A	INTERMEDIATE TABLE TENNIS	Sum	13
PE	PHED 33B	INTERMEDIATE TABLE TENNIS	Sum	13
PE	PHED 36A	BEGINNING ARCHERY	Sum	13
PE	PHED 36B	INTERMEDIATE ARCHERY	Sum	13
PE	PHED 36C	ADVANCED ARCHERY	Sum	13
PE	PHED 37A	INTERMEDIATE BADMINTON: SINGLES & DOUBLES	Sum	13
PE	PHED 37B	ADVANCED BADMINTON: SINGLES & DOUBLES	Sum	13
PE	PHED 38C	BEGINNING BASKETBALL	Sum	13
PE	PHED 38D	INTERMEDIATE BASKETBALL	Sum	13

## Curriculum Activity - New, Renumbers, Inactivations and Non-Substantial Changes

PE	PHED 38E	ADVANCED BASKETBALL		Sum	13
PE	PHED 40A	INTERMEDIATE VOLLEYBALL		Sum	13
PE	PHED 40B	ADVANCED VOLLEYBALL		Sum	13
PE	PHED 40C	VOLLEYBALL: GAME SKILLS		Sum	13
PE	PHED 41B	INTERMEDIATE INDOOR CYCLING		Sum	13
PE	PHED 41C	INTERMEDIATE CARDIO INTERVALS - HILLS & SPRINTS		Sum	13
PE	PHED 45A	FOUNDATIONS OF STRENGTH & CONDITIONING		Sum	13
PE	PHED 45C	CIRCUIT TRAINING		Sum	13
PE	PHED 46B	ADVANCED WEIGHT LIFTING FOR HEALTH & FITNESS		Sum	13
PE	PHED 70R	INDEPENDENT STUDY IN PHYSICAL EDUCATION		Sum	13
SS	PHIL 70R	NINDEPENDENT STUDY IN PHILOSOPHY		Sum	13
PS	PHYS 70R	INDEPENDENT STUDY IN PHYSICS		Sum	13
SS	PYSC 70R	INDEPENDENT STUDY IN PSYCHOLOGY		Sum	13
SS	SOC 70R	INDEPENDENT STUDY IN SOCIOLOGY		Sum	13
SS	SOSC 70R	INDEPENDENT STUDY IN SOCIAL SCIENCE		Sum	13
FA	THTR 70R	INDEPENDENT STUDY IN THEATRE ARTS		Sum	13
BH	V T 70R	INDEPENDENT STUDY IN VETERINARY TECHNOLOGY		Sum	13
SS	WMN 70R	INDEPENDENT STUDY IN WOMEN'S STUDIES		Sum	13

### COURSE RENUMBER

Div	Old ID	Title	New ID	Eff Qtr
PE	ALAP 52X	INTRODUCTION TO WELLNESS FOR SPECIAL POPULATIONS	KINS 17	M13
PE	ALAP 60X	GENERAL CONDITIONING FOR THE DISABLED	PHDA 16	M13
PE	ALAP 61X	MODIFIED RESISTIVE EXERCISE	PHDA 17	M13
PE	ALAP 62X	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	PHDA 18	M13
PE	ALAP 63X	BACK HEALTH & FITNESS	PHDA 19	M13
PE	ALAP 66X	MODIFIED FUNCTIONAL FITNESS	PHDA 20	M13
PE	ALAP 70X	MODIFIED AQUATICS	PHDA 21A	M13
PE	ALAP 71X	MODIFIED WATER EXERCISE	PHDA 21B	M13
PE	ALAP 80X	TEAM SPORTS FOR SPECIAL POPULATIONS	PHDA 22	M13
SS	GEOG 52	GEOSPATIAL DATA ACQUISITION & MANAGEMENT	GIST 52	M13
SS	GEOG 54A	SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I	GIST 54A	M13
SS	GEOG 58	REMOTE SENSING & DIGITAL IMAGE PROCESSING	GIST 58	M13
SS	GEOG 59	CARTOGRAPHY, MAP PRESENTATION & DESIGN	GIST 59	M13
PE	PHED 29	FUTSAL-INDOOR SOCCER BEGINNING	PHED 31A	M13
PE	PHED 29A	SOCCER - GAME SKILLS	PHED 32C	M13

## Curriculum Activity - New, Renumbers, Inactivations and Non-Substantial Changes

PE	PHED 34A	INTERCOLLEGIATE SOCCER (WOMEN)	ATHL 22	M13
PE	PHED 34B	INTERCOLLEGIATE VOLLEYBALL (WOMEN)	ATHL 42	M13
PE	PHED 34C	INTERCOLLEGIATE BASKETBALL (WOMEN)	ATHL 12	M13
PE	PHED 34D	INTERCOLLEGIATE TENNIS (WOMEN)	ATHL 45	M13
PE	PHED 34E	INTERCOLLEGIATE SOFTBALL (WOMEN)	ATHL 31	M13
PE	PHED 35A	INTERCOLLEGIATE SOCCER (MEN)	ATHL 21	M13
PE	PHED 35B	INTERCOLLEGIATE FOOTBALL (MEN)	ATHL 4	M13
PE	PHED 35C	INTERCOLLEGIATE BASKETBALL (MEN)	ATHL 11	M13
PE	PHED 35D	INTERCOLLEGIATE TENNIS (MEN)	ATHL 44	M13
PE	PHED 35F	INTERCOLLEGIATE SWIMMING (MEN & WOMEN)	ATHL 32	M13
PE	PHED 35G	INTERCOLLEGIATE WATER POLO (WOMEN)	ATHL 33	M13
PE	PHED 65A	PNF: INTRODUCTION TO THE UPPER EXTREMITY	KINS 65A	M13
PE	PHED 65B	PNF: INTRODUCTION TO THE LOWER EXTREMITY	KINS 65B	M13

<b>INACTIVATED COURSES</b>			<b>Deactivated for</b>
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Div	Course ID	Title	Qtr	Yr
FA	COMM 190	INDEPENDENT STUDY IN COMMUNICATION STUDIES	Sum	13
FA	COMM 190X	INDEPENDENT STUDY IN COMMUNICATION STUDIES	Sum	13
FA	COMM 190Y	INDEPENDENT STUDY IN COMMUNICATION STUDIES	Sum	13
FA	COMM 190Z	INDEPENDENT STUDY IN COMMUNICATION STUDIES	Sum	13
PE	DANC 11	FOOTHILL REPERTORY DANCE COMPANY	Sum	13
PE	DANC 2	BEGINNING MODERN DANCE	Sum	13
PE	DANC 4	BALLROOM & SOCIAL DANCE	Sum	13
SS	GEOG 52	GEOSPATIAL DATA ACQUISITION & MANAGEMENT	Sum	13
SS	GEOG 54A	SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I	Sum	13
SS	GEOG 58	REMOTE SENSING & DIGITAL IMAGE PROCESSING	Sum	13
SS	GEOG 59	CARTOGRAPHY, MAP PRESENTATION & DESIGN	Sum	13
PE	PHED 19A	FUNDAMENTALS OF TAI CHI	Sum	13
PE	PHED 60	SPECIAL PROJECTS IN PHYSICAL EDUCATION	Sum	13

<b>NON-SUBSTANTIAL CHANGES</b>			
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Div	Course ID	Title	Qtr	Yr
PE	DANC 9	MOVEMENT FOR ACTORS	Sum	13
PE	PHED 24A	SWING DEVELOPMENT FOR THE EXPERIENCED GOLFER	Sum	13
PE	PHED 37	BEGINNING BADMINTON: SINGLES & DOUBLES	Sum	13
PE	PHED 38A	BASKETBALL FUNDAMENTALS	Sum	13

**Curriculum Activity - New, Renumbers, Inactivations and Non-Substantial Changes**

PE	PHED 38B	BASKETBALL GAME SKILLS	Sum	13
PE	PHED 47C	HIGH INTENSITY INTERVAL TRAINING (HIIT)	Sum	13



# FOOTHILL COLLEGE

# **FOOTHILL COLLEGE**

## **Petition for Course Substitution or Waiver**

<b>Name:</b>	<b>ID No.:</b>	
<b>Address:</b>		
Street Address		
City	State	Zip Code
<b>Major:</b>	<b>Quarter:</b>	<b>Catalog Year*:</b>
<b>Date:</b>	<b>Email:</b>	

*\*The year of the curriculum sheet you are following*

**THE FOLLOWING MUST BE ATTACHED TO THIS PETITION:**

1. Copy of a U.S. college transcript (including Foothill College) or a foreign evaluated transcript showing completion of the course.
2. Course description and/or course syllabus and/or course outline

**I AM REQUESTING A SUBSTITUTION/WAVER FOR:**

GENERAL EDUCATION      MAJOR      CERTIFICATE OF ACHIEVEMENT

**Required course or area:**

**Requested substitution:**

**Explain your reason for requesting substitution/waiver: (use reverse side if necessary)**

**SUBMISSION OF A PETITION DOES NOT GUARANTEE APPROVAL OF THE PETITION.**

*It is the student's responsibility to retain a copy of this petition for use with graduation.*

Student Signature:

Counselor Name Printed: \_\_\_\_\_ Ext. \_\_\_\_\_

Counselor Signature:

<b>FOR OFFICE USE ONLY</b>	
<b>DIVISION RECOMMENDATION</b>	
<b>Comments:</b>	
<hr/> <hr/> <hr/>	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Other	
Instructor Signature	Date
Div. Dean/GE Co-Chair Signature	Date
<b>EVALUATIONS OFFICE</b>	
<b>Comments:</b>	
<hr/> <hr/> <hr/>	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Other	
Signature	Date

## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: SPAN 10A

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#### **Breadth Criteria:**

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### **Depth Criteria for Area VI -United States Cultures & Communities:**

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Course Number & Title: SPAN 10A

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

**Course content:**

**Course Objectives**

- E. think critically about the special issues facing Latinos in the U.S.
- F. understand the history of the Hispanic presence in the U.S

**E. Cultural understanding**

1. Identify the Spanish linguistic groups in the US.
2. Promote political awareness of bilinguals in the US

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

**Course content:**

3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

**Method of instruction:**

Students will propose themes for discussion relative to the Spanish-speaking population in the United States, and will contribute to such discussions.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

**Course Description:**

Readings pertinent to the life and culture of Hispanics in the U.S., compositions, exploring both personal and political issues.

**Course content:**

3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;  
**Matching course component(s):**

- E. think critically about the special issues facing Latinos in the U.S.
- F. understand the history of the Hispanic presence in the U.S.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

**Course Content**

- 2. Promote political awareness of bilinguals in the US
- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

**Course Content**

- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course component(s):**

**Course Objectives:**

- B. understand and respond critically to a variety of texts

**Course content:**

- 2. Writing ability

- a. Understand the difference between written and spoken language

- b. Organize main ideas and supporting arguments

- c. Use transitional phrases

- d. Use the appropriate register, targeted to the following situations: family letters, personal narrations (as in a journal), expressing requests, simple cover letters, peer response editing.

- e. Use specific vocabulary for the situations mentioned above, including conventional phrases of courtesy appropriate to each context.

- f. Use tenses appropriately

- g. Distinguish between paraphrasing, narrating, describing and criticizing

- h. Use a dictionary appropriately by determining the infinitive form of an unknown verb, the masculine single form of an adjective and understanding abbreviations of grammatical forms.

**Course Content**

- C. Critical ability

- 1. Identify the main idea and the supporting arguments in different settings: movie reviews, news articles,

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

advertisements, short narratives, family and job letters

- 2. Draw conclusions and make inferences from the context
- 3. Recognize point of view
- 4. Make critical judgements

**Method of instruction:**

Students will write opinion pieces, summaries and personal accounts in which they will practice the appropriate spelling, accent or grammatical point and integrate it with the cultural discussion we are covering.

Students will propose themes for discussion relative to the Spanish-speaking population in the United States, and will contribute to such discussions.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**Course Content**

**E. Cultural Understanding:**

- 2. Promote political awareness of bilinguals in the US

- 3. Reflect on their own Latino identity and how it shapes and is shaped by its interaction with the mainstream culture.

- 4. Encourage students to maintain the language and continue their studies in Spanish at the language and literature level

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

Requesting Faculty: Patricia Crespo-Martin \_\_\_\_\_

Date: 10/1/11

Division Curr Rep: Falk Cammin \_\_\_\_\_

Date: 10/11/11

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Scott Lankford, Melissa Care, Leticia Serna

Comments:

Recommend Approval

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** **GIST53**

**Division:** **BSS**

**Course Title:** **ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS**

**Catalog Description:**

Introduction to problem-solving and decision making using geospatial analysis techniques, applicable to a range of disciplines. Intended for students pursuing an AA or transfer in geography or GIST

**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:

GIST 53 will be a required core course for the proposed GIST associate's degree. As such, it will prepare students to enter the workforce with a broad skill set of computational and communication skills and more specifically, students will be prepared to apply for professional certification (GISP) through the GIS Certification Institute. It will also prepare students to enter the GIS job market and/or transfer to a baccalaureate institution for further study. This is consistent with the primary CCC missions of academic and vocational instruction and advancing California's economic growth and global competitiveness by offering education and training for continuous workforce improvement.

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:

This is a new course. It will be part of the GIST AA degree. Once it is approved, it will become a part of these degrees and will no longer be a stand alone course. As part of this degree, it supports Foothill's missions of career preparation and transfer preparation

**Criteria B. -- Need (Explain)**

Since GIST 53 will be a required course for the GIST AA degree, and we have carefully analyzed the need for this degree, please find supporting data and analysis below.

Current employment and projections show that "green technology" trades such as Geospatial Technology are recovering faster than the local economy as a whole. The Geospatial Technology AA will increase opportunities and interest for current and prospective students. This will increase promotional and job opportunities in "green" careers.

In 2008 the US Department of Labor listed GeoSpatial Technology as one of the three fastest growing technical fields [http://www.doleta.gov/Brg/Indprof/geospatial\\_profile.cfm](http://www.doleta.gov/Brg/Indprof/geospatial_profile.cfm), <http://proceedings.esri.com/library/userconf/proc05/papers/pap1432.pdf>

EMSI estimates an average of 511 job openings for 2012-13 that required GeoSpatial technology skills in the San Francisco Bay Area, and 1490 state wide. The median hourly earnings for an entry level GeoSpatial Technologist are \$42.28, making this a lucrative career option for students entering the labor market.

According to the EMSI the region can expect a 113% growth in GeoSpatial Technology jobs. This emerging sector can expect a 275% growth statewide, giving program graduates significant mobility. Locally, numerous employers hire students with expertise in GeoSpatial technology including internet marketing

specialists, real estate, business and marketing, sciences, fire and police and local, county and state government agencies.

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

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

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

KAM 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)**

KAM 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:** K. Allison Lenkeit Meezan **Date:** 10/23/12

**Division Curriculum Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

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### **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**

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### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program 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.

### 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.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** **LINC56**

**Division:** **Fine Arts & Communication**

**Course Title:** **SEMINAR IN TEACHING MATHEMATICS WITH TECHNOLOGY**

**Catalog Description:**

This course is for mathematics teachers 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 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.

**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: advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
  
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

**Criteria B. -- Need (Explain)**

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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

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

*[Initial]* 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.)

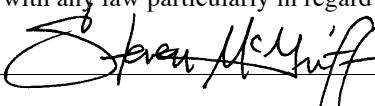
**Criteria D. -- Adequate Resources (please initial as appropriate)**

*[Initial]* 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)**

*[Initial]* 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:** \_\_\_\_\_



Date: 04/19/13

**Division Curriculum Representative:** Simon Pennington \_\_\_\_\_ Date: 04.23.13 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC57**

**Division: Fine Arts & Communication**

**Course Title: DESIGNING LEARNER-CENTERED INSTRUCTION**

**Catalog Description:**

Educators will examine the learner-centered approach to teaching in order to create transformative experiences for students. Educators develop the skills and conceptual knowledge for instructional design and creating 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 classroom guidelines, educators will create a multi-disciplinary unit of instruction that is aligned to teaching standards and include both formative and summative assessments.

**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:  
**advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.**
  
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.**

**Criteria B. -- Need (Explain)**

**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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.**

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

***SPM*** 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)**

***SPM*** 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)**

***SPM*** 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:** \_\_\_\_\_

*Stephen McHaffie*

**Date: 04/19/13**

**Division Curriculum Representative: Simon Pennington** \_\_\_\_\_ **Date: 04.22313** \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Catalog Description:**

This course is for educators at all levels (K-12, college) 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 project is a lesson, unit, or project that requires the participants' students or trainees to use 21st Century skills

**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: advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
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."*

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

provides education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

### Criteria B. -- Need (Explain)

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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

*[Signature]* The outline of record for this course has been approved by 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)**

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

**Faculty Requestor:**

with any law particularly in regard  
 Steven McHugh

—Date: 04/19/13

**Division Curriculum Representative:** Simon Pennington / **Date:** 04/23/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC67**

**Division: Fine Arts & Communication**

**Course Title: DESIGNING WEB-BASED LEARNING PROJECTS**

**Catalog Description:**

This course is for educators or anyone who wants to create online projects that promote inquiry-based student learning and effective use of Web 2.0 tools for research. Participants will generate ideas for projects, like Webquests or virtual tours, and develop their own project with focus and purpose. Participants will learn how to align their project with the Common Core State Standards requiring students to synthesize information by completing a challenge task.

**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: advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
  
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

**Criteria B. -- Need (Explain)**

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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

*bjm* 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)**

*bjm* 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)**

*bjm* 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 Mcuff*

**Date:** 04/19/13

**Division Curriculum Representative:** Simon Pennington \_\_\_\_\_ **Date:** 04/23/13

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC68B**

**Division: Fine Arts & Communication**

**Course Title: GOOGLE DOCUMENTS**

**Catalog Description:**

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

**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: **advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.**
  
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*Adopted June 24, 2009*

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

**provides education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.**

**Criteria B. -- Need (Explain)**

**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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.**

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

***AM*** 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)**

***AM*** 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)**

***AM*** 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:** \_\_\_\_\_

**Date: 04/19/13**

**Division Curriculum Representative: Simon Pennington** \_\_\_\_\_ **Date: 04.23.13**

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC87**

**Division: Fine Arts & Communication**

**Course Title: SEMINAR IN TEACHING WITH EDUCATIONAL TECHNOLOGY**

**Catalog Description:**

This seminar is for educators at all levels to develop 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.

**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: **advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.**
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.**

**Criteria B. -- Need (Explain)**

**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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.**

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

 The outline of record for this course has been approved by 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)**

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

11/2/09

Faculty Requestor: 

Date: 04/19/13

Division Curriculum Representative: Simon Pennington

Date: 04.23.13

College Curriculum Co-Chairman: \_\_\_\_\_

Date: \_\_\_\_\_

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**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC88**

**Division: Fine Arts & Communication**

**Course Title: INTRODUCTION TO COMPUTER OPERATING SYSTEMS**

**Catalog Description:**

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

**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: **advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.**
  
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.**

**Criteria B. -- Need (Explain)**

**This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The occupational need in the Greater SF Bay Area Region is shown by projected job growth 2010-2020 for: database administrators (3.7%); network and computer systems administrators (3.4%); computer and information systems managers (2.6%); and computer systems analysts (2.5%). Data source: CA Employment Development Department (on the Web at <http://www.edd.ca.gov>).**

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

The outline of record for this course has been approved by 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)**

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:**

**Date: 04/19/13**

**Division Curriculum Representative: Simon Pennington**

**Date: 04.23.13**

**College Curriculum Co-Chairman:**

**Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC89**

**Division: Fine Arts & Communication**

**Course Title: INTRODUCTION TO MICROSOFT WINDOWS SERVERS**

**Catalog Description:**

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

**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: advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
  
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*Adopted June 24, 2009*

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

provides education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

**Criteria B. -- Need (Explain)**

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The occupational need in the Greater SF Bay Area Region is shown by projected job growth 2010-2020 for: database administrators (3.7%); network and computer systems administrators (3.4%); computer and information systems mangers (2.6%); and computer systems analysts (2.5%). Data source: CA Employment Development Department (on the Web at <http://www.edd.ca.gov>).

**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.)

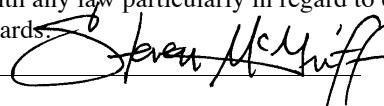
**Criteria D. -- Adequate Resources (please initial as appropriate)**

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)**

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:** \_\_\_\_\_



Date: 03/14/13

**Division Curriculum Representative:** Simon Pennington \_\_\_\_\_ Date: 04.23.13

**College Curriculum Co-Chairman:** \_\_\_\_\_ Date: \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC94**

**Division: Fine Arts & Communication**

**Course Title: INTRODUCTION TO COMPUTER NETWORKS**

**Catalog Description:**

This course covers fundamental networking concepts and develops the skills and knowledge to set up and maintain small business/home networks. The course is not hardware or vendor specific. It helps students prepare for the "Network +" certification exam, an industry- wide, vendor-neutral certification program developed and sponsored by the Computing Technology Industry Association (CompTIA).

**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:  
advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
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 education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

**Criteria B. -- Need (Explain)**

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The occupational need in the Greater SF Bay Area Region is shown by projected job growth 2010-2020 for: database administrators (3.7%); network and computer systems administrators (3.4%); computer and information systems managers (2.6%); and computer systems analysts (2.5%). Data source: CA Employment Development Department (on the Web at <http://www.edd.ca.gov>).

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

*SP* 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)**

*SP* 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)**

*SP* 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 McHugh* **Date: 04/19/13**

**Division Curriculum Representative:** Simon Pennington \_\_\_\_\_ **Date: 04.23.13**

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #: LINC97 Division: Fine Arts & Communication  
Course Title: IPADS IN EDUCATION**

### Catalog Description:

Tablet computer technology is having greater influence in education and impacting student learning with mobile, rich media applications. Teachers, educators, and students enrolled in this course will explore using the Apple iPad in every level of education; analyze changes mobile computing brings to the teaching and learning environment; evaluate applications relevant for academic disciplines and that reflect the Common Core State Standards. This hands-on class provides practice in using iPads in a classroom setting and for developing instructional resources and learning aids.

**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: advances California's economic growth and global competitiveness through education and training in the field of educational technology that contributes knowledge and skill for continuous work force improvement for learners and practitioners in the field and every other workforce area.
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Adopted June 24, 2009

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

provides education and training pertinent to workforce development, career preparation and lifelong learning primarily for educators and trainers and by extension, every other field.

## Criteria B. -- Need (Explain)

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. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

*[Signature]* The outline of record for this course has been approved by 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)**

John 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)**

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

**Faculty Requestor:** Seven M. Knuff **Date:** 04/19/13

**Division Curriculum Representative: Simon Pennington / Date: 04.23.13**

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Foothill College**  
**Certificate of Achievement in CPA Exam Preparation**

**Criteria A: Appropriate to Mission**

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

The CPA Exam Preparation Certificate of Achievement curriculum prepares holders of a Bachelor's degree to take the Certified Public Accounting board exam.

**2. Catalog Description**

The Accounting Program offers a variety of courses that covers the knowledge and technical skills necessary to prepare students to become analytical thinkers and possess communication and other interpersonal skills needed to be successful at work, and to equip them for subsequent transfer programs at 4-year colleges and universities. The courses offered within the program teach students to identify record, prepare, and communicate financial information to interested users to help them make sound economic decisions. Students learn about the books of original entry; the general ledger; financial statements; the accounting cycle; plant assets; partnerships; corporations; payroll, business and income taxes; cost systems; cash flow analysis; and differential cost and performance evaluations.

This certificate prepares students to sit for the " Financial Accounting and Reporting" and "Audit and Attestation" segments of the CPA exam. All the courses in this certificate meet the educational requirements for the CPA licensure."

**3. Program Requirements**

*Total Quarter Units: 27*

ACTG 51A Intermediate Accounting I (4 units)  
ACTG 51B Intermediate Accounting II (4 units)  
ACTG 51C Intermediate Accounting III (4 units)  
ACTG 58 Auditing (5 units)  
ACTG 66 Cost Accounting (5 units)  
ACTG 75 Accounting for Government & Not-for-Profit (5 units)

**4. Background and Rationale (Optional)**

The need for this certificate arose from the fact that a large number of our students already possess four-year degrees and have chosen Foothill College to take the necessary coursework required by the California Board of Accountancy for obtaining the CPA license. The courses for this certificate are part of the existing AA degree in Accounting and will prepare students to sit for the CPA exam.

**Criteria B: Need**

**5. Enrollment and Completer Projections**

It is estimated that when the certificate is fully implemented it will yield 40 completers annually.

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

The CPA Exam Preparation Certificate of Achievement provides courses suitable to the preparation for the CPA exam. This certificate offers those students already with a Bachelor's degree the opportunity to prepare for the CPA exam thereby increasing their employability. Adding this certificate will have no impact on the current program or the resources it uses.

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

College of San Mateo, CPA Exam Preparation Certificate: Financial Accounting and Auditing,  
CPA Exam Preparation Certificate: Business Environment and Regulation  
[http://collegeofsanmateo.edu/accounting/docs/cert\\_actg.pdf](http://collegeofsanmateo.edu/accounting/docs/cert_actg.pdf)

Santa Monica College, Professional Accountant Certificate of Achievement  
[http://www.smc.edu/StudentServices/TransferServices/AreasofStudy/Documents/Major\\_Sheets\\_for\\_AA\\_Degree/accounting\\_aa.pdf](http://www.smc.edu/StudentServices/TransferServices/AreasofStudy/Documents/Major_Sheets_for_AA_Degree/accounting_aa.pdf)

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

According to American Institute of Certified Public Accountants there is a great demand to hire Certified Public Accountants in corporate, government, and public accounting sectors. This need has increased tremendously due to retirement of current CPAs and the government regulations dictated by the Sarbanes Oxley Act of 2002. In addition, accountant who submit reports to the Securities and Exchange Commission (SEC) are required to be a Certified Public Accountant (CPA). Any accountant who has passed the CPA exam and fulfilled the other requirements of the State where they practice can become a CPA.

As such, accountants and auditors are expected to experience much faster than average employment growth from 2008-18. According to the State of California's Employment Development Department Labor Market Information the estimated projected increase in accountants is 19.2% or 26,900 jobs to be added between the years of 2008-2018. This is an average annual opening of 5,070 jobs.

Job opportunities should be favorable; accountants and auditors who have a professional certification, especially CPAs, should have the best prospects.

**Criteria C: Curriculum Standards**

**9. Transfer Applicability**

The courses in the Certificate are transferable to CSU as electives.

**Criteria D: Adequate Resources**

**10. Facilities, Additional Faculty, New Equipment or Library Resources**

No additional resources will be required beyond the college's current facilities, equipment and Library resources. Existing faculty will teach all of the courses required for the certificate. Courses offered in this program will be adequately staffed and managed by faculty in accordance with state minimum qualification standards. All faculty who will teach in this program meet the State minimum qualifications.

**Criteria E: Compliance**

**11a. Enrollment Restrictions**

There are no enrollment restrictions other than the requirements for admission to Foothill College and completing the appropriate prerequisite courses or their equivalent.

**11b. Licensing or Accreditation Standards**

All accounting courses offered by the accounting department are accepted by the California Board of Accountancy as part of the coursework required to take the CPA exam.

# Foothill College Prerequisite/Co-requisite/Advisory Implementation Plan

1. Method of identification of courses that may need a pre- or co-requisite
  - a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. content review of the proposed COR,
    - ii. comparison with similar courses at other schools or within the C-ID system
    - iii. review of requirements in statute or regulation\*
    - iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)\*
    - v. \*further content review is not required in these two cases
    - vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
  - b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
    - i. past experiences teaching the course
    - ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
    - iii. comparison with similar courses at other schools or within the C-ID system
    - iv. examination of tutorial center data re: use of services/type of tutoring requested/received
2. Once faculty identify a course (the “target course”) that may need a new pre- or co-requisite, a rigorous content review process is used:
  - a. **At least two** discipline faculty review the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course.
  - b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
  - d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether another alternative might be viable. Such alternatives may include small unit “booster” courses, designating a short period of class time for math or English faculty to teach the concepts, etc.
  - e. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the discipline faculty will consult with the institutional researcher to collect and analyze data comparing success rates for students who have vs. have not completed the prerequisite

- f. Once the appropriate pre- or co-requisite course has been identified and supported by institutional research, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.
    - g. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the division curriculum committee rep will notify the CCC of the proposal to implement the interdisciplinary requisite at the next CCC meeting.
    - h. All of the above steps must be documented on the "Pre- or Co-requisite Content Review Addendum" for review and approval by the appropriate Division Curriculum Committee
  3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:
    - a. the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
    - b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting
  4. Faculty serving on their Division Curriculum Committee and/or College Curriculum Committee will complete a face-to-face training about pre/co-requisite content review implementation at least once per academic year. Additional training resources will be available on the college website for access on demand.
  5. Monitoring for Disproportionate Impact from a NEW requisite: If a newly established pre- or co-requisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220) during the third year after the new requisite was implemented.
    - i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.
    - ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include
      1. Directing students to appropriate support/tutorial services
      2. Removing the prerequisite
  6. Ongoing content review
    - a. Each time faculty review a course during the regular, established five-year compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
      - i. Review of the target course's Course Outline of Record, at least 10% of the course syllabi from all sections taught in the last year, exams, assignments, and grading criteria to verify that previously identified

requisite skills and knowledge remain evident and are being taught across all sections of the course offerings

b. If the prerequisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220).

- i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.
- ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include
  - 1. Directing students to appropriate support/tutorial services
  - 2. Removing the prerequisite

**Foothill College**  
**Content Review Process and Forms for Prerequisites, Co-requisites and Advisories**  
**(“Requisites”)**

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new prerequisites, co-requisites or advisories are being considered for a course. Rigorous content review of prerequisites, co-requisites or advisories must also be completed during the regular Title 5 compliance review cycle. **It is imperative that discipline faculty work with their college curriculum committee reps during this process.**

Faculty will use one or more of the following three forms, as appropriate. These are:

- A. Content Review Addendum for Mathematics Requisites & Advisories – to be completed for each math prerequisite, co-requisite or advisory that is placed on a course in a discipline other than math (e.g. a chemistry class requires a math prerequisite);
- B. Content Review Addendum for English Requisites & Advisories – to be completed for each English or ESLL prerequisite, co-requisite or advisory that is placed on a course in a discipline other than English/ESLL (e.g. a history class requires an English requisite); and
- C. Content Review Addendum for Requisites & Advisories in disciplines other than Math or English – to be completed when a prerequisite, co-requisite or advisory is placed on a course in the same discipline (e.g. BIOL 40A is a requisite for BIOL 40B) or in a discipline other than English or Math (e.g. CHEM 25 is a requisite for BIOL 45)

Use a separate form for each prerequisite, co-requisite or advisory.

Note that if baccalaureate institutions require a particular pre- or co-requisite for articulation, or if the requisite is imposed by statute or regulation, faculty are not required to complete the content review process. Content review is also unnecessary if the course is part of a closely related lecture-lab pairing within a discipline. (E.g. anatomy laboratory course is co-requisite with anatomy lecture course). **The presence of a requisite on a C-ID descriptor does not by itself remove the requirement for content review.**

For guidance regarding how to identify a course that may need a prerequisite, co-requisite, or advisory, review the document, “How to Identify Courses that May Need Pre- or Co-requisites or Advisories.”

## FORM A: Content Review Addendum for Mathematics Requisites

### Number & Title of Target Course\*:

\*The “Target Course” is the one that has or will have the requisite

**The content review process must include at least two faculty in the target course discipline.**

### Faculty participants in this content review process:

#### Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular prerequisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! You do NOT need to complete content review.
- Is a particular prerequisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
  - a. If so, does their equivalent course have a prerequisite? What is it?  
\_\_\_\_\_
- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?  
\_\_\_\_\_
- If there is a C-ID descriptor, does it require a pre- or co-requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)  
\_\_\_\_\_

#### Once you’ve decided to explore implementing a prerequisite, OR if you’re completing content review of an already established prerequisite:

Using the Target Course’s COR, identify the mathematical skills and knowledge students must have prior to enrolling in the target course and list them here:

##### Basic Skills Courses:

_____	Identify place values for whole numbers and round whole numbers.	Math 250
_____	Identify place values for decimals and round decimals.	Math 250
_____	Estimate sums, differences, products, and quotients of whole numbers.	Math 250
_____	Estimate sums, differences, products, and quotients of decimals.	Math 250
_____	Find the perimeter and area of a rectangle.	Math 250
_____	Add, subtract, multiply, and divide whole numbers, fractions, and decimals.	Math 250
_____	Graph whole numbers and fractions on a number line.	Math 250
_____	Use the order of operations to evaluate numerical expressions.	Math 250
_____	Perform conversions between decimals, fractions, and mixed numbers.	Math 250
_____	Find the prime factorization of a whole number.	Math 250
_____	Find the least common multiple of a set of whole numbers.	Math 250
_____	Add, subtract, multiply, and divide with integers.	Math 200
_____	Graph integers and fractions on a number line.	Math 200
_____	Estimate sums, differences, products, and quotients using rounding.	Math 200
_____	Solve problems involving ratios, rates, proportions, and percents.	Math 200
_____	Simplify algebraic expressions.	Math 200

_____	Solve linear equations in one variable.	Math 200
_____	Demonstrate an understanding of the concepts of perimeter, area, and volume.	Math 200
_____	Read and interpret graphs and tables of data.	Math 101
_____	Simplify exponential expressions involving integer exponents.	Math 101
_____	Evaluate geometric formulas and solve an equation for a variable.	Math 101
_____	Solve linear equations and inequalities in one variable.	Math 101
_____	Graph linear inequalities in one variable.	Math 101
_____	Graph linear equations in two variables and find the equation of a line.	Math 101
_____	Solve problems involving ratio and proportion.	Math 101
_____	Solve systems of equations by graphing, substitution, and elimination.	Math 101
_____	Add, subtract, multiply, and factor polynomials.	Math 101
_____	Use linear equations to solve various application problems.	Math 101
_____	Conversions: American to American, metric to metric, & American to metric.	Math 101
_____	Use functions and function notation.	Math 105
_____	Graph linear and nonlinear functions.	Math 105
_____	Solve systems of linear equations in two and three variables.	Math 105
_____	Simplify quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105
_____	Solve equations involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105
_____	Evaluate numerical expressions involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105
_____	Perform basic operations with complex numbers.	Math 105

Review course syllabus (from at least 10% of the sections offered in the previous year), and artifacts such as exams, assignments, and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

*\*Note that if you cannot find evidence that the requisite skills are necessary in every section of the course, the prerequisite (or co-req or advisory) cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor.*

Confer with PSME Curriculum Reps to recommend which math faculty can best help, and contact them to identify whether an entire pre- or co-requisite course is truly needed, or whether there's another viable alternative. (E.g. small unit "booster" courses, designating a short period of class time for math faculty to visit and teach the concepts, etc.) If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the math faculty to identify/validate the most appropriate math prerequisite here:

Recommended Prerequisite/Co-requisite/Advisory (circle one):

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List the names of the math faculty who collaborated in this effort:

**Now that you have identified the appropriate prerequisite:**

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the math prerequisite at the next CCC meeting, and document the date here:

**If you are completing content review in preparation to implement a NEW requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have versus have not completed the identified prerequisite, and document here:

**If you are completing content review of a previously implemented requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability, and document here:

**Once the content review process is complete you must bring this form to your Division Curriculum Committee for review and approval.**

- If the Division CC determines that the identified requisite is necessary and appropriate for student success, the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
- The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting

**Submit this completed form to your Division Curriculum Committee for review and approval**

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date	
Math Faculty Signature:		Date	
Math Faculty Signature:		Date	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date	
VPI Signature:		Date	
Division CC Rep Signature:		Date	
Articulation Officer Signature: (not required for Advisories)		Date	

## FORM B: Content Review Addendum for English Requisites

### Number & Title of Target Course\*:

\*The “Target Course” is the one that has or will have the requisite

**The content review process must include at least two faculty in the target course discipline.**

### Faculty participants in this content review process:

### Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular prerequisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! You do NOT need to complete content review.
- Is a particular prerequisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
  - a. If so, does their equivalent course have a prerequisite? What is it?  
\_\_\_\_\_
- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?  
\_\_\_\_\_
- If there is a C-ID descriptor, does it require a pre- or co-requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)  
\_\_\_\_\_

### Once you’ve decided to explore implementing a prerequisite, OR if you’re completing content review of an already established prerequisite:

Using the Target Course’s COR, identify the English skills and knowledge students must have prior to enrolling in the target course and list them here: \*Cori can you please copy/paste list from previous form? It won’t let me, says file is protected!

Review course syllabus (from at least 10% of the sections offered in the previous year), and artifacts such as exams, assignments, and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

*\*Note that if you cannot find evidence that the requisite skills are necessary in every section of the course, the prerequisite (or co-req or advisory) cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor.*

Confer with Language Arts Curriculum Reps to recommend which English faculty can best help, and contact them to identify whether an entire pre- or co-requisite course is truly needed, or whether there’s another viable alternative. (E.g. small unit “booster” courses, designating a short period of class

time for math faculty to visit and teach the concepts, etc.) If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the English faculty to identify/validate the most appropriate English prerequisite here:

Recommended Prerequisite/Co-requisite/Advisory (circle one):

List the names of the English faculty who collaborated in this effort:

**Now that you have identified the appropriate prerequisite:**

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the English prerequisite at the next CCC meeting, and document the date here:

**If you are completing content review in preparation to implement a NEW requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have versus have not completed the identified prerequisite, and document here:

**If you are completing content review of a previously implemented requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability, and document here:

Box here?

**Submit this completed form to your Division Curriculum Committee for review and approval**

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date	
English Faculty Signature:		Date	
English Faculty Signature:		Date	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date	
VPI Signature:		Date	
Division CC Rep Signature:		Date	
Articulation Officer Signature: (not required for Advisories)		Date	

## FORM C: Content Review Addendum for Requisites and Advisories in Disciplines other than Math or English

### Number & Title of Target Course\*:

\*The “Target Course” is the one that has or will have the requisite

**The content review process must include at least two faculty in the target course discipline.**

**Faculty participants in this content review process:**

### Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular prerequisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
- Is a particular prerequisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
  - c. If so, does their equivalent course have a prerequisite? What is it?
- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?
- If there is a C-ID descriptor, does it require a pre- or co-requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)

### Once you’ve decided to explore implementing a prerequisite, OR if you’re completing content review of an already established prerequisite:

Using the Target Course’s COR, identify the skills and knowledge students must have prior to enrolling in the target course and list them here:

Review course syllabus (from at least 10% of the sections offered in the previous year), and artifacts such as exams, assignments, and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

*\*Note that if you cannot find evidence that the requisite skills are necessary in every section of the course, the prerequisite (or co-req or advisory) cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor.*

If the requisite is in a discipline other than that of the target course (e.g. chemistry prereq proposed for a biology target course) confer with your Curriculum Reps to recommend which faculty outside the target course discipline can best help, and contact them to identify whether an entire pre- or co-requisite course is truly needed, or whether there’s another viable alternative. (E.g. small unit “booster”

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courses, designating a short period of class time for math faculty to visit and teach the concepts, etc.) If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the math faculty to identify/validate the most appropriate prerequisite here:

Recommended Prerequisite/Co-requisite/Advisory (circle one):

List the names of the math faculty who collaborated in this effort:

**Now that you have identified the appropriate prerequisite:**

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the prerequisite at the next CCC meeting, and document the date here:

**If you are completing content review in preparation to implement a NEW requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have versus have not completed the identified prerequisite, and document here:

**If you are completing content review of a previously implemented requisite, complete the following:**

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability, and document here: Box here?

**Submit this completed form to your Division Curriculum Committee for review and approval**

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date	
Extra-Discipline Faculty Signature:		Date	
Division CC Review & Date of Approval:			
Division Dean Signature:			
VPI Signature:			
Division CC Rep Signature:			
Articulation Officer Signature: (not required for Advisories)			

## Add Descriptions for Certificates of Achievement

Contact: Carolyn Holcroft, CCC Co-Chair and Biology faculty member

Whereas, Foothill College faculty take great care to design certificates to meet specific student needs and employer demands;

Whereas, program descriptions can help counselors attract students to pursue certificates, as well as communicate to students, lawmakers and the public the quality and value of our certificate programs; and

Whereas, many students do not see a counselor in a timely manner if at all, and the online program descriptions are their primary sources of information about the certificates we offer and in absence of a specific description it may not be readily apparent to the student why the certificate is valuable;

Resolved, that Foothill College faculty write distinct descriptions for certificates of achievement; and

Resolved, the online certificate descriptions will include at minimum a statement of intended student audience and a statement identifying the intended outcomes and values of certificate completion.

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Catalog Description:** \_\_\_\_\_

**Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?**

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

○ What is the specific timeline for program application/approval? (E.g. application complete and submitted to state, still in development with anticipated submission no later than xxx, etc.)

○ NOTE: If State-approval is not received within XXXX time of your specified plan, you must reapply for permanent stand alone approval for the course.

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

#### **Criteria A. -- Appropriateness to Mission**

- California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:
  1. **Primary**: offer academic and vocational instruction at the lower division level; and
  2. **Primary**: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
  3. **Secondary**: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:** \_\_\_\_\_

Note that courses must address a valid transfer, occupational, or basic skills purpose, rather than primarily a vocational or recreational. Courses 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).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

- If you identified your course as intending to meet the CCC mission of preparation for transfer, we must demonstrate that the course is transferable. (What data do we need? From ASSIST?)

For courses that are primarily occupational, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- 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 Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**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 is a nondegree applicable credit course (specify which one, below)

- nondegree applicable basic skills course
- course designed to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- precollegiate career technical preparation course designed to provide foundation skills for students preparing for entry into degree-applicable credit courses

**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)**

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:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Curriculum Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_