College Curriculum Committee Meeting Agenda
Tuesday, January 21, 2014
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: December 3, 2013	Action	#1/21/14-1	Escoto – 3 min
2. Announcements: a. New Course Proposals b. Notification of Proposed Prequisites/Corequisites c. Requisite Forms Timing d. Academic Academy - GE Information e. Report Out from Divisions	Information	#1/21/14-2 thru 7 #1/21/14-8	Escoto - 12 min Curr Reps - 10 min
3. Consent Calendar a. Stand Alone Forms	Action	#1/21/14-9 thru 37	Escoto - 15 min
4. CCC Structure	Discussion	#1/21/14-38	Escoto, Messina - 45 min

Consent Calendar:
   Stand Alone: (attachments #9-37)
   • APEL 123A, 125A, APPR 159, 168, APPT 129, 135A, 135B, 137A, 137B, 153, APRT 141B, 155A, 155B, ESLL 250, GIST 90A, 90B, 90C, 101A, 101B, 101C, 101D, JRYM 100, 105, 107, MDIA 30, 31, 51, 52, SPAN 51

Attachment List:
#1/21/14-1   Draft Minutes: December 3, 2013
#1/21/14-2   New Course Proposal-APEL 123A
#1/21/14-3   New Course Proposal-APEL 125A
#1/21/14-4   New Course Proposal-JRYM 105
#1/21/14-5   New Course Proposal-JRYM 107
#1/21/14-6   New Course Proposal-MUS 50D
#1/21/14-7   New Course Proposal-NANO 62
#1/21/14-8   CCC Notification of Proposed Prerequisites/Co-Requisites
#1/21/14-38   Proposed Curriculum Structure

2013 -2014 Curriculum Committee Meetings

Fall 2013 Quarter:	Winter 2014 Quarter	Spring 2014 Quarter
10/1/13	1/21/14	4/15/14
10/15/13	2/4/14	5/6/14
11/5/13	2/18/14	5/20/14
11/19/13	3/4/14	6/3/14
12/3/13	3/18/14	6/17/14

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

2013-2014 Curriculum Deadlines
12/1/13   Deadline to submit courses to CSU for CSU GE approval.
12/1/13   Deadline to submit courses to UC/CSU for IGETC approval.
12/6/13   COR/Title 5 Updates for Fall 2013.
3/3/14   Curriculum Sheet Updates for 2013-14.

6/1/14   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.

2013-2014 Professional Development Opportunities & Conferences of Interest
7/11-13/13   ~~ASCCC Curriculum Institute, Sheraton Park Hotel, Anaheim.~~
11/7-9/13   ~~ASCCC Fall Plenary, Irvine Marriott~~
11/25/13   ~~Tips for Writing a Great Program Review - Professional Development workshop, 1:00-3:00, Toyon Rm~~
12/3/13   ~~Tips for Writing a Great Program Review - Professional Development workshop, 12:00-1:30, Toyon Rm~~
2/7-8/14   ASCCC Accreditation Institute, Marriott La Jolla
2/21-22/14   ASCCC Academic Academy, Silverado Resort

Distribution:
Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), 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 – 2013-14

Meeting Date: 1/21/14

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only) escotoisaac@foothill.edu
✓	Kimberlee Messina	7209	Vice President, Instruction messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
pvch	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
	Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
✓	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
abs.	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
✓	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
✓	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@foothill.edU
✓	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
✓	Carlyon Holcroft	7429	BH	holcroftcarolyn@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
✓	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
	Don MacNeil	6967	K A	macneildon@foothill.edu
	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
✓	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
✓	Kella Svetich	7924	L A	svetichkella@foothill.edu
✓	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
✓	Peter Murray	7472	Dean	murraypeter@foothill.edu
✓	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
✓	Shawna Aced	7371	Curr/Schedule Asst.	acedshawna@foothill.edu
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
✓	Chris Ja. ?		ASFC	

Visitors:

JEORGHO Ju (Chris

CJJhG7Z@ gmail.com

College Curriculum Committee
Meeting Minutes
Tuesday, December 3, 2013
2:09 p.m. – 3:06 p.m.
President's Conference Room

Item	Discussion
1. Minutes: November 19, 2013	Minutes as written **M/S** (MacNeil/Hartwell) **Approved**.

2. Announcements:
  a. New Course Proposals
  b. Local Approval of Stand Alone
 	
  c. Report Out from Divisions
	Speaker: Isaac Escoto
	a. New Course Proposals were introduced.
	b. For the last few years, we have had the opportunity to approve all Stand Alone courses locally. Effective January 1, 2014, the authority for local approval will be revoked. All Stand Alone course approval will be done by the State Chancellor's Office.
	c. Report Out from Divisions:
	PSME: A new NANO course will be introduced next CCC meeting.
	FA: Pennington, Gomes and PSME faculty met to discuss some industrial design courses that are offered in both PSME and FA that according to their catalog descriptions appear to be almost the same. The faculty authors are meeting to make changes to all the CORs so they are very clear in the distinction between them and to make them more complimentary.
	BSS: Apprenticeship courses are now funneled through this division. There are about 200 courses that were presented at the last division curriculum meeting that needed more refinement.

3. Consent Calendar a. Transfer Degrees (ADTs)	**Speaker: Isaac Escoto** Consent calendar: Art History and Kinesiology ADT applications as written. **M/S** (Day/Cellilo) **Approved**
4. Residency Requirements	**Speaker: Isaac Escoto** Our catalog states that we require 24 units taken at Foothill in order to receive a local degree. Title 5 reads that we may require a minimum of 18 units and so we interpreted that to mean we could ask for more, hence the 24 units. With the advent of the ADTs, and since we are only allowed to require 18 units in residence to be eligible for an ADT, Foothill and De Anza are modifying the local minimum in residence requirements to coincide with the 18 unit residency requirement for graduation.
5. Division Presentations	**Speaker: Barbara Shewfelt, Kay Jones, Brian Evans, Kella Svetich, Carolyn Holcroft** **KA:** Their curriculum committee meets 2nd Wednesday of every month or as needed. The minutes are recorded by a volunteer at each meeting; 6 members meet face-to-face or email depending on timing. They notify the faculty of curriculum info at division meetings and through email. Shewfelt records the changes that are made. Notification to others outside of the division is being developed currently and they give about 2 weeks notice of upcoming meetings. There was a huge revamp of the CORs last year: changed from two department indicators (DANC & PHED) to five (ATHL, DANC, KINS, PHED & PHDA) and under the repeatability regulation update, identified and structured families of courses. **LIBR:** Although they were rolled into the Language Arts

division a few years ago, they still have curriculum discussions that discuss not only their course but how they may support other division's curriculum. There are 4 faculty total and they all serve as their curriculum committee. All curriculum issues are handled through the Library department meetings. They keep minutes and they are distributed to all members of the division. The minutes are kept on a web site only accessible to the librarians. They are talking about creating a basic skills library course with the ESL faculty. There is a librarian assigned as a liason to each division.

BSS: The curriculum committee meets monthly face-to-face (add meetings as necessary) and uses an Etudes site were faculty post their changes or things they want reviewed. The three CCC Reps divide responsibility of the departments amongst themselves. Minutes are posted on the Etudes site. The CCC Reps review their department's CORs and then discuss them together for final review. Other BSS faculty attend meetings as they see fit and Feig commented that there are quite a few that attend. The final results are then presented at the division meetings.

LA: The curriculum committee meets every month (or more as needed) in person or electronically if there needs further discussion. The division is divided into 3 groups each with a coordinator and the bulk of the curriculum work is accomplished in these groups. The coordinators report back to Svetich. Svetich uses a check list to keep track of the changes. Svetich stated that the "Reporting Out" here in CCC and with the new COR proposal form has driven the communication with other divisions.

BH: The entire division is the curriculum committee. They hold Division Meetings once a month and curriculum is a standing item on the agenda. Faculty are asked to print the outlines they'd like reviewed and put them out on the table a week before the meeting so that everyone can review each one for discussion. Everyone is supposed to sign-off that they've reviewed the outline on the attached check sheet, making any edits they suggest.

General Discussion:
Perhaps modifying to a broad-based CCC would help us have the best curriculum. Some institutions have a technical review group that do all the "nit-picky" corrections of curriculum before it comes to the final approval at a single curriculum committee. Escoto proposed that we reflect on the information shared and discussions had this fall quarter, so that we can start discussions about the direction in which we should move or make changes when we return winter quarter.

Attendees: Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Robert Hartwell (FA), Carolyn Holcroft (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), 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: 11/19/13
Faculty Author: Steve Powers

Proposed Number: APEL 123A
Proposed Transferability: None
Proposed Title: Grounding & Bonding, Overcurrent Protection, Code & Practices, Blueprints, Codeology Skills

Proposed Catalog Description:
Intended for apprentices to become trained in electrical grounding and bonding. Focus will be on learning the electrical code and overcurrent protective devices (OCPD). Apprentices will demonstrate their ability to read residential, commercial, and industrial blueprints and to perform circuit layouts. This course meets the requirements of electrical safety standards for 3rd year apprentices who are pursuing their certificate.

Proposed Discipline:

Electricity

Proposed Need/Justification Statement:
This is a required course in the Electrical apprenticeship training program. It prepares students to work in various building construction industries as state-registered apprentices.

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

Comments & Other Relevant Information for Discussion: None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 11/19/13
Faculty Author: Steve Powers

Proposed Number: APEL 125A
Proposed Transferability: None
Proposed Title: Fire Alarm Systems, Emergency Communication Systems, Public Emergency Systems

Proposed Catalog Description:
Intended for apprentices to be introduced to fire alarm systems and their components. You will be required to demonstrate knowledge in alarm system interfaces, safety control functions, advanced detection topics, emergency communications system, public emergency systems and supervising stations. Comprehension of residential fire alarm systems, telephone and security basics is covered in detail. This course meets the requirements of electrical safety standards for 3rd year apprentices who are pursuing their certificate.

Proposed Discipline:
 Electricity

Proposed Need/Justification Statement:
This is a required course in the Electrical apprenticeship training program. It prepares students to work in various building construction industries as state-registered apprentices.

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

Comments & Other Relevant Information for Discussion: None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 11/19/13
Faculty Author: Erica Paul

Proposed Number: JRYM 105
Proposed Transferability: None
Proposed Title: Project Management Development for Commercial Construction

Proposed Catalog Description:
Intended for students who wish to learn the roles and responsibilities of a Commercial Construction Project Manager. The class will encompass skill training in the following areas: leadership, communication, team work, job start up, monitoring, and closeout. The students will learn a holistic overview of a project beginning with the Request for Proposal through Project Closeout. This class will develop an understanding of internal and external communications and business practices necessary in the Project Management role. The class will develop and operate in a learning community environment. Students will work individually, with partners, and in groups. The class will consist of interactive lecture discussion, industry expert guest speakers, learning exercise activities and a final group presentation project

Proposed Discipline:
Business, Business Education, Construction Technology, Construction Management, Architecture

Proposed Need/Justification Statement:
This course in Project Management Development for Commercial Construction grew out of student demand to learn skills that will enhance and enable them to sustain or advance employment.

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Degree in Plumbing Technology, AS Degree in Steamfitting/Pipefitting Technology, AS Degree in Air Conditioning & Refrigeration Technology, AS Degree in General Electrician, AS Degree in Sheet Metal Building Trades.

Comments & Other Relevant Information for Discussion: None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 11/19/13
Faculty Author: Erica Paul

Proposed Number: JRYM 107
Proposed Transferability: None
Proposed Title: Leadership, Mediation, Negotiation, & Conflict Resolution

Proposed Catalog Description:
Intended for students who wish to learn Leadership, Mediation, Negotiation, and Conflict Resolution in the Commercial Construction industry. The class will encompass skill training in the following areas: leadership, mediation, negotiation, and conflict resolution. This class will develop an understanding of internal and external communications and business practices necessary to identify, mitigate, and manage risk internally and externally of the company. The class will develop and operate in a learning community environment. Students will work individually, with partners, and in groups. The class will consist of interactive lecture discussion, industry expert guest speakers, learning exercise activities and a final group presentation project.

Proposed Discipline:
One of the following: Business, Business Education, Construction Technology, Construction Management, Architecture

Proposed Need/Justification Statement:
This course in Leadership, Mediation, Negotiation, and Conflict Resolution in Commercial Construction grew out of student demand to learn skills that will enhance and enable them to increase productivity, resolve internal and external conflict. This class will enable students to sustain or advance employment. This new course is planned to be piloted at the Pipefitter Union in the Spring of 2014.

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Degree in Plumbing Technology, AS Degree in Steamfitting/Pipefitting Technology, AS Degree in Air Conditioning & Refrigeration Technology, AS Degree in General Electrician, AS Degree in Sheet Metal Building Trades.

Comments & Other Relevant Information for Discussion: None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 04/26/2013
Faculty Author: Jim Bruno

Proposed Number: MUS 50D
Proposed Transferability: CSU
Proposed Title: Video Game Business

Proposed Catalog Description: An introduction to how the video game business operates. The class will examine how a video game that starts with an idea becomes a reality. The function and responsibilities of the various departments will be addressed including product development, game testing, third party licensing, etc. including how they all work together. The class will study the difference between game developers and game publishers along with the responsibilities of various positions within those organizations such as producers, game designers, acquisition managers, graphic artists, programmers and testers.

Proposed Discipline: Music Technology

Proposed Need/Justification Statement: This course would be a supportive course in Music Technology.

To which Degree(s) or Certificate(s) would this course potentially be added?
This course will be part of the proposed "Certificate of Achievement in Game Audio"

Comments & Other Relevant Information for Discussion:
This class will provide an overview of career opportunities in a vibrant industry that has a substantial presence in the Bay Area.

Robert Hartwell 12/6/13

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 11/5/13
Faculty Author: Bob Cormia

Proposed Number: NANO62
Proposed Transferability:
Proposed Title: Nanomaterials Engineering - Structures, Processing & Characterization

Proposed Catalog Description:
This online course provides support to students and practitioners of materials engineering to 'fast skill' and learn about structure-properties relationships, processing, and characterization for twenty key nanostructures and nanostructured materials. Intended to provide support for a 'flipped classroom' where students spend the majority of their time in the laboratory using characterization and deposition tools, and use an online guide for 'just in time' learning as they explore nanomaterials engineering and process development.

Proposed Discipline:
ENGR, CHEM

Proposed Need/Justification Statement:
Supports a new learning model for incumbent workers and undergraduate/graduate as well as community college students in research/internships, where knowledge is needed in dense and navigable formats. Builds on NANO51 Nanomaterials Applications and provides a faster and more efficient mechanism to explore and learn about specific nanomaterials.

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Nanomaterials, Nanomaterials Certificate of Achievement

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

CCC Notification of Proposed Prerequisites/Co-Requites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curr Rep if you have any questions or comments.

Target Course Number & Title	Editor	Requisite Course Number & Title	IR Data (Y or N)
AHS 50A-Intorduction to Allied Health Programs	B. Hanning, P. Spragge	Prereq: ENGL 1A, ENGL 1T or ESLL 26	
D H 50-Orientation to Dental Hygiene	P. Spragge, K. Horowitz	Prereq: D H 200L	
D H 50-Orientation to Dental Hygiene	P. Spragge, K. Horowitz	Prereq: AHS 200	
DMS 50A-Diagnostic Medical Sonography Principles & Protocols	K. Austin, N. McSweeney	Prereq: BIOL 40A, 40B and 40C	Statute
DMS 50B-Sonography & Patient Care	K. Austin, N. McSweeney	Coreq: DMS 50B, 60A and 72A	
DMS 50B-Sonography & Patient Care	K. Austin, N. McSweeney	Prereq: AHS 200	Statute
DMS 72-Diagnostic Medical Sonography Procedures & Applications	K. Austin, N. McSweeney	Prereq: BIOL 40A, 40B, 40C	Statute
EMT 304-Emergency Medical Technician: Basic Part A	D. Huseman	Prereq: HLTH 55	Statute
ENGR 35-Statics	S. Parikh	Prereq: MATH 1B & PHYS 4A	BA/BS
PHT 50-Orientation to Pharmacy Technology	A. Su, N. Alvarez	Prereq: PHT 200L	
PHT 55A-Pharmacology A	A. Su	Prereq: BIOL 14	
PHT 63-National Pharmacy Technician Certification Exam Review	A. Su, S. Mohile	Prereq: PHT 60 & 62	
PHYS 4C-General Physics (Calculus)	D. Marasco	Prereq: PHYS 4B or 5A, 5B and 5C, MATH 1C	BA/BS
PSYC & SOC 10- Research Methods	E. Lin, B. Stefonic, D. Lee, N. Knobel	Prereq: PSYC 7 or SOC 7 or MATH 10	BA/BS
R T 50-Orientation to Radiation Science Technologies	R. Campbell, J. Key	Prereq: BIOL 40A, 40B and 40C	
R T 51A-Fundamentals of Radiologic Technology	R. Campbell, J. Key	Prereq: R T 50	
R T 53-Orientation to Radiologic Technology	J. Key, R. Campbell	Coreq: R T 50	
R T 54B-Law & Ethics in Medical Imaging	R. Campbell, J. Key	Prereq: ENGL 1A, 1AH, 1T, ESLL 26 or equivalent.	
RSPT 51A- Respiratory Care Anatomy & Physiology	B. Hanning, A. Ensani	Prereq: AHS 200	

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 #:   APEL 123A

Course Title: GROUNDING & BONDING, OVER CURRENT PROTECTION, CODE & PRACTICES, BLUEPRINTS, CODEOLOGY SKILLS

Catalog Description:

Intended for apprentices to become trained in electrical grounding and bonding. Focus will be on learning the electrical code and overcurrent protective devices (OCPD). Apprentices will demonstrate their ability to read residential, commercial, and industrial blueprints and to perform circuit layouts. This course meets the requirements of electrical safety standards for 3rd year apprentices who are pursuing their certificate.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

　　　　　 The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

> This course will be incorporated into the existing AS Degree in General Electrician that is already State approved.

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> This course needs to be added to the existing State-approved AS Degree in General Electrician under "Support Courses". Anticipated timeline for State approval is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: 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:

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

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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

- 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)

<u>SP</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____   This is a non-degree applicable credit course (specify which one, below)

_____   non-degree applicable basic skills course.

<u>SP</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____   pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

FOOTHILL COLLEGE

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

  <u>SP</u>   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)

  <u>SP</u>   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: <u>Steve Powers</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee   **Date: <u>11/26/13</u>**

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

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 #:   APEL 125A

Course Title: FIRE ALARM SYSTEMS, EMERGENCY COMMUNICATION SYSTEMS, PUBLIC EMERGENCY SYSTEMS

Catalog Description:

Intended for apprentices to be introduced to fire alarm systems and their components. You will be required to demonstrate knowledge in alarm system interfaces, safety control functions, advanced detection topics, emergency communications system, public emergency systems and supervising stations. Comprehension of residential fire alarm systems, telephone and security basics is covered in detail. This course meets the requirements of electrical safety standards for 3rd year apprentices who are pursuing their certificate.

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

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate 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:

> This course will be incorporated into the existing AS Degree in General Electrician that is already State approved.

o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> This course needs to be added to the existing State-approved AS Degree in General Electrician under "Support Courses". Anticipated timeline for State approval is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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

Approved 4/30/13

3. <u>Secondary</u>: 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:

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

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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

<u>SP</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

      This is a non-degree applicable credit course (specify which one, below)

      non-degree applicable basic skills course.

<u>SP</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

      pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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: <u>Steve Powers</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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 #: APPR 159

Course Title: Advanced Arc Welding

Catalog Description:

> This course is to be taken in the first half of year five of the Plumber and Pipefitter Apprenticeship Program. The course provides the student with the knowledge and ability to perform uphill welds on pipe in all positions using E-6010 and E-7018 electrodes. Enables the student to pass the various weld certifications tests required for welders in the industry.

Are you requesting Stand Alone Approval for the course on a _temporary,_ or _permanent_ basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate 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:

> **Certificate of Achievement in Plumbing & Pipefitting, Associate of Science Degree in Plumbing & Pipefitting.**

  o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> Anticipated timeline is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

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

> Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also

covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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:

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- Regional economic studies
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- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>RB</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

    This is a non-degree applicable credit course (specify which one, below)

        non-degree applicable basic skills course.

        <u>RB</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

        pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>RB</u>   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)

<u>RB</u>   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: <u>Randy Boatman</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13__**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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 #: APPR 168

Course Title: Supermarket Refrigeration

Catalog Description:

> This course is to be taken in the first half of year two of the Plumber, Pipefitter and Service Technician Apprenticeship Program. The course provides the student with a working knowledge of the fundamentals of oil return and oil separators, electric and hot gas exhaust, multi-stage compressor systems and pump down systems.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

> Certificate of Achievement in Plumbing & Pipefitting, Associate of Science Degree in Plumbing & Pipefitting.

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> Anticipated timeline is July 1, 2014.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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

Criteria A. -- Appropriateness to Mission

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1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

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Criteria B. – Need

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If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

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<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>RB</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

       This is a non-degree applicable credit course (specify which one, below)

          non-degree applicable basic skills course.

     <u>RB</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

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

<u>RB</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

FOOTHILL COLLEGE

Criteria E. – Compliance (please initial as appropriate)

<u>RB</u>   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: <u>Randy Boatman</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
Water and Sewer Line and Related Structures Construction (237110)
Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
Land Subdivision (237210)

Highway, Street, and Bridge Construction (237310)

Other Heavy and Civil Engineering Construction (237990)

Poured Concrete Foundation and Structure Contractors (238110)

Structural Steel and Precast Concrete Contractors (238120)

Framing Contractors (238130)

Other Foundation, Structure, and Building Exterior Contractors (238190)

Electrical Contractors and Other Wiring Installation Contractors (238210)

Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)	
	Nation: 15.9%	

Regional Trends

	Region	2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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 #:   APPT 129

Course Title: Special Topics

Catalog Description:

> A study of special topics: Study pipe trade related software and computer assisted drawing. Develop advanced welding skills. Introduce concepts of digital controls. Certify in repair of back flow control devices. Further examine management techniques for planning and organizing projects.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> This course will be part of a new AS Degree in Plumbing Technology and Certificate of Achievement in Plumbing. Application is complete and ready for submission to the State. Anticipated start date is July 1, 2014.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also

> covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

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- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>ML</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

  _____ non-degree applicable basic skills course.

  <u>ML</u> course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

  _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>ML</u> 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)

<div align="right">Approved 4/30/13</div>

FOOTHILL COLLEGE

<u>ML</u>   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: <u>Mark Likeness</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
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Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
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Other Heavy and Civil Engineering Construction (237990)

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Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

% Change (2012-2020)
Nation: 15.9%

Regional Trends

Region		2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

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 #:   APPT 135A

Course Title: P-301A PLUMBING FIXTURES

Catalog Description:

> This course offers instruction in plumbing fixtures and appliances. Names and design features of various plumbing fixtures will be discussed. Proper installation, maintenance and repair of fixtures and appliances will be studied.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> This course will be part of a new AS Degree in Plumbing Technology and Certificate of Achievement in Plumbing. Application is complete and ready for submission to the State. Anticipated start date is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
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Briefly explain how this course is consistent with one (or more) of these missions:

> Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also

> covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

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<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>ML</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

     This is a non-degree applicable credit course (specify which one, below)

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Faculty Requestor: <u>Mark Likeness</u>   **Date: 11/14/13**

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Foothill College

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FOOTHILL COLLEGE

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Course #:   APPT 135B

Course Title: P-301B PLUMBING CODES

Catalog Description:

> Apprentices will learn and demonstrate the procedures for coordinating the testing and inspection of plumbing systems and applicable codes that a plumbing systems test must meet. Knowledge of general regulations, including accessibility and ADA requirements will also be discussed.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

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    Please attach appropriate evidence to this application form.

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

<u>ML</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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

<u>ML</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

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Faculty Requestor: <u>Mark Likeness</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

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New Housing Operative Builders (236117)
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Commercial and Institutional Building Construction (236220)
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Overview	
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Female	19%	

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41,904

16.2%	$87,017
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National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)
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Staffing Patterns

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Business Name	Industry	Local Employees
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Source: Equifax Business-Level Data

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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 #:   APPT 137A

Course Title: P-401A WATER SYSTEMS

Catalog Description:

Instruction will be provided in the development and operation of domestic and industrial water supply and distribution systems for installation and operation. An overview of water sources, methods used to plan and configure supply, purification and distribution systems, for operation and maintenance.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

This course will be part of a new AS Degree in Plumbing Technology and Certificate of Achievement in Plumbing. Application is complete and ready for submission to the State. Anticipated start date is July 1, 2014.

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Apprenticeship school requires students to complete

over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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

- 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

<mark>Please attach appropriate evidence to this application form.</mark>

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

<u>ML</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____   This is a non-degree applicable credit course (specify which one, below)

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      <u>ML</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

      _____   pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>ML</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

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FOOTHILL COLLEGE

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Course #:   APPT 137B

Course Title: P-401B APPLIED WELDING

Catalog Description:

This course offers instruction and practice in oxy-fuel cutting, oxy-fuel welding and arc welding of steel plate and pipe. Safety and accuracy in measuring, lay-out and torch handling is emphasized.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

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Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

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 #:   APPT 153

Course Title: RF 201 MECHANICAL SYSTEMS

Catalog Description:

> This course will cover basic and advanced refrigeration concepts. This will be followed by an extensive study of the design, assembly, and operation of compression systems. It will include liquid and vapor control, metering devices, system components, and piping design.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

> o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> > This course will be part of a new AS Degree in Plumbing Technology and Certificate of Achievement in Plumbing. Application is complete and ready for submission to the State. Anticipated start date is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

There is a need to advance the skills of our workforce through training at the Pipe Trades Training Center in Santa Clara and San Benito counties in the areas of rigging piping materials and the layout of plumbing systems. These skills will be applied and mastered through on-the-job training at the employer's work site.

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

- 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

<mark>Please attach appropriate evidence to this application form.</mark>

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

<u>ML</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

      This is a non-degree applicable credit course (specify which one, below)

        non-degree applicable basic skills course.

    <u>ML</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

      pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>ML</u>   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)

<u>ML</u>   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: Mark Likeness   **Date: 11/14/13**

Division Curriculum Representative: K. Allison Meezan   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: 11/26/13**

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

FOOTHILL COLLEGE

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> 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 #:   APRT 141B

Course Title: Troubleshooting Diagnosis & Repair For Residential HVAC Service

Catalog Description:

> Troubleshooting approaches for HVAC equipment problems with diagnosis and repair. Testing and tracing of circuits; visual evaluations for electrical and mechanical HVAC equipment. Review and practice of all basic skills necessary for A/C residential service technicians.

Are you requesting Stand Alone Approval for the course on a _temporary,_ or _permanent_ basis?

√   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate 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:

> o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

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

> Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to

> meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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)

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

       This is a non-degree applicable credit course (specify which one, below)

       non-degree applicable basic skills course.

       course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

  FC   pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

  FC   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)

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

FOOTHILL COLLEGE

Faculty Requestor: <u>Frank Cuneo</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date:** <u>11/26/13</u>

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
Water and Sewer Line and Related Structures Construction (237110)
Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
Land Subdivision (237210)

Highway, Street, and Bridge Construction (237310)

Other Heavy and Civil Engineering Construction (237990)

Poured Concrete Foundation and Structure Contractors (238110)

Structural Steel and Precast Concrete Contractors (238120)

Framing Contractors (238130)

Other Foundation, Structure, and Building Exterior Contractors (238190)

Electrical Contractors and Other Wiring Installation Contractors (238210)

Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)	
	Nation: 15.9%	

Regional Trends

Region		2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

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FOOTHILL COLLEGE

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> 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?

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Course #:   APRT 155A

Course Title: Safety & Tools For Sheet Metal Siding & Decking Apprentices

Catalog Description:

> Develop the skills and knowledge to safely work in the Siding & Decking segment of the sheet metal industry. To understand and practice job site safety in the layout and installation of siding and decking materials.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

√_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

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approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

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Please attach appropriate evidence to this application form.

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

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

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Faculty Requestor: <u>Frank Cuneo</u>   **Date: 11/14/13**

Approved 4/30/13

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
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650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

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45-64	39%	
65+	3%	

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16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)
	Nation: 15.9%

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Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

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 #:   APRT 155B

Course Title: Blueprint Reading For Sheet Metal Siding & Decking Apprentices

Catalog Description:

> Continue to develop the skills and knowledge to safely work in the Siding & Decking segment of the sheet metal industry. To understand and practice job site safety in the layout and installation of siding and decking materials.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

√_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

>

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State

approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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

- 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)

<u>FC</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

  _____ non-degree applicable basic skills course.

  _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

  <u>FC</u> pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>FC</u> 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)

<u>FC</u> 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: <u>Frank Cuneo</u>   **Date: 11/14/13**

Approved 4/30/13

FOOTHILL COLLEGE

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date:** <u>11/26/13</u>

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
Water and Sewer Line and Related Structures Construction (237110)
Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
Land Subdivision (237210)

Highway, Street, and Bridge Construction (237310)

Other Heavy and Civil Engineering Construction (237990)

Poured Concrete Foundation and Structure Contractors (238110)

Structural Steel and Precast Concrete Contractors (238120)

Framing Contractors (238130)

Other Foundation, Structure, and Building Exterior Contractors (238190)

Electrical Contractors and Other Wiring Installation Contractors (238210)

Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)	
	Nation: 15.9%	

Regional Trends

Region		2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
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Source: Equifax Business-Level Data

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Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

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Equifax Business-Level Data

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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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 #:   ESLL 250

Course Title: Rhetorical Grammar for Second Language Learners

Catalog Description:

Instruction in grammar from a rhetorical perspective (within the context of constructing paragraphs and extended texts) as it pertains to personal, academic, and professional writing. Topics include review of grammar terminology (metalanguage); study of the possible uses of various sentence patterns to achieve rhetorically successful texts; sentence conciseness and focus; clause and phrase structures used for emphasis, economy, and paragraph development; coherence strategies to produce logical connections between and among ideas in texts.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

| |
| |

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

| |
| |

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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.   <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2.   <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3.   <u>Secondary</u>: 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:

<u>Secondary</u>: 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

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This course is needed to meet the stated goals and objectives of ESLL and English transfer-level courses in that it offers ESLL students much-needed supplemental instruction in writing skills that transfer to other college courses.

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

- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>KS</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

<u>KP</u> This is a non-degree applicable credit course (specify which one, below)

    _____ non-degree applicable basic skills course.

    <u>KP</u> course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

    _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KP</u> 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)

<u>KP</u> 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: <u>Keith Pratt</u>   **Date: 10/25/13**
Division Curriculum Representative: <u>Kella Svetich</u>   **Date: 11/21/13**
Date of Approval by Division Curriculum Committee: **Date:** <u>11/21/13</u>
College Curriculum Co-Chairperson: **Date:** _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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 #:   GIST 90A

Course Title: Introduction To GIS For K-12 Teachers I: Fundamentals Of Geographic Information Systems Science

Catalog Description:

> Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Assessment of vector and raster systems, scale, resolution, map projection and coordinate systems. Applications and uses of GIS and data visualization in the classroom and in and out of the classroom. Integration of technology intensive curriculum with the traditional classroom model.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

      X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

> o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

>

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course is consistent with the mission of the college because it will advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. This course is aimed at K-12 teachers who need

> continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non-traditional student populations who may not be able to commit to a unit class at one time. The class is aimed at K-12 teachers. There are 12,074 teachers in 2012-13 in Santa Clara County according to the County office of Education website. Teachers are required to complete continuing education units to maintain certification. This class provides an opportunity to earn units and learn skills that can be easily transferred into their classrooms and can drive spatial thinking and quantitative reasoning skills. Mapping and spatial reasoning are a part of the state standards at several grade levels. Geospatial technology is a fun way to meet these learning objectives by integrating technology with the study of current events, ecology, environmental science, political science or other fields.

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

- 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)

<u>KALM</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KALM</u> 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)

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

FOOTHILL COLLEGE

Faculty Requestor: K. Allison Lenkeit Meezan⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Date:11/12/13

Division Curriculum Representative: Brian Evans   **Date: 11/26/13**
Date of Approval by Division Curriculum Committee: **Date: 11/26/13**

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

FOOTHILL COLLEGE

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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 #:   GIST 90B

Course Title: Introduction To GIS For K-12 Teachers Ii: Utilizing Spatial Data & Data Analysis In The Classroom

Catalog Description:

Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Georeferencing and Global Positioning Systems (GPS). Discussion and analysis of uncertainty propagation within a GIS. Applications of quantitative and statistical spatial analytical methods; modeling with GIS in the classroom. Helping students formulate geo-spatial questions.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

This course is consistent with the mission of the college because it will advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. This course is aimed at K-12 teachers who need

Approved 4/30/13

> continuing education units and wish to bring geospatial technology into their classrooms. It provides the teachers with a foundation in geospatial technology.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non-traditional student populations who may not be able to commit to a unit class at one time. The class is aimed at K-12 teachers. There are 12,074 teachers in 2012-13 in Santa Clara County according to the County office of Education website. Teachers are required to complete continuing education units to maintain certification. This class provides an opportunity to earn units and learn skills that can be easily transferred into their classrooms and can drive spatial thinking and quantitative reasoning skills. Mapping and spatial reasoning are a part of the state standards at several grade levels. Geospatial technology is a fun way to meet these learning objectives by integrating technology with the study of current events, ecology, environmental science, political science or other fields.

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

- 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)

<u>KALM</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KALM</u> 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)

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

FOOTHILL COLLEGE

Faculty Requestor: K. Allison Lenkeit Meezan   Date:11/12/13

Division Curriculum Representative: Brian Evans   Date: **11/26/13**
Date of Approval by Division Curriculum Committee: Date: **11/26/13**

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

Approved 4/30/13

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 #:   GIST 90C

Course Title: Introduction To GIS For K-12 Teachers III: Designing & Implementing A GIS

Catalog Description:

> Study of Geographic Information Systems (GIS) science and its applications to spatial data management. Designing and creating an original GIS. Database design, fundamentals of data storage, scanning and heads-up digitizing. Finding and accessing free data sources on the Internet.

Are you requesting Stand Alone Approval for the course on a _temporary,_ or _permanent_ basis?

     X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

>

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

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

> This course is consistent with the mission of the college because it will advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. This course is aimed at K-12 teachers who need continuing education units and wish to bring geospatial technology into their classrooms. It provides

> the teachers with a foundation in geospatial technology.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short courses that meet the needs of non-traditional student populations who may not be able to commit to a unit class at one time. The class is aimed at K-12 teachers. There are 12,074 teachers in 2012-13 in Santa Clara County according to the County office of Education website. Teachers are required to complete continuing education units to maintain certification. This class provides an opportunity to earn units and learn skills that can be easily transferred into their classrooms and can drive spatial thinking and quantitative reasoning skills. Mapping and spatial reasoning are a part of the state standards at several grade levels. Geospatial technology is a fun way to meet these learning objectives by integrating technology with the study of current events, ecology, environmental science, political science or other fields.

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

- 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)

<u>KALM</u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

 _____ non-degree applicable basic skills course.

 _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

 _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KALM</u> 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)

<u>KALM</u> 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:11/12/13**

Approved 4/30/13

FOOTHILL COLLEGE

Division Curriculum Representative: Brian Evans   **Date: 11/26/13**

Date of Approval by Division Curriculum Committee: **Date: 11/26/13**

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

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 #:   GIST 101A

Course Title: Introduction To Mapping & Computerized Cartography

Catalog Description:

> Introduction to map reading and interpretation for practical purposes. Thematic map types and uses, use of maps in the field, and discussion of computerized mapping systems and Geographic Information Systems (GIS).

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

>

> o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

>

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course is part of a four course series that provides for remedial instruction for those in need of it in conjunction with the school districts, as well as support services which help students succeed at the postsecondary level. This class was created as part of a grant funded project to further the 2+2 high school to college pathways for career technical students.
> The courses in this series (GIST101A, B, C, D) are designed to prepare students to begin the Foothill College Geospatial Technology program, which culminates in a transcriptable Certificate of

Achievement.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Geospatial Technology has been identified by the Department of Labor as a 'High Growth' industry with great potential for high paying careers. By 2016 the US Department of labor estimates that the US will need 500,000 professionals trained in Geospatial Technology. According to EMSI, between 2012 and 2015 there are projected to be 511 jobs per year in the Bay Area that require Geospatial Technology skills, 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. 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://proceedings.esri.com/library/userconf/proc05/papers/pap1432.pdf The courses in this sequence (GIST101A, B, C, D) provide students with the skills needed to succeed in the Geospatial Technology Certificate Program at the postsecondary level.

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

- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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 non-degree applicable credit course (specify which one, below)

    _____ non-degree applicable basic skills course.

    _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

    ___X___ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KALM</u> 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)

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

FOOTHILL COLLEGE

Faculty Requestor: K. Allison Lenkeit Meezan   **Date:11/12/13**

Division Curriculum Representative: Brian Evans   **Date: 11/26/13**
Date of Approval by Division Curriculum Committee: **Date: 11/26/13**

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

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 #:   GIST 101B

Course Title: A Preface To GIS: Computer-Based Mapping & GIS

Catalog Description:

> Non-technical introduction to Geographic Information Systems (GIS) with an emphasis on applications. Includes the application of GIS in a range of disciplines, GIS software and data available, how Global Positioning Systems (GPS) integrate with GIS. Students will be introduced to a variety of free and low cost software and provided with practical exercises.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course is part of a four course series that provides for remedial instruction for those in need of it in conjunction with the school districts, as well as support services which help students succeed at the postsecondary level. This class was created as part of a grant funded project to further the 2+2 high school to college pathways for career technical students.
> The courses in this series (GIST101A, B, C, D) are designed to prepare students to begin the Foothill

> College Geospatial Technology program, which culminates in a transcriptable Certificate of Achievement.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Geospatial Technology has been identified by the Department of Labor as a 'High Growth' industry with great potential for high paying careers. By 2016 the US Department of labor estimates that the US will need 500,000 professionals trained in Geospatial Technology. According to EMSI, between 2012 and 2015 there are projected to be 511 jobs per year in the Bay Area that require Geospatial Technology skills, 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.
>
> 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://proceedings.esri.com/library/userconf/proc05/papers/pap1432.pdf
>
> The courses in this sequence (GIST101A, B, C, D) provide students with the skills needed to succeed in the Geospatial Technology Certificate Program at the postsecondary level.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:
- 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 non-degree applicable credit course (specify which one, below)

      _____ non-degree applicable basic skills course.

      _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

      ___X___ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

KALM 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)

FOOTHILL COLLEGE

<u>KALM</u> 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:11/12/13**

Division Curriculum Representative: <u>Brian Evans</u>   **Date: <u>11/26/13</u>**
Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GIST 101C   **Division:** BSS

Course Title: Global Positioning Systems (Gps) Fundamentals

Catalog Description:

Introduction to the use of Global Positioning Systems in Geotechnology. Satellite and device history, configuration and accuracy. Data collection in the field with GPS units and integration into digital mapping projects.

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:

   Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

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:

   Supports certificate completion and lifelong learning. This course supports certificate completion by pulling students into the 'pipeline' who will later enroll in the GIS certificate program. It supports lifelong learning and continuing education by providing for updated job skills for current workers.

Criteria B. -- Need (Explain)

This is a low stakes course (1 unit) that allows the GIST program the flexibility to offer short pipeline courses that meet the needs of continuing students or non traditional student populations who may not be able to commit to a unit class at one time.

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

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

KALM   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)

KALM   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)

KALM   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: 3/18/13

Division Curriculum Representative: Brian Evans   Date: 11/26/13

College Curriculum Co-Chairman: _____ Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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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 #:   GIST 101D

Course Title: TECHNOLOGY CAREERS & WORKFORCE PREPARATION

Catalog Description:

Job search strategies, resume writing and interview skills for students in technical fields.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

This course is part of a four course series that provides for remedial instruction for those in need of it in conjunction with the school districts, as well as support services which help students succeed at the postsecondary level. This class was created as part of a grant funded project to further the 2+2 high school to college pathways for career technical students.

The courses in this series (GIST101A, B, C, D) are designed to prepare students to begin the Foothill College Geospatial Technology program, which culminates in a transcriptable Certificate of Achievement.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Geospatial Technology has been identified by the Department of Labor as a 'High Growth' industry with great potential for high paying careers. By 2016 the US Department of labor estimates that the US will need 500,000 professionals trained in Geospatial Technology. According to EMSI, between 2012 and 2015 there are projected to be 511 jobs per year in the Bay Area that require Geospatial Technology skills, 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.
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> 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://proceedings.esri.com/library/userconf/proc05/papers/pap1432.pdf
>
> The courses in this sequence (GIST101A, B, C, D) provide students with the skills needed to succeed in the Geospatial Technology Certificate Program at the postsecondary level.

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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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 non-degree applicable credit course (specify which one, below)

    _____ non-degree applicable basic skills course.

    _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

    ___X___ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KALM</u> 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)

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

Approved 4/30/13

FOOTHILL COLLEGE

Faculty Requestor: K. Allison Lenkeit Meezan   **Date:11/12/13**

Division Curriculum Representative: Brian Evans   **Date: 11/26/13**

Date of Approval by Division Curriculum Committee: **Date: 11/26/13**

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

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 #: JRYM 100

Course Title: BUILDING TRADES TEACHER DEVELOPMENT

Catalog Description:

Continue to develop the skills and knowledge to safely work in the Siding & Decking segment of the sheet metal industry. To understand and practice job site safety in the layout and installation of siding and decking materials.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

        The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

AS Degree in Building Trades Sheet Metal, AS Degree in Sheet Metal Air Conditioning Service Mechanic, AS Degree in Sheet Metal Testing & Air Balance, AS Degree in Plumbing Technology, AS Degree in Steamfitting & Pipefitting Technology, AS Degree in Air Conditioning & Refrigeration Technology.

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

   Anticipated program approval date is July 1, 2014.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

Fulfills all requirements set forth by the State of California for academic instruction and job preparation in a specific field or study or trade related career, which is Apprenticeship. It also

> covers job-related vocational and career technical education. The Apprenticeship school requires students to complete over 1200 hours of classroom education. Union contractors assist in providing employment to students in order for them to fulfill their employment contract to meet 6500 hours of on-the-job training. This program promotes continuous workforce education through its State approved Certificate of Achievement and approved license from the Department of Apprenticeship Standards (DAS). The apprenticeship program is competitive, typically over 5 years of study, and is funded by the State of California's Department of Labor.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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<mark>Please attach appropriate evidence to this application form.</mark>

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

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

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

__EP____ 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)

FOOTHILL COLLEGE

<u>EP</u>   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: <u>Erica Paul</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
Water and Sewer Line and Related Structures Construction (237110)
Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
Land Subdivision (237210)

Highway, Street, and Bridge Construction (237310)

Other Heavy and Civil Engineering Construction (237990)

Poured Concrete Foundation and Structure Contractors (238110)

Structural Steel and Precast Concrete Contractors (238120)

Framing Contractors (238130)

Other Foundation, Structure, and Building Exterior Contractors (238190)

Electrical Contractors and Other Wiring Installation Contractors (238210)

Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

	% Change (2012-2020)
	Nation: 15.9%

Regional Trends

Region		2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

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 #:   JRYM 105

Course Title: Project Management Development for Commercial Construction

Catalog Description:

In this class students will learn the roles and responsibilities of a Commercial Construction Project Manager. The class will encompass skill training in the following areas: leadership, communication, team work, job start up, monitoring, and closeout. The students will learn a holistic overview of a project beginning with the Request for Proposal through Project Closeout.   This class will develop an understanding of internal and external communications and business practices necessary in the Project Management role. The class will develop and operate in a learning community environment. Students will work individually, with partners, and in groups. The class will consist of interactive lecture discussion, industry expert guest speakers, learning exercise activities and a final group presentation project.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

AS Degree in Building Trades Sheet Metal, AS Degree in Sheet Metal Air Conditioning Service Mechanic, AS Degree in Sheet Metal Testing & Air Balance, AS Degree in Plumbing Technology, AS Degree in Steamfitting & Pipefitting Technology, AS Degree in Air Conditioning & Refrigeration Technology.

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

The course is anticipated to submit to the state upon approval of the education committee.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. <u>Secondary</u>: 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:

> This course will offer students the ability to build skills in the workforce that are not currently offered. The advancement of students in this course will enable them to increase their market value, and ability to train up, and contribute to increased productivity in the construction industry. The class will support learners of all levels through the learning community approach, and ensure success through hands on interactive exercises in and outside of the classroom.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

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<u>EP</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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           non-degree applicable basic skills course.

     <u>EP</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

          pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

FOOTHILL COLLEGE

<u>EP</u>   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)

<u>EP</u>   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: <u>Erica Paul</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

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Foothill College

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Greater South Bay and Peninsula

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16.2%	$87,017
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National Location Quotient: 0.87	Nation: $67,211

(middle column) % Change (2012-2020) / Nation: 15.9%

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

Course #:   JRYM 107

Course Title: Leadership, Mediation, Negotiation, & Conflict Resolution

Catalog Description:

Intended for students who wish to learn Leadership, Mediation, Negotiation, and Conflict Resolution in the Commercial Construction industry. The class will encompass skill training in the following areas: leadership, mediation, negotiation, and conflict resolution. This class will develop an understanding of internal and external communications and business practices necessary to identify, mitigate, and manage risk internally and externally of the company. The class will develop and operate in a learning community environment. Students will work individually, with partners, and in groups. The class will consist of interactive lecture discussion, industry expert guest speakers, learning exercise activities and a final group presentation project.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved 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:

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- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  The course is anticipated to submit to the state upon approval of the education committee.

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

Approved 4/30/13

3. <u>Secondary</u>: 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:

This course will offer students the ability to build skills in the workforce that are not currently offered. The advancement of students in this course will enable them to increase their market value, and ability to train up, and contribute to increased productivity in the construction industry. The class will support learners of all levels through the learning community approach, and ensure success through hands on interactive exercises in and outside of the classroom.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

The Foothill College Apprenticeship program graduates over 400 students a year in its 2, 3, 4 and 5-year apprenticeship programs. Students will replenish where there are open slots. There are currently over 3000 active students taking courses at Foothill every year. In a typical year, when one student graduates, a slot opens up for a new apprentice. Labor Market Information (LMI) from 2012 through 2012 throughout Santa Clara, San Mateo, and San Cruz counties show jobs in these fields will increase positively by 16.2%. Nationwide this increase in jobs is 15.9% over the same period. Report information cited from "2013.4 Class of Worker" EMSI Report. See attached.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted</u> 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)

<u>EP</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

<u>EP</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>EP</u>   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)

<u>EP</u>   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: <u>Erica Paul</u>   **Date: 11/14/13**

Division Curriculum Representative: <u>K. Allison Meezan</u>   **Date: 11/14/13**

Date of Approval by Division Curriculum Committee: **Date: <u>11/26/13</u>**

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

Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Industry Report

Greater South Bay and Peninsula

Report Info

Dataset Version	2013.4 Class of Worker
Class of Worker Categories	QCEW Employees
Timeframe	2012
Dataset Category	EMSI Complete
Region Name	Greater South Bay and Peninsula
Counties	

San Mateo, CA (6081)	Santa Clara, CA (6085)	Santa Cruz, CA (6087)

Industry Group

Steam and Air-Conditioning Supply (221330)
New Single-Family Housing Construction (except Operative Builders) (236115)
New Multifamily Housing Construction (except Operative Builders) (236116)
New Housing Operative Builders (236117)
Residential Remodelers (236118)
Industrial Building Construction (236210)
Commercial and Institutional Building Construction (236220)
Water and Sewer Line and Related Structures Construction (237110)
Oil and Gas Pipeline and Related Structures Construction (237120)
Power and Communication Line and Related Structures Construction (237130)
Land Subdivision (237210)

Highway, Street, and Bridge Construction (237310)

Other Heavy and Civil Engineering Construction (237990)

Poured Concrete Foundation and Structure Contractors (238110)

Structural Steel and Precast Concrete Contractors (238120)

Framing Contractors (238130)

Other Foundation, Structure, and Building Exterior Contractors (238190)

Electrical Contractors and Other Wiring Installation Contractors (238210)

Plumbing, Heating, and Air-Conditioning Contractors (238220)

Other Building Equipment Contractors (238290)

Site Preparation Contractors (238910)

All Other Specialty Trade Contractors (238990)

Job Distribution

Overview	
Establishments (2013)	3838
Jobs Multiplier	1.57
Unemployed (8/2013)	Only Available for 2-Digit

Gender		
Male	81%	
Female	19%	

Age		
14-18	1%	
19-24	7%	
25-44	50%	
45-64	39%	
65+	3%	

41,904

16.2%	$87,017
Jobs (2013)	**Average Earnings Per Job (2013)**
National Location Quotient: 0.87	Nation: $67,211

% Change (2012-2020)
Nation: 15.9%

Regional Trends

Region		2012 Jobs	2020 Jobs	% Change
•	Greater South Bay and Peninsula	38,674	44,948	16.2%

Staffing Patterns

Occupation	Employed in Industry Group (2013)	% of the Total Jobs in Industry Group (2013)
Construction Laborers (47-2061)	5,203	12.4%
Electricians (47-2111)	4,054	9.7%
Carpenters (47-2031)	3,576	8.5%
Plumbers, Pipefitters, and Steamfitters (47-2152)	2,801	6.7%
First-Line Supervisors of Construction Trades and Extraction Workers (47-1011)	2,159	5.2%

Industry Requirements

Industry	Amount	In-Region	Out of Region
Engineering Services (541330)	$277,352,416	79%	21%
Petroleum Refineries (324110)	$240,418,312	1%	99%
Ready-Mix Concrete Manufacturing (327320)	$156,660,295	51%	49%
Asphalt Paving Mixture and Block Manufacturing (324121)	$95,096,418	26%	74%
Asphalt Shingle and Coating Materials Manufacturing (324122)	$81,168,101	11%	89%

Top Regional Businesses

Business Name	Industry	Local Employees
Joseph J. Albanese, Inc.	New Multifamily Housing Construction (except Operative Builders) (236116)	750
Granite Construction Incorporated	Highway, Street, and Bridge Construction (237310)	700
Devcon Construction Incorporated	New Single-Family Housing Construction (except Operative Builders) (236115)	510
Hydrodata Ecco Joint Venture	Commercial and Institutional Building Construction (236220)	500
Granite Construction Company	Highway, Street, and Bridge Construction (237310)	500

Source: Equifax Business-Level Data

DISCLAIMER: Business Data by Equifax is third-party data provided by EMSI to its customers as a convenience, and EMSI does not endorse or warrant its accuracy or consistency with other published EMSI data.

Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and

Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Input-Output Data

The input-output model in this report is EMSI's gravitational flows multi-regional social account matrix model (MR-SAM). It is based on data from the Census Bureau's Current Population Survey and American Community Survey; as well as the Bureau of Economic Analysis' National Income and Product Accounts, Input-Output Make and Use Tables, and Gross State Product data. In addition, several EMSI in-house data sets are used, as well as data from Oak Ridge National Labs on the cost of transportation between counties.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Equifax Business-Level Data

Data for individual businesses is provided by Equifax (http://www.equifax.com/commercial/), which maintains a database of more than 20 million U.S. business entities. Note that in aggregate it will not be consistent with EMSI labor market data due to differences in definitions, methodology, coverage, and industry/geographic classification.

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 #:   MDIA 30

Course Title: Digital Video Editing I

Catalog Description:

> Basic instruction on the use of the computer for video and film editing. The theory and practice of cinematic editing which is explored through projects, screenings, class exercises, and demonstration. Topics include montage, pace and rhythm, openings, cutting dialogue, use of sound.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

   _____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

<u>X</u>____   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:

> Media Studies

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> Anticipated submission February – March 2014

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course offers academic and career instruction in media editing at the lower division level.. This course of study advances California's economic growth and global competitiveness through education, training and services in media industries, contributing to continuous workforce improvement.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This course is currently VART 30 Digital Video Editing, approved within the Foothill curriculum . The course transfers to the CSU and UC systems.   The VART program is in the process of moving to a new department Media Studies (MDIA). ASSIST documentation attached to this form for VART 30, MDIA 30 is not yet in 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. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- 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
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- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

Occupational Need Evidence pasted to the end of this document.
Source: Economic and Workforce Development (EWD) at the California Community Colleges

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

<u>KTC   </u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

     _____ non-degree applicable basic skills course.

     _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

     _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KTC </u> 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)

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

FOOTHILL COLLEGE

Faculty Requestor: _____   **Date: <u>1-2-13</u>**

Division Curriculum Representative: _____   **Date:** _____

Date of Approval by Division Curriculum Committee: **Date:** _____

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

Occupational need documentation:

Sources:
Economic and workforce development at the California community colleges: Information, communication technology – digital media http://www.ict-dm.net/

ICT/Digital Media Sector Navigator Grant Documentation

Digital Media: *The trend toward universal use of digital media technologies has been accelerated by the low cost of high quality digital creation technologies.* Based on Bureau of Labor Statistics data, *"[i]nternet media this year became the media industry's second-largest employment sector...passing staffing in broadcast TV, magazines, radio and cable TV...* **Employment at U.S. media sector internet-media businesses has soared 54% from its pre-recession level."**8 Digital Media is not restricted to the domain of art and entertainment. It is now used to solve problems through gamification, using game design techniques to solve non-game problems in health and wellness or any area that wants to engage people to learn, be creative, and adjust their behaviors through interaction with specially designed media.

Projected growth: *The Centers for Excellence (COE) 2011industry scan for California's ICT industry identified 12% employment growth and 130,000 new jobs*

UCOP Transfer Course Agreement
Foothill College
13-14
# INDICATES NEW COURSES OR CHANGES FOR 13-14

		IGETC	Quarter	UC
Course	Title	Area	Units	Area

This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 2013-14 catalog and is valid for the current academic year listed at the top of this agreement. Courses marked with "UC-" will satisfy the five areas of the 1998 transfer course requirements. (E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences)

IMPORTANT INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

Variable Topics Courses
These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Field Work", etc.. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. Information about internships may also be presented for review, but credit for internships rarely transfers to UC. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

Courses listed on the transcripts with an "S" suffix are the first half of the course; a "T" suffix indicates the second half of the course.

Honors Course Credit Limitation

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

Course Repeatability

An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies. Since campus policies on repeatability vary, the "ea" indicator does not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript.

==== Video Arts ====

Course	Title	IGETC Area	Quarter Units	UC Area
VART 1	Introduction to Film Studies	3A	4	UC-H
VART 2A	History of Film 1895-1945	3A	4	UC-H

    Same as: MDIA 2A

| VART 2B | History of Film 1945-Current | 3A | 4 | UC-H |

UCOP Transfer Course Agreement
Foothill College
13-14
# INDICATES NEW COURSES OR CHANGES FOR 13-14

		IGETC	Quarter	UC	
Course	Title	Area	Units	Area	

Video Arts (continued)

| VART 2C | Current Trends in Film, | 3A | 4 | UC-H | |
| | TV & the Internet | | | | |

　　　Same as: MDIA 2C

VART 3	American Cinema	3A	4	UC-H	
VART 30	Digital Video Editing I		4		
VART 31	Digital Video Editing II		4		

END OF REPORT

             CSU Baccalaureate Level Course List by Department
                            Foothill College
                                13-14

                                                          Quarter
    Course   Title   Units

                         ==== Video Arts ====
    VART 1   Introduction to Film Studies   4
        IGETC: 3A CSU GE: C1
    VART 2A   History of Film 1895-1945   4
        Same as: MDIA 2A
        IGETC: 3A CSU GE: C2
    VART 2B   History of Film 1945-Current   4
        IGETC: 3A CSU GE: C2
    VART 2C   Current Trends in Film, TV & the Internet 4
        Same as: MDIA 2C
        IGETC: 3A CSU GE: C1
    VART 3   American Cinema   4
        IGETC: 3A CSU GE: C1
    VART 4   Scriptwriting for Film & Video   4
    VART 30   Digital Video Editing I   4
    VART 31   Digital Video Editing II   4
    VART 50   Careers in the Visual Arts   2
        Same as: GID 60
    VART 51   WEB VIDEO   4
    VART 80   Special Projects in Video   1
    VART 80X   Special Projects in Video   2
    VART 80Y   Special Projects in Video   4
    VART 81   Music Video Production   4
    VART 81B   Sound Design for Film & Video   3.5

END OF REPORT

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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 #:   MDIA 31

Course Title: Digital Video Editing II

Catalog Description:

Continuation of MDIA 30. Further exploration of technical and aesthetic considerations in film and video editing. The course will address advanced topics in digital post-production. Software topics include sync, audio mixing, color correction, and compositing.

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

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X____ 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:

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

This course offers academic and vocational instruction in media editing at the lower division level. This course of study advances California's economic growth and global competitiveness through education, training and services in the media industry, contributing to continuous workforce improvement.

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FOOTHILL COLLEGE

Faculty Requestor: **Date: 1-2-13**

Division Curriculum Representative: _____   **Date:** _____

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UCOP Transfer Course Agreement
Foothill College
13-14

# INDICATES NEW COURSES OR CHANGES FOR 13-14

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VART 2A	History of Film 1895-1945	3A	4	UC-H
Same as: MDIA 2A				
VART 2B	History of Film 1945-Current	3A	4	UC-H

                      UCOP Transfer Course Agreement
                            Foothill College
                                 13-14
# INDICATES NEW COURSES OR CHANGES FOR 13-14

| | | IGETC | Quarter | UC | |
| Course | Title | Area | Units | Area | |

Video Arts (continued)

| VART 2C | Current Trends in Film, | 3A | 4 | UC-H |
| | TV & the Internet | | | |

   Same as: MDIA 2C

VART 3	American Cinema	3A	4	UC-H
VART 30	Digital Video Editing I		4	
VART 31	Digital Video Editing		4	
	II			

END OF REPORT

                 CSU Baccalaureate Level Course List by Department
                                Foothill College
                                    13-14
                                                                    Quarter
    Course   Title   Units

                            ==== Video Arts ====
    VART 1   Introduction to Film Studies   4
       IGETC: 3A CSU GE: C1
    VART 2A   History of Film 1895-1945   4
       Same as: MDIA 2A
       IGETC: 3A CSU GE: C2
    VART 2B   History of Film 1945-Current   4
       IGETC: 3A CSU GE: C2
    VART 2C   Current Trends in Film, TV & the Internet   4
       Same as: MDIA 2C
       IGETC: 3A CSU GE: C1
    VART 3   American Cinema   4
       IGETC: 3A CSU GE: C1
    VART 4   Scriptwriting for Film & Video   4
    VART 30   Digital Video Editing I   4
    VART 31   Digital Video Editing II   4
    VART 50   Careers in the Visual Arts   2
       Same as: GID 60
    VART 51   WEB VIDEO   4
    VART 80   Special Projects in Video   1
    VART 80X   Special Projects in Video   2
    VART 80Y   Special Projects in Video   4
    VART 81   Music Video Production   4
    VART 81B   Sound Design for Film & Video   3.5

END OF REPORT

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 #:   MDIA 51

Course Title: Web Video

Catalog Description:

> An introduction to new developments in the use of video on the internet. The course covers a variety of internet media concepts such as compression, streaming, podcasting, and RSS feeds. Students study both technical and aesthetic considerations for web video.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____ 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:

Media Studies

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  > Anticipated submission February – March 2014

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course offers academic and career instruction in internet media at the lower division level. This course of study advances California's economic growth and global competitiveness through education, training and services in media industries, contributing to continuous workforce improvement.

Approved 4/30/13

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is currently VART 51 Web Video, approved within the Foothill curriculum transfers to the CSU system. The VART program is in the process of moving to a new department Media Studies (MDIA). ASSIST documentation attached to this form for VART 51, MDIA 51 is not yet in 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. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- 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.

Occupational Need Evidence pasted to the end of this document.
Source: Economic and Workforce Development (EWD) at the California Community Colleges

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

<u>KTC</u>   The outline of record for this course has been approved the Division Curriculum Committee
           and meets the requirements of Title 5.
_____ This is a non-degree applicable credit course (specify which one, below)
           _____ non-degree applicable basic skills course.
           _____ course to enable students to succeed in degree-applicable credit courses (e.g.
                   college orientation and guidance courses, discipline-specific preparatory courses)
           _____ pre-collegiate career technical preparation course to provide foundation skills for
                   students preparing for entry into degree-applicable credit courses.

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

<u>KTC</u>   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)

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

FOOTHILL COLLEGE

Faculty Requestor: _(signature: Kristin Tripps Caldwell)_   **Date: 1-2-13**

Division Curriculum Representative: _____   **Date:** _____

Date of Approval by Division Curriculum Committee: **Date:** _____

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

Occupational need documentation:

Sources:
Economic and workforce development at the California community colleges: Information, communication technology – digital media http://www.ict-dm.net/

ICT/Digital Media Sector Navigator Grant Documentation

Digital Media: *The trend toward universal use of digital media technologies has been accelerated by the low cost of high quality digital creation technologies.* Based on Bureau of Labor Statistics data, *"[i]nternet media this year became the media industry's second-largest employment sector...passing staffing in broadcast TV, magazines, radio and cable TV...* **Employment at U.S. media sector internet-media businesses has soared 54% from its pre-recession level."**8 Digital Media is not restricted to the domain of art and entertainment. It is now used to solve problems through gamification, using game design techniques to solve non-game problems in health and wellness or any area that wants to engage people to learn, be creative, and adjust their behaviors through interaction with specially designed media.

Industry associations: For ICT/Digital Media, associations form around user groups and regional technology meet-ups related to specific technology or software: e.g., Cisco, Novell, Microsoft, Verizon and Adobe, Dreamweaver and Apple. Additionally annual conferences (e.g., E3, Interop, SXSW) provide information on the latest industry trends, and many more conferences are available in various areas of the expanding ICT/Digital Media sectors. It is not hard to find the latest information, but it is necessary to filter and prioritize the technologies that merit Community College investment.

Projected growth: *The Centers for Excellence (COE) 2011industry scan for California's ICT industry identified 12% employment growth and 130,000 new jobs*

                  CSU Baccalaureate Level Course List by Department
                              Foothill College
                                   13-14

| | Quarter |
Course	Title	Units

==== Video Arts ====

VART 1	Introduction to Film Studies	4
	IGETC: 3A CSU GE: C1	
VART 2A	History of Film 1895-1945	4
	Same as: MDIA 2A	
	IGETC: 3A CSU GE: C2	
VART 2B	History of Film 1945-Current	4
	IGETC: 3A CSU GE: C2	
VART 2C	Current Trends in Film, TV & the Internet	4
	Same as: MDIA 2C	
	IGETC: 3A CSU GE: C1	
VART 3	American Cinema	4
	IGETC: 3A CSU GE: C1	
VART 4	Scriptwriting for Film & Video	4
VART 30	Digital Video Editing I	4
VART 31	Digital Video Editing II	4
VART 50	Careers in the Visual Arts	2
	Same as: GID 60	
VART 51	WEB VIDEO	4
VART 80	Special Projects in Video	1
VART 80X	Special Projects in Video	2
VART 80Y	Special Projects in Video	4
VART 81	Music Video Production	4
VART 81B	Sound Design for Film & Video	3.5

END OF REPORT

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 #:   MDIA 52

Course Title: Scriptwriting for Film and Video

Catalog Description:

> An introductory course in scriptwriting for film and video which covers the basic skills needed in scripting for the media. Emphasis will be on the development of visual sensitivity, the examination of sample scripts and experience in progressing from concept to finished script. The role of the script in media production and the appropriate formats for fiction and non-fiction scripts will also be examined.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____   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:

> Media Studies

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  > Anticipated submission February – March 2014

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> This course offers academic and career instruction in media writing at the lower division level.   This course of study advances California's economic growth and global competitiveness through education, training and services in media industries, contributing to continuous workforce improvement.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This course is currently VART 4 Scriptwriting for Film and Video, approved within the Foothill curriculum. This transfers to the CSU system as VART 4. The VART program is in the process of moving to a new department Media Studies (MDIA). ASSIST documentation attached to this form for VART 4, MDIA 52 is not yet in 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. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- 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.

Occupational Need Evidence pasted to the end of this document.
Source: Economic and Workforce Development (EWD) at the California Community Colleges

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

<u>KTC</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

    _____ non-degree applicable basic skills course.

    _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

    _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KTC</u>   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)

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

FOOTHILL COLLEGE

Faculty Requestor: _Kristin Tipps Caldwell_   **Date: 1-2-13**

Division Curriculum Representative: _____   **Date:** _____

Date of Approval by Division Curriculum Committee: **Date:** _____

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

Occupational need documentation:

Sources:
Economic and workforce development at the California community colleges: Information, communication technology – digital media http://www.ict-dm.net/

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                              Foothill College
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                                                                 Quarter
      Course   Title   Units
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         IGETC: 3A CSU GE: C2
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      VART 50   Careers in the Visual Arts   2
         Same as: GID 60
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      VART 80Y   Special Projects in Video   4
      VART 81   Music Video Production   4
      VART 81B   Sound Design for Film & Video   3.5

END OF REPORT

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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> 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?

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Course #: SPAN 51

Course Title: SPANISH FOR HEALTH CARE WORKERS

Catalog Description:

> This course is an introduction to basic medical terminology in Spanish, including parts of the body, common ailments, taking a patient's medical history and understanding cultural differences related to health. It will help students gain basic conversational skills useful in a medical setting.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

XX   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:

> SPAN 51 will be added to the Spanish AA degree, an already approved program.

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

>

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following 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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

> 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

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. 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 <u>demonstrable need</u> 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. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This course addresses an occupational need for medical Spanish for Foothill's students in bio-health and related careers. Spanish 51 will also be a support course for the AA degree in Spanish.

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

- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

<u>KS</u>　　The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

　　　　This is a non-degree applicable credit course (specify which one, below)

　　　　　　non-degree applicable basic skills course.

　　　　　　course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

　　　　　　pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>PC</u>　　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)

<u>KS</u>　　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: Patricia Crespo-Martin　　　　　　　　　**Date: 12/4/13**

Division Curriculum Representative: Kella Svetich　　　　　　**Date: 12/5/13**
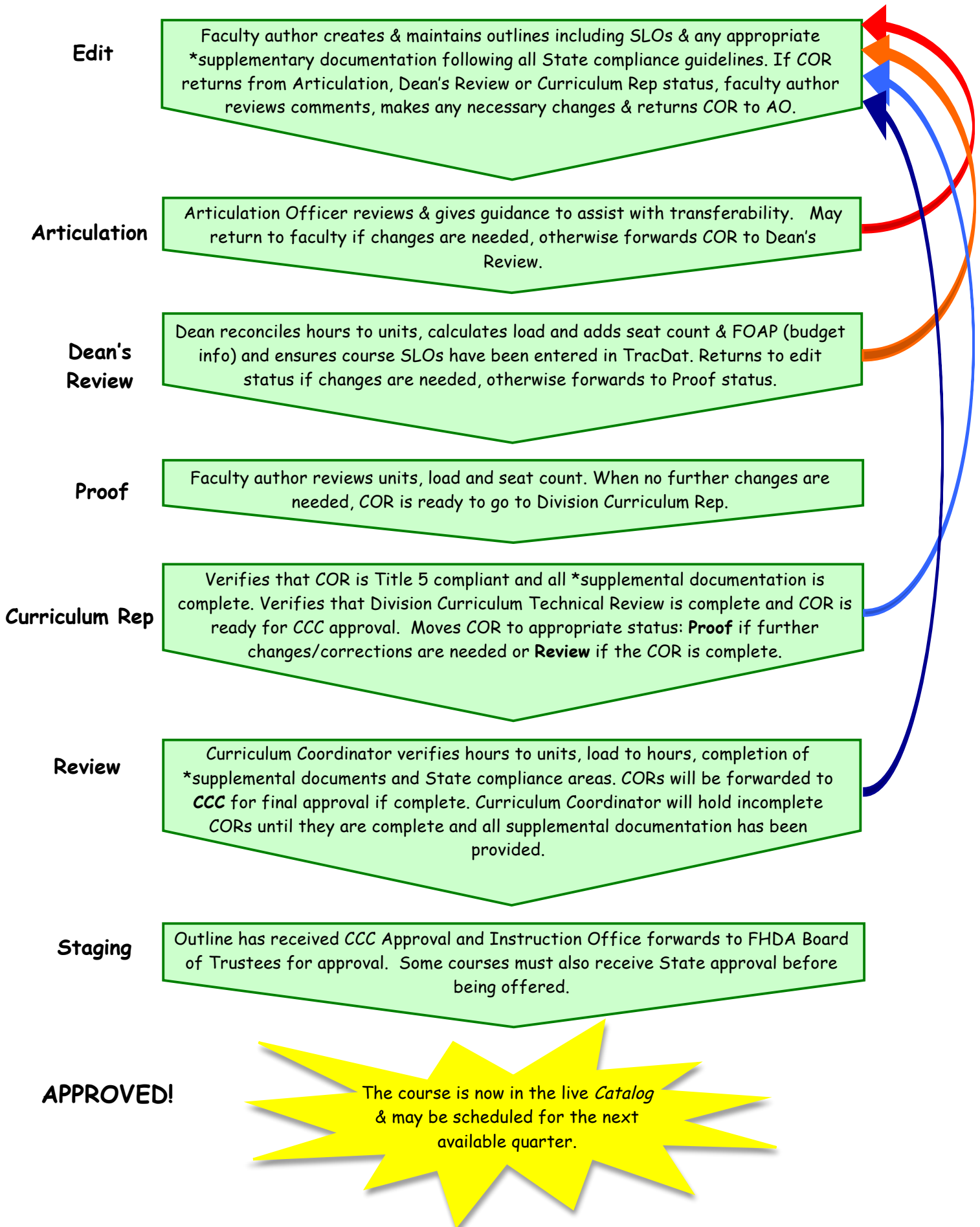
Date of Approval by Division Curriculum Committee:　　　　　**Date:** _____

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

Approved 4/30/13

Edit

Faculty author creates & maintains outlines including SLOs & any appropriate *supplementary documentation following all State compliance guidelines. If COR returns from Articulation, Dean's Review or Curriculum Rep status, faculty author reviews comments, makes any necessary changes & returns COR to AO.

Articulation

Articulation Officer reviews & gives guidance to assist with transferability. May return to faculty if changes are needed, otherwise forwards COR to Dean's Review.

Dean's Review

Dean reconciles hours to units, calculates load and adds seat count & FOAP (budget info) and ensures course SLOs have been entered in TracDat. Returns to edit status if changes are needed, otherwise forwards to Proof status.

Proof

Faculty author reviews units, load and seat count. When no further changes are needed, COR is ready to go to Division Curriculum Rep.

Curriculum Rep

Verifies that COR is Title 5 compliant and all *supplemental documentation is complete. Verifies that Division Curriculum Technical Review is complete and COR is ready for CCC approval. Moves COR to appropriate status: **Proof** if further changes/corrections are needed or **Review** if the COR is complete.

Review

Curriculum Coordinator verifies hours to units, load to hours, completion of *supplemental documents and State compliance areas. CORs will be forwarded to **CCC** for final approval if complete. Curriculum Coordinator will hold incomplete CORs until they are complete and all supplemental documentation has been provided.

Staging

Outline has received CCC Approval and Instruction Office forwards to FHDA Board of Trustees for approval. Some courses must also receive State approval before being offered.

APPROVED!

The course is now in the live *Catalog* & may be scheduled for the next available quarter.

* Content Review, Distance Ed, Stand Alone forms