

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, January 17, 2012**  
**2:05 p.m. - 3:24 p.m.**  
**Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: December 6, 2011	Section #7 has one typo and additional word. Move to approve with corrections <b>M/S (Starer, Ziegenhorn), Approved.</b>
2. Announcements <ul style="list-style-type: none"> <li>a. CCC Planning Table</li> <li>b. CCC Speaker Time Allotment</li> <li>c. BSS courses inactivated</li> <li>d. Final SSTF Recs</li> </ul>	<b>Speaker: Carolyn Holcroft, Bill Ziegenhorn</b> <p>a. Planning table: Holcroft updates this table after every CCC meeting and additionally as needed. Please notify any of the CCC team if you have anything additional to add.</p> <p>b. CCC Team suggests that we limit discussion time on items to keep the meeting as efficient as possible. CCC is in agreement. Three minutes would be the general limit. We can adjust this limit accordingly if we see that more time is necessary.</p> <p>c. BSS is taking the initiative to notify others what courses have been deactivated in their division. CCC reps need to share this info with constituents and check their curriculum sheets to make sure none of the inactive courses are included.</p> <p>d. SSTF Recs approved by the Board of Governors last week and they've been sent to the Legislature (March 1<sup>st</sup> vote). We are waiting for implementation guidelines from State Chancellor's Office. Some will occur quickly and others will take significant time. Starer: There are some ideas in the document that are great ideas that perhaps we should attempt to jump start here even before we receive official implementation guidelines. Wouldn't we be in better shape by starting something now rather than waiting for instruction? Messina: the amount of time it might take for us to get organized and formulate a plan, the State might then tell us what we are to do. Holcroft asked faculty to at minimum please read at least the headings for each of the 21 specific recommendations. These mandates are really going to change the way we do business and every faculty member needs to be aware of the changes. Ziegenhorn requested a "shorter summary version" to share with constituents, Holcroft agreed to create and distribute ASAP.</p>
3. Report out from Counseling Division	<b>Speaker: Isaac Escoto</b> <p>The Counseling Division Curriculum Committee (CDCC) meets once a month and they communicate to the rest of the division by email. At their division meetings, the CDCC provide some of the very important topics to the division faculty. The division does plan on trying to put together a counseling degree and they would like any info from anyone that has seen any degree that might be appropriate here at Foothill. They have not decided on the focus of a degree as yet. The CDCC has made it very clear to the division faculty that they are available as resources to clarify any questions and to make suggestions but they are not going to "rewrite" or do "overhauling" of the outlines for them. They are attempting to empower the faculty in regard to curriculum.</p>
4. Consent Calendar: <ul style="list-style-type: none"> <li>a. General Ed Applications</li> <li>b. Stand Alone Applications</li> </ul>	<b>Speaker:</b> Move to approve all items <b>M/S (Hartwell, Starer). Approved.</b>
5. New Course Resolution	<b>Speaker: Carolyn Holcroft</b> <p>Feedback: There's no language in the resolution to specify the timing of the faculty receiving a number for use in the C3MS. Although that is not specifically addressed in the resolution, it</p>

	<p>is suggested that the form to be created will address this need. <b>M/S (Ziegnhorn, Lankford)</b> move to approve as written. <b>Approved.</b> CCC team will create form and bring to next meeting.</p>
6. HORT 10 GE Application	<p><b>Speaker: Dan Svenson</b>          HORT 10 GE application - Svenson intro'd the vision of the Horticulture program and specifically HORT 10. While looking at the GE science description, he would like to see some alternatives available to the students in the sciences. He is happy to modify the course outline of record as this body would suggest to make it appropriate for GE.</p> <p>Feedback: There is a perception by the PSME division that HORT courses are application based (narrowly focused) and a GE course should not be an application course but should instead have greater breadth. Comments from non-science background faculty did not see any issue with the outline or application. It was suggested that perhaps ANTH and GEOG courses that are on the GE may be used as a measure for this course. Murray suggested that there needs more lab content to meet the spirit of a GE science course. He also suggested that the students should not be allowed to take "only the stuff they want" and by putting something like this course in GE allows them to skim through a science. Move to vote <b>M/S (Lankford, Horowitz)</b>  <b>Approved.</b> Move to approve <b>M/S (Lankford, Horowitz)</b>.  <b>Approved, 1 abstention.</b></p>
7. Non-Credit Curriculum Processes	<b>Deferred until 2/7/12 mtg.</b>
8. GE Reciprocity Resolution	<p><b>Speaker: Bernie Day &amp; Isaac Escoto</b>          Slight modifications to clarify reciprocity to extend to students who have already earned an Associate's Degree OR who have earned a GE certification from another CCC. No suggested changes from CCC at this time. Please take this back to the constituent groups for feedback and plan to vote next CCC mtg.</p>
9. Discipline Assignment for CORs	<p><b>Speaker: Carolyn Holcroft</b>          PP presentation. Title 5 specifies that placing courses into disciplines is the purview Local Academic Senates. Disciplines specify the minimum qualifications necessary to teach the course. You may use any discipline from this approved list but cannot create your own. Please collaborate with your colleagues to determine what is appropriate. Reminded that at most CCCs courses are placed into disciplines by their entire CCC rather than by division/department faculty alone. For most courses, there is only one discipline but for those with more than one, it should read "X or X". An example might be "Health" having disciplines of "Health or Biology". Interdisciplinary courses are more difficult and require faculty expertise in more than one discipline. Faculty purview to determine which disciplines are constituents. Interdisciplinary course would require a Master's in one discipline AND upper division course work in another. Example: Ethnic Studies with sociology, history and social science would require Master's in one (History) and course work in another (Sociology) but it could be any combination of the disciplines listed.</p>

Atendees:

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

## Date Proposal Given to Division CCC Rep:

### Proposed Title:

### Proposed Catalog Description:

### Proposed Discipline:

### Proposed Need/Justification Statement:

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

---

## Instruction Office:

Date presented at CCC:

### Division:

Department:

Number assigned:

### Faculty Author:

Date number assigned/notification:

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 1AH: Honors Public Speaking

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 1AH: Honors Public Speaking

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

Sociology

4A. Oral communication theory

1. Common characteristics of the public speaking process
2. The competent communicator's view of cultural diversity as a communication opportunity
3. The effects of mass communication on modern rhetorical theory

Business

4B. Critical evaluation of speech presentations

1. Self-analysis through use of at least one video-taped speech
2. Peer evaluations of student speeches
3. Instructor evaluations

4D. Use of supporting materials

1. Visual aids
2. Documentation and support of claims

4E. Informative and persuasive speeches

1. Analysis of audience belief and value structures in terms of cultural and societal influences
2. Determination of motive appeals for a variety of speaking purposes

English/Writing

4C. Organization and planning of the speech performance

1. Traditional patterns of organization to include Dewey's motivated sequence
2. Effective introductions and conclusions
3. Outlining techniques

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

4A. Oral communication theory

1. Common characteristics of the public speaking process
2. The competent communicator's view of cultural diversity as a communication opportunity
3. The effects of mass communication on modern rhetorical theory

4B. Critical evaluation of speech presentations

1. Self-analysis through use of at least one video-taped speech
2. Peer evaluations of student speeches
3. Instructor evaluations

4C. Organization and planning of the speech performance

1. Traditional patterns of organization to include Dewey's motivated sequence
2. Effective introductions and conclusions
3. Outlining techniques

4D. Use of supporting materials

1. Visual aids
2. Documentation and support of claims

4E. Informative and persuasive speeches

1. Analysis of audience belief and value structures in terms of cultural and societal influences
2. Determination of motive appeals for a variety of speaking purposes

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

6A. Formal speech presentations
6B. Evidence citation sheet
6C. Self-reflection paper
6D. Written speech analysis and critique

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

4B. Critical evaluation of speech presentations
1. Self-analysis through use of at least one video-taped speech
2. Peer evaluations of student speeches
3. Instructor evaluations

4C. Organization and planning of the speech performance
1. Traditional patterns of organization to include Dewey's motivated sequence
2. Effective introductions and conclusions
3. Outlining techniques

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

4E. Informative and persuasive speeches
1. Analysis of audience belief and value structures in terms of cultural and societal influences
2. Determination of motive appeals for a variety of speaking purposes

6A. Formal speech presentations
---------------------------------

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

4B. Critical evaluation of speech presentations
1. Self-analysis through use of at least one video-taped speech
2. Peer evaluations of student speeches
4C. Organization and planning of the speech performance
1. Traditional patterns of organization to include Dewey's motivated sequence
2. Effective introductions and conclusions
3. Outlining techniques
4D. Use of supporting materials
2. Documentation and support of claims

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

4E. Informative and persuasive speeches
1. Analysis of audience belief and value structures in terms of cultural and societal influences
2. Determination of motive appeals for a variety of speaking purposes

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

3A. Video camera, television, DVD/VCR, computer with Internet connection, projector, viewing screen.
3B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

4D. Use of supporting materials
1. Visual aids
2. Documentation and support of claims

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

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

**Matching course component(s):**

4A. Oral communication theory

- 1. Common characteristics of the public speaking process
- 2. The competent communicator's view of cultural diversity as a communication opportunity
- 3. The effects of mass communication on modern rhetorical theory

4B. Critical evaluation of speech presentations

- 1. Self-analysis through use of at least one video-taped speech
- 2. Peer evaluations of student speeches
- 3. Instructor evaluations

4E. Informative and persuasive speeches

- 1. Analysis of audience belief and value structures in terms of cultural and societal influences
- 2. Determination of motive appeals for a variety of speaking purposes

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

**Matching course component(s):**

4D. Use of supporting materials

- 3. Visual aids
- 4. Documentation and support of claims

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

4C. Organization and planning of the speech performance

- 1. Traditional patterns of organization to include Dewey's motivated sequence
- 2. Effective introductions and conclusions
- 3. Outlining techniques

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

**Matching course component(s):**

2E. Practice audience analysis with emphasis on cultural background, understand the listening process and utilize modes of gaining and retaining attention.

2G. Prepare and evaluate oral presentations that reflect a sensitive awareness of the cultural diversity of listeners.

4E. Informative and persuasive speeches

- 1. Analysis of audience belief and value structures in terms of cultural and societal influences

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

**Matching course component(s):**

3A. Video camera, television, DVD/VCR, computer with Internet connection, projector, viewing screen.

3B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Requesting Faculty: Lauren Velasco \_\_\_\_\_ Date: 10/21/11 \_\_\_\_\_  
Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 10/31/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** COMM 1BH: Honors Argumentation & Persuasion

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 1BH: Honors Argumentation & Persuasion \_\_\_\_\_

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

Language Arts

4A. persuasive communication theory

1. inductive and deductive reasoning
2. critical analysis of argumentative claims and logical fallacies
3. cultural diversity as a communication opportunity.

4C. organization and planning of speech performance

1. effective introductions and conclusions
2. argument structure and development
3. documentation and support of claims
4. traditional patterns of organization

6C. analytical and persuasive writing

Legal Studies

6A. written examinations on the theories of argumentation

6B. evaluation of speeches based upon organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas

Philosophy

4A. persuasive communication theory

1. inductive and deductive reasoning
2. critical analysis of argumentative claims and logical fallacies
3. cultural diversity as a communication opportunity.

Business

4C. organization and planning of speech performance

1. effective introductions and conclusions
2. argument structure and development
3. documentation and support of claims
4. traditional patterns of organization

4D. research methods and citation of sources

1. library research to support argumentative positions
2. use of alternate sources such as InfoTrac and LexisNexis
3. oral and written citation methods

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

6A. written examinations on the theories of argumentation

6B. evaluation of speeches based upon organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas

6C. analytical and persuasive writing

**C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate**

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

<p>4A. persuasive communication theory</p> <ol style="list-style-type: none"><li>1. inductive and deductive reasoning</li><li>2. critical analysis of argumentative claims and logical fallacies</li></ol> <p>4B. critical evaluation of speech presentations</p> <ol style="list-style-type: none"><li>1. peer evaluation of student debates and persuasive speeches</li><li>2. self-analysis and written self-evaluation</li></ol>
--

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

<p>4C. organization and planning of speech performance</p> <ol style="list-style-type: none"><li>1. effective introductions and conclusions</li><li>2. argument structure and development</li><li>3. documentation and support of claims</li><li>4. traditional patterns of organization</li></ol>
--

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

<p>4B. critical evaluation of speech presentations</p> <ol style="list-style-type: none"><li>1. peer evaluation of student debates and persuasive speeches</li><li>2. self-analysis and written self-evaluation</li></ol> <p>4C. organization and planning of speech performance</p> <ol style="list-style-type: none"><li>1. effective introductions and conclusions</li><li>2. argument structure and development</li><li>3. documentation and support of claims</li><li>4. traditional patterns of organization</li></ol>
--

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

<p>4A. persuasive communication theory</p> <ol style="list-style-type: none"><li>1. inductive and deductive reasoning</li><li>2. critical analysis of argumentative claims and logical fallacies</li><li>3. cultural diversity as a communication opportunity.</li></ol>
--

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

<p>4D.</p> <ol style="list-style-type: none"><li>2. Use of alternate sources such as InfoTrac and LexisNexis</li></ol>
--

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

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

**Matching course component(s):**

<p>4B. critical evaluation of speech presentations</p> <ol style="list-style-type: none"><li>1. peer evaluation of student debates and persuasive speeches</li><li>2. self-analysis and written self-evaluation</li><li>3. instructor critique</li></ol>
--

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**4C. organization and planning of speech performance**

1. effective introductions and conclusions
2. argument structure and development
3. documentation and support of claims
4. traditional patterns of organization

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

**Matching course component(s):**

**4C. organization and planning of speech performance**

1. effective introductions and conclusions
2. argument structure and development
3. documentation and support of claims
4. traditional patterns of organization

**B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).**

**Matching course component(s):**

**4A. persuasive communication theory**

1. inductive and deductive reasoning
2. critical analysis of argumentative claims and logical fallacies
3. cultural diversity as a communication opportunity.

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

**Matching course component(s):**

**2F. Gain understanding and appreciation of people of diverse cultural backgrounds through intercultural research, disclosure and presentations**

**4A.**

3. cultural diversity as a communication opportunity.

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

**Matching course component(s):**

**4D. research methods and citation of sources**

1. library research to support argumentative positions
2. use of alternate sources such as InfoTrac and LexisNexis
3. oral and written citation methods

Requesting Faculty: Lauren Velasco \_\_\_\_\_ Date: 10/21/11 \_\_\_\_\_

Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 10/28/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Comments:

We recommend approval 11/22/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: 11/22/11 \_\_\_\_\_

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 2 Interpersonal Communication

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 2 Interpersonal Communication

---

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

Matching course component(s):

**Discipline #1: Psychology**

- B. Communication and the self
  - 1. Origin of self-concept
  - 2. Development of self-concept
  - 3. Self-awareness
  - 4. Improving self-concept
- C. Perception and communication
  - 1. The process of human perception
  - 2. Influences on perception
  - 3. Increasing accuracy of perception
- D. Communication and emotions
  - 1. The nature of emotions
  - 2. Influences on expression of emotions
  - 3. Managing and express emotions effectively

**Discipline #2: Language Studies**

- E. Verbal communication
  - 1. The symbolic nature of language
  - 2. The uses and abuses of language

**Discipline #3: Gender Studies and Cross-Cultural Studies**

- E. Verbal communication
  - 3. Culture, gender and language
- I. Interpersonal communication and culture
  - 1. Obstacles to intercultural communication
  - 2. High and low context communication
  - 3. Individualism and collectivism
  - 4. Improving intercultural communication

**Discipline #4: Management and Organizational Behavior**

- K. Conflict
  - 1. The nature of conflict
  - 2. Conflict styles
  - 3. Increasing assertiveness
  - 4. Methods of conflict resolution

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

Matching course component(s):

- A. The nature of interpersonal communication
  - 1. Process and principles of communication
  - 2. Communication competence
- B. Communication and the self
  - 1. Origin of self-concept

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

2. Development of self-concept
3. Self-awareness
4. Improving self-concept
C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

A. The nature of interpersonal communication
1. Process and principles of communication
2. Communication competence
C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
I. Interpersonal communication and culture
1. Obstacles to intercultural communication

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**C6. Identify goals when applying analytical skills**

Matching course component(s):

C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**C7. Recognize limitations of applicable methodologies**

Matching course component(s):

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation**

Matching course component(s):

**9. Method of Instruction** - Lecture, Discussion, Cooperative learning exercises, Oral presentations, Electronic discussions/chat, Laboratory, Demonstration.

**10. Lab Content -**

- A. Class discussion via internet via chat room, list serves, newsgroups, or networking platforms.
- B. Post and respond to blog entries.
- C. Critically analyzes on-line videos of speeches, films, and news interviews in relation to course content.

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

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

Matching course component(s):

A. The nature of interpersonal communication
1. Process and principles of communication
2. Communication competence

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

B. Communication and the self
1. Origin of self-concept
2. Development of self-concept
3. Self-awareness
4. Improving self-concept
C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

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

**Matching course component(s):**

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

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

Matching course component(s):

I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication

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

Matching course component(s):

10. Lab Content -

A. Class discussion via internet via chat room, list serves, newsgroups, or networking platforms.
B. Post and respond to blog entries.
C. Critically analyzes on-line videos of speeches, films, and news interviews in relation to course content.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Requesting Faculty: Preston Ni Date: Oct. 13, 2011  
Division Curr Rep: Robert Hartwell Date: \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title: COMM 3: Fundamentals of Oral Communication**

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 3: Fundamentals of Oral Communication \_\_\_\_\_

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

Psychology

4B. Verbal and nonverbal messages

1. Verbal message: principles and barriers
2. Nonverbal messages: paralanguage and body language
3. Nonverbal messages: space and time communication

4C. Interpersonal communication

2. Interpersonal communication theories
  - a. Dimensions of interpersonal communication and the self
  - b. Active listening and active feedback
3. Models of relationship development
  - a. Affinity-seeking function and social cognition
  - b. Conflicts and relational disengagement

Gender/Culture Studies

4E. Intercultural communication

1. Cultural communication contexts and forms
2. Dimensions of cultural variability

Sociology

4C. Interpersonal communication

1. Interpersonal communication theories
  - a. Dimensions of interpersonal communication and the self
  - b. Active listening and active feedback
2. Models of relationship development
  - a. Affinity-seeking function and social cognition
  - b. Conflicts and relational disengagement

4D. Group communication

1. Group structure theories
2. Group dynamics

4E. Intercultural communication

1. Cultural communication contexts and forms
2. Dimensions of cultural variability

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

4B. Verbal and nonverbal messages

1. Verbal message: principles and barriers
2. Nonverbal messages: paralanguage and body language
3. Nonverbal messages: space and time communication

4C. Interpersonal communication

1. Interpersonal communication theories
  - a. Dimensions of interpersonal communication and the self
  - b. Active listening and active feedback
2. Models of relationship development
  - a. Affinity-seeking function and social cognition

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

<p>b. Conflicts and relational disengagement</p> <p>4D. Group communication</p> <ol style="list-style-type: none"><li>1. Group structure theories</li><li>2. Group dynamics</li></ol> <p>4E. Intercultural communication</p> <ol style="list-style-type: none"><li>1. Cultural communication contexts and forms</li><li>2. Dimensions of cultural variability</li></ol>
---

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

<p>4A. Oral communication models and theories</p> <ol style="list-style-type: none"><li>1. Myths about communication</li><li>2. Meaning of perception</li><li>3. Language and the semantics of knowing</li></ol>
--

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

<p>4F. Public communication</p> <ol style="list-style-type: none"><li>1. Preparation and research methodologies</li><li>2. Informative speaking</li><li>3. Persuasive speaking</li><li>4. Extemporaneous speaking</li><li>5. Delivery and style</li><li>6. Criticism</li></ol>
--

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

<p>4E. Intercultural communication</p> <ol style="list-style-type: none"><li>1. Cultural communication contexts and forms</li><li>2. Dimensions of cultural variability</li></ol> <p>4F. Public communication</p> <ol style="list-style-type: none"><li>1. Preparation and research methodologies</li><li>2. Informative speaking</li><li>3. Persuasive speaking</li><li>4. Extemporaneous speaking</li><li>5. Delivery and style</li><li>6. Criticism</li></ol>
--

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

<p>4A. Oral communication models and theories</p> <ol style="list-style-type: none"><li>1. Myths about communication</li><li>2. Meaning of perception</li><li>3. Language and the semantics of knowing</li></ol>
--

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

4G. Global access learning 1. Academic discussions on-line
---

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

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

**Matching course component(s):**

4A. Oral communication models and theories

1. Myths about communication
3. Meaning of perception
4. Language and the semantics of knowing

4B. Verbal and nonverbal messages

1. Verbal message: principles and barriers
2. Nonverbal messages: paralanguage and body language
3. Nonverbal messages: space and time communication

4C. Interpersonal communication

1. Interpersonal communication theories
  - a. Dimensions of interpersonal communication and the self
  - b. Active listening and active feedback
2. Models of relationship development
  - a. Affinity-seeking function and social cognition
  - b. Conflicts and relational disengagement

4D. Group communication

1. Group structure theories
2. Group dynamics

4E. Intercultural communication

1. Cultural communication contexts and forms
2. Dimensions of cultural variability

4F. Public communication

1. Preparation and research methodologies
2. Informative speaking
3. Persuasive speaking
4. Extemporaneous speaking
5. Delivery and style
6. Criticism

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

**Matching course component(s):**

4F. Public communication 1. Preparation and research methodologies
---

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

4A. Oral communication models and theories

1. Myths about communication
2. Meaning of perception
3. Language and the semantics of knowing

4C. Interpersonal communication

1. Interpersonal communication theories
  - a. Dimensions of interpersonal communication and the self
  - b. Active listening and active feedback
2. Models of relationship development
  - a. Affinity-seeking function and social cognition
  - b. Conflicts and relational disengagement

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

4E. Intercultural communication

1. Cultural communication contexts and forms
2. Dimensions of cultural variability

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

**Matching course component(s):**

4G. Global access learning

1. Academic discussions on-line

Requesting Faculty: Lauren Velasco \_\_\_\_\_ Date: 10/23/11 \_\_\_\_\_

Division Curr Rep: Robrt Hartwell \_\_\_\_\_ Date: 10/28/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: 11/22/11 \_\_\_\_\_

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

Course Number & Title: COMM 54: Intercollegiate Speech & Debate

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V – COMMUNICATION & ANALYTICAL THINKING**

Course Number & Title: Comm 54: Intercollegiate Speech & Debate

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

Legal Studies

4A. Debate case research and development

1. development of opening speech, *prima facia* case and flow chart.
2. knowledge of order and responsibilities of affirmative and negative speakers.
3. in-class, online, and extracurricular assignments and activities
  - a. lectures and discussions.
  - b. in-class speech and debate techniques.
  - c. online assignments, activities, and discussions.
  - d. participation (competition or adjudication) in intercollegiate competition or on-campus performance.

4B. Debate case development

1. development of appropriate case file.
2. library research to support argumentative positions.
3. evidence from personal testimonial and intercultural research

4C. Refutation and rebuttal skills

1. preparation for effective counter argument.
2. distinction between refutation strategy and rebuttal strategy

Multicultural Studies

4D. Intercultural understanding and appreciation

1. cross-cultural research
2. international intercollegiate competition video review

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

4A. Debate case research and development

1. development of opening speech, *prima facia* case and flow chart.
2. knowledge of order and responsibilities of affirmative and negative speakers.
3. in-class, online, and extracurricular assignments and activities
  - a. lectures and discussions.
  - b. in-class speech and debate techniques.
  - c. online assignments, activities, and discussions.
  - d. participation (competition or adjudication) in intercollegiate competition or on-campus performance.

4B. Debate case development

1. development of appropriate case file.
2. library research to support argumentative positions.
3. evidence from personal testimonial and intercultural research

4C. Refutation and rebuttal skills

1. preparation for effective counter argument.
2. distinction between refutation strategy and rebuttal strategy

4D. Intercultural understanding and appreciation

1. cross-cultural research
2. international intercollegiate competition video review

4E. Individual speeches

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

1. development and performance of prepared speeches	a. current event topics (informative, persuasive)
	b. oral interpretation (poetry, prose, drama)
	c. training in technique for delivery of impromptu speeches

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

4B. Debate case development	4. development of appropriate case file.
	5. library research to support argumentative positions.
	6. evidence from personal testimonial and intercultural research
4C. Refutation and rebuttal skills	3. preparation for effective counter argument.
	distinction between refutation strategy and rebuttal strategy

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

4E. Individual speeches	1. development and performance of prepared speeches
	a. current event topics (informative, persuasive)
	b. oral interpretation (poetry, prose, drama)
	c. training in technique for delivery of impromptu speeches

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

6B. evaluation of speeches and debates based on organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas.
---

6C. written self-assessment

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

4B. Debate case development	2. library research to support argumentative positions.
4C. Refutation and rebuttal skills	2. distinction between refutation strategy and rebuttal strategy

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

4C. Refutation and rebuttal skills	1. preparation for effective counter argument.
6C. written self-assessment	

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

4A. Debate case research and development	1. in-class, online, and extracurricular assignments and activities
	c. online assignments, activities, and discussions.
4D. Intercultural understanding and appreciation	1. international intercollegiate competition video review

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

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

**Matching course component(s):**

4A. Debate case research and development

4. development of opening speech, *prima facia* case and flow chart.
5. knowledge of order and responsibilities of affirmative and negative speakers.
6. in-class, online, and extracurricular assignments and activities
  - a. lectures and discussions.
  - b. in-class speech and debate techniques.
  - c. online assignments, activities, and discussions.
  - d. participation (competition or adjudication) in intercollegiate competition or on-campus performance.

4C. Refutation and rebuttal skills

2. preparation for effective counter argument.
3. distinction between refutation strategy and rebuttal strategy

4D. Intercultural understanding and appreciation

3. cross-cultural research
4. international intercollegiate competition video review

4E. Individual speeches

3. development and performance of prepared speeches
  - a. current event topics (informative, persuasive)
  - b. oral interpretation (poetry, prose, drama)

training in technique for delivery of impromptu speeches

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

**Matching course component(s):**

4B. Debate case development

1. development of appropriate case file.
2. library research to support argumentative positions.
3. evidence from personal testimonial and intercultural research

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

6B. evaluation of speeches and debates based on organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas.

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

**Matching course component(s):**

4D. Intercultural understanding and appreciation

1. cross-cultural research
2. international intercollegiate competition video review

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

**Matching course component(s):**

3A. Classroom with access to audio/visual aids, especially video camera, computer with Internet access, projector and viewing screen, monitor and DVD/VCR.

3B. When labs are taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

4A. Debate case research and development

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

1. in-class, online, and extracurricular assignments and activities	d. online assignments, activities, and discussions.
4D. Intercultural understanding and appreciation	
1. international intercollegiate competition video review	

Requesting Faculty: Lauren Velasco \_\_\_\_\_ Date: 10/25/11 \_\_\_\_\_  
Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 10/28/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Marnie Francisco and Lauren Velasco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 55 Career and Leadership Communication in the Global Workplace

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Comm 55 Career and Leadership Communication in the Global Workplace

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

Discipline #1: Business

- A. Understanding organizational structure
- 1. Communication networks
- 2. Information flow
- 3. Physical and cultural environment in the organization

Discipline #2: Cross-Cultural and Gender Studies

- 3. Cultural and gender sensitivity
- a. Ethnocentrism, prejudice, and stereotypes
- b. Cultural norms, values and beliefs
- c. Gender perceptions, expectations, and bias
- d. Ethical and legal implications of sexual and workplace harassment

Discipline #3: Organizational Behavior

- 4. Groups
- a. Formal and informal groups in the organization
- b. Dynamics of group interaction
- c. Effective group communication skills
- 5. Meetings
- a. Types of meetings
- b. Problems with meetings
- c. Advantages of meetings
- d. Effective meeting strategies

Discipline #4: Media and Ethics Studies

- 6. Professional presentations
- a. Purpose and planning
- b. Use and evaluate on-line information for audience research and market analysis.
- c. Ethics and legality of using on-line copyrighted information
- d. Organization
- e. Informative and persuasive speaking
- f. Presentations using internet, Power Point and multi-media.
- g. Audience interaction

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

- B. Organizational and career communication skills
- 1. Fundamentals of oral communication
  - a. Language use
  - b. Nonverbal communication
  - c. Effective listening
  - d. Conflict resolution
- 2. Interviews
  - a. Resume writing
  - b. Networking and informational interviews
  - c. Types of interviews
  - d. Interview preparation

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- e. Successful interview strategies
- 3. Cultural and gender sensitivity
  - a. Ethnocentrism, prejudice, and stereotypes
  - b. Cultural norms, values and beliefs
  - c. Gender perceptions, expectations, and bias
  - d. Ethical and legal implications of sexual and workplace harassment
- 4. Groups
  - a. Formal and informal groups in the organization
  - b. Dynamics of group interaction
  - c. Effective group communication skills
- 5. Meetings
  - a. Types of meetings
  - b. Problems with meetings
  - c. Advantages of meetings
  - d. Effective meeting strategies
- 6. Professional presentations
  - a. Purpose and planning
  - b. Use and evaluate on-line information for audience research and market analysis.
  - c. Ethics and legality of using on-line copyrighted information
  - d. Organization
  - e. Informative and persuasive speaking
  - f. Presentations using internet, Power Point and multi-media.
  - g. Audience interaction

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

- 1. Fundamentals of oral communication
- a. Language use
- b. Nonverbal communication
- 3. Cultural and gender sensitivity
  - a. Ethnocentrism, prejudice, and stereotypes
  - b. Cultural norms, values and beliefs
  - c. Gender perceptions, expectations, and bias
  - d. Ethical and legal implications of sexual and workplace harassment

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

- 1. Fundamentals of oral communication
- a. Language use
- b. Nonverbal communication
- c. Effective listening
- d. Conflict resolution
- 2. Interviews
  - a. Resume writing
  - b. Networking and informational interviews
  - c. Types of interviews
  - d. Interview preparation
  - e. Successful interview strategies
- 4. Groups
  - a. Formal and informal groups in the organization
  - b. Dynamics of group interaction
  - c. Effective group communication skills

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

<ul style="list-style-type: none"><li>5. Meetings</li><li>a. Types of meetings</li><li>b. Problems with meetings</li><li>c. Advantages of meetings</li><li>d. Effective meeting strategies</li><li>6. Professional presentations</li><li>a. Purpose and planning</li><li>b. Use and evaluate on-line information for audience research and market analysis.</li><li>c. Ethics and legality of using on-line copyrighted information</li><li>d. Organization</li><li>e. Informative and persuasive speaking</li><li>f. Presentations using internet, Power Point and multi-media.</li><li>g. Audience interaction</li></ul>
--

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

<ul style="list-style-type: none"><li>1. Fundamentals of oral communication</li><li>a. Language use</li><li>b. Nonverbal communication</li><li>c. Effective listening</li><li>d. Conflict resolution</li><li>2. Interviews</li><li>a. Resume writing</li><li>b. Networking and informational interviews</li><li>c. Types of interviews</li><li>d. Interview preparation</li><li>e. Successful interview strategies</li><li>4. Groups</li><li>a. Formal and informal groups in the organization</li><li>b. Dynamics of group interaction</li><li>c. Effective group communication skill</li><li>5. Meetings</li><li>a. Types of meetings</li><li>b. Problems with meetings</li><li>c. Advantages of meetings</li><li>d. Effective meeting strategies</li><li>6. Professional presentations</li><li>a. Purpose and planning</li><li>b. Use and evaluate on-line information for audience research and market analysis.</li><li>c. Ethics and legality of using on-line copyrighted information</li><li>d. Organization</li><li>e. Informative and persuasive speaking</li><li>f. Presentations using internet, Power Point and multi-media.</li><li>g. Audience interaction</li></ul>
---

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

<ul style="list-style-type: none"><li>6. Professional presentations</li><li>a. Purpose and planning</li><li>b. Use and evaluate on-line information for audience research and market analysis.</li><li>c. Ethics and legality of using on-line copyrighted information</li><li>d. Organization</li></ul>
--

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

e. Informative and persuasive speaking f. Presentations using internet, Power Point and multi-media. g. Audience interaction
--

**C7. Recognize limitations of applicable methodologies**

**Matching course component(s):**

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation**

**Matching course component(s):**

6. Professional presentations a. Purpose and planning b. Use and evaluate on-line information for audience research and market analysis. c. Ethics and legality of using on-line copyrighted information d. Organization e. Informative and persuasive speaking f. Presentations using internet, Power Point and multi-media. g. Audience interaction
--

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

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

**Matching course component(s):**

1. Fundamentals of oral communication a. Language use b. Nonverbal communication c. Effective listening d. Conflict resolution 2. Interviews a. Resume writing b. Networking and informational interviews c. Types of interviews d. Interview preparation e. Successful interview strategies 4. Groups a. Formal and informal groups in the organization b. Dynamics of group interaction c. Effective group communication skills 5. Meetings a. Types of meetings b. Problems with meetings c. Advantages of meetings d. Effective meeting strategies 6. Professional presentations a. Purpose and planning b. Use and evaluate on-line information for audience research and market analysis. c. Ethics and legality of using on-line copyrighted information d. Organization e. Informative and persuasive speaking f. Presentations using internet, Power Point and multi-media. g. Audience interaction
---

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

- 4. Groups
  - a. Formal and informal groups in the organization
  - b. Dynamics of group interaction
  - c. Effective group communication skills
- 5. Meetings
  - a. Types of meetings
  - b. Problems with meetings
  - c. Advantages of meetings
  - d. Effective meeting strategies
- 6. Professional presentations
  - a. Purpose and planning
  - b. Use and evaluate on-line information for audience research and market analysis.
  - c. Ethics and legality of using on-line copyrighted information
  - d. Organization
  - e. Informative and persuasive speaking
  - f. Presentations using internet, Power Point and multi-media.
  - g. Audience interaction

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

**Matching course component(s):**

- 3. Cultural and gender sensitivity
  - a. Ethnocentrism, prejudice, and stereotypes
  - b. Cultural norms, values and beliefs
  - c. Gender perceptions, expectations, and bias
  - d. Ethical and legal implications of sexual and workplace harassment

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

**Matching course component(s):**

- 6. Professional presentations
  - a. Purpose and planning
  - b. Use and evaluate on-line information for audience research and market analysis.
  - c. Ethics and legality of using on-line copyrighted information
  - d. Organization
  - e. Informative and persuasive speaking
  - f. Presentations using internet, Power Point and multi-media.
  - g. Audience interaction

Requesting Faculty: Preston Ni

Date: Oct. 13, 2011

Division Curr Rep: Robert Hartwell

Date: 10/13/11

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** English 1B: Composition, Critical Reading and Thinking

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** English 1B: Composition, Critical Reading and Thinking

---

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

**1. Description** -Readings chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences.

**2. Course Objectives -**

- A. Analyze college level expository, argumentative, and / or imaginative texts.
- B. Identify and analyze rhetorical devices in connection with a text's main themes.
- C. Recognize differences in value systems based on culture in a given text.
- D. Draw comparisons to other works and contexts.
- E. Read and analyze texts to demonstrate critical thinking skills.

**4. Course Content (Body of knowledge) -(Reading)**

A. Draw connections that synthesize:

- 1. Two or more texts
- 2. The text(s) and the student's individual experiences and ideas

B. Read and analyze texts to demonstrate critical thinking skills

- 1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
- 2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
- 3. Recognize and evaluate assumptions underlying an argument.
- 4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

**2. Course Objectives -**

(Writing)

- A. Write extended compositions based on class reading and demonstrate interpretive as well as critical thinking skills.
- B. Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
- F. Demonstrate through extensive application in written assignments the ability to distinguish fundamental concepts of critical thinking.

**4. Course Content (Body of knowledge) -(Reading)**

A. Read and analyze literature totaling five book-length college-level texts

- 2. Draw reasoned inferences based on careful reading of a text

B. Rhetorical analysis

- 1. Analyze varieties in voice, rhetorical style and purpose, genre
- 2. Identify and analyze literary devices in connection with a text's main themes

C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature

D. Draw connections that synthesize:

- 1. Two or more texts
- 2. The text(s) and the student's individual experiences and ideas

E. Read and analyze texts to demonstrate critical thinking skills

- 1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
3. Recognize and evaluate assumptions underlying an argument.
4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Reading)**

A. Read and analyze literature totaling five book-length college-level texts
1. Comprehend and evaluate a text's main themes
2. Draw reasoned inferences based on careful reading of a text
B. Rhetorical analysis
1. Analyze varieties in voice, rhetorical style and purpose, genre
3. Identify and analyze literary devices in connection with a text's main themes
C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature
D. Draw connections that synthesize:
1. Two or more texts
2. The text(s) and the student's individual experiences and ideas
E. Read and analyze texts to demonstrate critical thinking skills
1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
3. Recognize and evaluate assumptions underlying an argument.
4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Writing)**

A. Written work totaling 6,000 words or more, a minimum of six compositions (four out-of-class and two in-class), the shortest of which will be 750 words:

B. Writing as process (discovery and synthesis):

1. Invention, generation, collection of ideas
2. Formulation of arguable thesis
3. Organization, development, proper use of textual evidence
4. Drafting, revision, editing
5. Synthesis of texts and student ideas

Writing as product

1. Attention to technical detail
2. Rhetorical features (structure, analysis, insight)

Research methods

1. Proper use of quotations and documentation
2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same

Critical thinking and writing

1. Demonstrated awareness of logic and reasoning in course writing, including awareness of logic and logical fallacies, assumptions, inferences, and opinions.

**Depth Map: should include some or all:**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Reading)**

- A. Read and analyze literature totaling five book-length college-level texts
  - 1. Comprehend and evaluate a text's main themes
  - 2. Draw reasoned inferences based on careful reading of a text
- B. Rhetorical analysis
  - 1. Analyze varieties in voice, rhetorical style and purpose, genre
  - 2. Identify and analyze literary devices in connection with a text's main themes
- C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature
- D. Draw connections that synthesize:
  - 1. Two or more texts
  - 2. The text(s) and the student's individual experiences and ideas
- E. Read and analyze texts to demonstrate critical thinking skills
  - 1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
  - 2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
  - 3. Recognize and evaluate assumptions underlying an argument.
  - 4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

**4. Course Content (Body of knowledge) -(Writing)**

- A. Written work totaling 6,000 words or more, a minimum of six compositions (four out-of-class and two in-class), the shortest of which will be 750 words:
- B. Writing as process (discovery and synthesis):
  - 1. Invention, generation, collection of ideas
  - 2. Formulation of arguable thesis
  - 3. Organization, development, proper use of textual evidence
  - 4. Drafting, revision, editing
  - 5. Synthesis of texts and student ideas

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Writing)**

- D. Research methods
  - 2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same.

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Matching course component(s):**

**2. Course Objectives-**

The student will be able to:

(Reading)

- A. Analyze college level expository, argumentative, and / or imaginative texts.
- B. Identify and analyze rhetorical devices in connection with a text's main themes.
- C. Recognize differences in value systems based on culture in a given text.
- D. Draw comparisons to other works and contexts.
- E. Read and analyze texts to demonstrate critical thinking skills.

(Writing)

- A. Write extended compositions based on class reading and demonstrate interpretive as well as critical thinking skills.
- B. Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
- C. Use diction and tone appropriate to the academic community and the purpose of the specific writing task.
- D. Use techniques of research, especially textual citations and proper documentation.
- E. Demonstrate through extensive application in written assignments the ability to distinguish fundamental concepts of critical thinking.

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

**Matching course component(s):**

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Writing)**

D. Research methods

- 1. Proper use of quotations and documentation
- 2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same

Requesting Faculty: Erica Onugha \_\_\_\_\_ Date: 10/21/11 \_\_\_\_\_

Division Curr Rep:Falk Cammin \_\_\_\_\_ Date:10/25/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** English 1BH: Honors Composition, Critical Reading and Thinking

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** English 1BH: Honors Composition, Critical Reading and Thinking

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

**1. Description** -Further development in the technique and practice of expository and argumentative writing, critical reading and thinking. Readings chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. The honors section offers a challenging intellectual environment for students intending to transfer to a four-year college or university. Class discussion and assignments focus on literature as a reflection of multiple perspectives, social constructs, and cultural values. Emphasis on rhetorical strategies and stylistic refinements for effective persuasive writing across the disciplines.

**2. Course Objectives** -The student will be able to:

(Reading)

- A. Analyze college level expository, argumentative, and / or imaginative texts, written on a level of difficulty equivalent to Annie Dillard's Pilgrim at Tinker Creek or Toni Morrison's Beloved.
- B. Identify and analyze rhetorical devices in connection with a text's main themes
- C. Recognize differences in value systems based on culture in a given text
- D. Draw comparisons to other works and contexts
- E. Read and analyze texts to demonstrate critical thinking skills

**4. Course Content (Body of knowledge)** - (Reading)

- A. Read and analyze literature totaling five book-length college-level texts
  - 1. Comprehend and evaluate a text's main themes
  - 2. Draw reasoned inferences based on careful reading of a text
- B. Rhetorical analysis
  - 1. Analyze varieties in voice, rhetorical style and purpose, genre
  - 2. Identify and analyze literary devices in connection with a text's main themes
- C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

**2. Course Objectives** -

(Writing)

- A. Write extended compositions based on class reading and demonstrate interpretive as well as critical thinking skills.
- B. Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
- E. Demonstrate through extensive application in written assignments the ability to distinguish fundamental concepts of critical thinking.
- F. Apply theoretical models or schema (such as sociological or historical criticism) to a text.

**4. Course Content (Body of knowledge)** -(Reading)

- A. Read and analyze literature totaling five book-length college-level texts
  - 2. Draw reasoned inferences based on careful reading of a text
- B. Rhetorical analysis
  - 1. Analyze varieties in voice, rhetorical style and purpose, genre
  - 2. Identify and analyze literary devices in connection with a text's main themes
- C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature
- D. Draw connections that synthesize:
  - 1. Two or more texts

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

E.	<ul style="list-style-type: none"><li>2. The text(s) and the student's individual experiences and ideas</li><li>Read and analyze texts to demonstrate critical thinking skills<ul style="list-style-type: none"><li>1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)</li><li>2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments</li><li>3. Recognize and evaluate assumptions underlying an argument.</li><li>4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions</li></ul></li></ul>
----	---

**C3.** Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Reading)**

A.	<ul style="list-style-type: none"><li>Read and analyze literature totaling five book-length college-level texts<ul style="list-style-type: none"><li>1. Comprehend and evaluate a text's main themes</li><li>2. Draw reasoned inferences based on careful reading of a text</li></ul></li></ul>
B.	<ul style="list-style-type: none"><li>Rhetorical analysis<ul style="list-style-type: none"><li>1. Analyze varieties in voice, rhetorical style and purpose, genre</li><li>2. Identify and analyze literary devices in connection with a text's main themes</li></ul></li></ul>
C.	<ul style="list-style-type: none"><li>Establish cultural and historical contexts for a text and determine how those contexts shape that literature</li></ul>
D.	<ul style="list-style-type: none"><li>Draw connections that synthesize:<ul style="list-style-type: none"><li>1. Two or more texts</li><li>2. The text(s) and the student's individual experiences and ideas</li></ul></li></ul>
E.	<ul style="list-style-type: none"><li>Read and analyze texts to demonstrate critical thinking skills<ul style="list-style-type: none"><li>1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)</li><li>2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments</li><li>3. Recognize and evaluate assumptions underlying an argument.</li><li>4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions</li></ul></li></ul>

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Writing)**

A.	<ul style="list-style-type: none"><li>Written work totaling 8,000 words or more:<ul style="list-style-type: none"><li>1. Five or more compositions of 1,000 words or more words, text-based compositions that require analysis of complex issues / situations, textual ambiguity, and multiple perspectives</li><li>2. Responses to assigned reading</li></ul></li></ul>
B.	<ul style="list-style-type: none"><li>Writing as process (discovery and synthesis):<ul style="list-style-type: none"><li>1. Invention, generation, collection of ideas</li><li>2. Formulation of arguable thesis</li><li>3. Organization, development, proper use of textual evidence</li><li>4. Drafting, revision, editing</li><li>5. Synthesis of texts and student ideas</li></ul></li></ul>
<p>Writing as product</p> <ul style="list-style-type: none"><li>1. Attention to technical detail</li><li>2. Rhetorical features (structure, analysis, insight)</li></ul>	
<p>Research methods</p> <ul style="list-style-type: none"><li>1. Proper use of quotations and documentation</li><li>2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same</li></ul>	
<p>Critical thinking and writing</p> <ul style="list-style-type: none"><li>1. Demonstrated awareness of logic and reasoning in course writing, including awareness of logic</li></ul>	

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

and logical fallacies, assumptions, inferences, and opinions.

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Reading)**

A. Read and analyze literature totaling five book-length college-level texts

1. Comprehend and evaluate a text's main themes
2. Draw reasoned inferences based on careful reading of a text

B. Rhetorical analysis

1. Analyze varieties in voice, rhetorical style and purpose, genre
2. Identify and analyze literary devices in connection with a text's main themes

C. Establish cultural and historical contexts for a text and determine how those contexts shape that literature

D. Draw connections that synthesize:

1. Two or more texts
2. The text(s) and the student's individual experiences and ideas

E. Read and analyze texts to demonstrate critical thinking skills

1. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
2. Identify logic and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
3. Recognize and evaluate assumptions underlying an argument.
4. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions

**4. Course Content (Body of knowledge) -(Writing)**

A. Written work totaling 8,000 words or more:

1. Five or more compositions of 1,000 words or more words, text-based compositions that require analysis of complex issues / situations, textual ambiguity, and multiple perspectives
2. Responses to assigned reading

Writing as process (discovery and synthesis):

1. Invention, generation, collection of ideas
2. Formulation of arguable thesis
3. Organization, development, proper use of textual evidence
4. Drafting, revision, editing
5. Synthesis of texts and student ideas

**C6. Identify goals when applying analytical skills**

**Matching course component(s):**

**C7. Recognize limitations of applicable methodologies**

**Matching course component(s):**

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation**

**Matching course component(s):**

**4. Course Content (Body of knowledge) -  
(Writing)**

Research methods

2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

**2. Course Objectives -**

The student will be able to:

(Reading)

A. Analyze college level expository, argumentative, and / or imaginative texts, written on a level of difficulty equivalent to Annie Dillard's Pilgrim at Tinker Creek or Toni Morrison's Beloved.

B. Identify and analyze rhetorical devices in connection with a text's main themes

C. Recognize differences in value systems based on culture in a given text

D. Draw comparisons to other works and contexts

E. Read and analyze texts to demonstrate critical thinking skills

(Writing)

A. Write extended compositions based on class reading and demonstrate interpretive as well as critical thinking skills.

B. Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.

C. Use diction and tone appropriate to the academic community and the purpose of the specific writing task; proofread for errors in language and mechanics to the degree that the nature and frequency of errors do not become distracting.

D. Use techniques of research, especially textual citations and proper documentation.

E. Demonstrate through extensive application in written assignments the ability to distinguish fundamental concepts of critical thinking.

F. Apply theoretical models or schema (such as sociological or historical criticism) to a text.

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

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**4. Course Content (Body of knowledge) -(Writing)**

Research methods

1. Proper use of quotations and documentation

2. Focus on variety of sources (print / nonprint / electronic) with evaluation of credibility and relevance of same

Requesting Faculty: Erica Onugha

Date: 10/20/11

Division Curr Rep: Falk Cammin

Date: 10/25/11

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: 11/22/11 \_\_\_\_\_

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Philosophy 1: Critical Thinking and Writing

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Philosophy 1: Critical Thinking and Writing \_\_\_\_\_

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

The student will be able to:

- A. Distinguish basic elements of an argument.
  - 1. Identify premises and conclusions.
  - 2. Distinguish arguments from non-inferential passages.
- B. Identify and evaluate inductive and deductive arguments.
  - 1. Use and identify common forms of inductive and deductive arguments.
- C. Evaluate evidence with respect to its relevance and strength.
- D. Recognize fallacies.
- E. Analyze and use language effectively in college level argumentative writing.
  - 1. Recognize vague, ambiguous, over-general and slanted language.
- F. Use all of the above-mentioned skills in writing effective argumentative and critical essays.

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

- E. Argumentative writing.
  - 1. Finding, evaluating and using sources.
  - 2. Constructing a clear and effective thesis.
  - 3. Constructing an effective argument employing skills of induction and deduction.
    - a. Avoiding fallacies in writing.
  - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
  - 5. Defending one's own argument against the relevant counter-arguments.

**C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate**

**Matching course component(s):**

- 2. Common forms of inductive and deductive arguments.
  - a. Syllogistic forms of deduction.
  - b. Deductive arguments from definition and mathematical reasoning.

**C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

**Matching course component(s):**

- E. Writing exercises (totaling in 4,000 to 6,000 words). These will consist of short argumentative and analysis writing assignments (500-1000 words each). Each writing exercise will be directed toward a specific critical thinking skill.
- F. Argumentative essay (2000 word minimum). At least one sophisticated argumentative essay that posits a logically supported argument, and demonstrates knowledge of the skills, principles and distinctions explored throughout the course and demonstrates proper use of MLA Format.

**Depth Map: should include some or all:**

**C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position**

**Matching course component(s):**

- A. Basic elements of an argument.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- 1. Premises and conclusions.
  - a. Indicator words
  - b. Recognizing inferential relationship between propositions.
  - c. Recognizing arguments and distinguishing them from non-inferential passages.
  - d. Clearly listing premises and conclusion.
- B. Induction and deduction.
  - 1. The basic distinction.
  - a. Necessity and probability.
  - 2. Common forms of inductive and deductive arguments.
    - a. Syllogistic forms of deduction.
    - b. Deductive arguments from definition and mathematical reasoning.
    - c. Inductive arguments including, but not limited to, analogy, generalizations and instantiations, predictions, statistics and causal arguments.
- C. Fallacies.
  - 1. Types.
    - a. Relevance.
    - b. Presumption.
    - c. Grammatical analogy.
    - d. Weak induction.
  - 2. Psychological appeal.
  - 3. Recognition and Avoidance in reading and writing.
- D. Language.
  - 1. Nature and functions.
  - 2. Its uses and abuses.
    - a. Clear and precise use of language in argumentative writing.
    - b. Avoidance and recognition of slanted, ambiguous, vague, over-general, and abusive language.
- H. Argumentative writing.
  - 1. Finding, evaluating and using sources.
  - 2. Constructing a clear and effective thesis.
  - 3. Constructing an effective argument employing skills of induction and deduction.
  - a. Avoiding fallacies in writing.
  - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
  - 5. Defending ones own argument against the relevant counter-arguments.

**C6. Identify goals when applying analytical skills**

**Matching course component(s):**

**C7. Recognize limitations of applicable methodologies**

**Matching course component(s):**

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation**

**Matching course component(s):**

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

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

**Matching course component(s):**

- A. Basic elements of an argument.
- 1. Premises and conclusions.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- a. Indicator words
- b. Recognizing inferential relationship between propositions.
- c. Recognizing arguments and distinguishing them from non-inferential passages.
- d. Clearly listing premises and conclusion.

B. Induction and deduction.

- 1. The basic distinction.
- a. Necessity and probability.
- 2. Common forms of inductive and deductive arguments.

a. Syllogistic forms of deduction.

b. Deductive arguments from definition and mathematical reasoning.

c. Inductive arguments including, but not limited to, analogy, generalizations and instantiations, predictions, statistics and causal arguments.

C. Fallacies.

- 1. Types.
- a. Relevance.
- b. Presumption.
- c. Grammatical analogy.
- d. Weak induction.

2. Psychological appeal.

3. Recognition and Avoidance in reading and writing.

D. Language.

- 1. Nature and functions.
- 2. Its uses and abuses.

a. Clear and precise use of language in argumentative writing.

b. Avoidance and recognition of slanted, ambiguous, vague, over-general, and abusive language.

H. Argumentative writing.

- 1. Finding, evaluating and using sources.
- 2. Constructing a clear and effective thesis.
- 3. Constructing an effective argument employing skills of induction and deduction.
- a. Avoiding fallacies in writing.
- 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
- 5. Defending ones own argument against the relevant counter-arguments.

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

**Matching course component(s):**

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

- A. Basic elements of an argument.
- 1. Premises and conclusions.
- a. Indicator words
- b. Recognizing inferential relationship between propositions.
- c. Recognizing arguments and distinguishing them from non-inferential passages.
- d. Clearly listing premises and conclusion.

B. Induction and deduction.

- 1. The basic distinction.
- a. Necessity and probability.
- 2. Common forms of inductive and deductive arguments.

a. Syllogistic forms of deduction.

b. Deductive arguments from definition and mathematical reasoning.

c. Inductive arguments including, but not limited to, analogy, generalizations and instantiations, predictions, statistics and causal arguments.

C. Fallacies.

- 1. Types.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- a. Relevance.
- b. Presumption.
- c. Grammatical analogy.
- d. Weak induction.
- 2. Psychological appeal.
- 3. Recognition and Avoidance in reading and writing.
- D. Language.
  - 1. Nature and functions.
  - 2. Its uses and abuses.
    - a. Clear and precise use of language in argumentative writing.
    - b. Avoidance and recognition of slanted, ambiguous, vague, over-general, and abusive language.
- H. Argumentative writing.
  - 1. Finding, evaluating and using sources.
  - 2. Constructing a clear and effective thesis.
  - 3. Constructing an effective argument employing skills of induction and deduction.
  - a. Avoiding fallacies in writing.
  - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
  - 5. Defending ones own argument against the relevant counter-arguments.

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

**Matching course component(s):**

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

**Matching course component(s):**

Requesting Faculty: Brian Tapia \_\_\_\_\_ Date: Sept. 9, 2011 \_\_\_\_\_

Division Curr Rep: Patricia Gibbs \_\_\_\_\_ Date: 10/17/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

Course Number & Title: Philosophy 7 Introduction to Symbolic Logic \_\_\_\_\_

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Philosophy 7 Introduction to Symbolic Logic \_\_\_\_\_

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):** all of the following are applicable to any discipline that uses argumentative reasoning.

- . The student will be able to:
- A. construct, analyze and evaluate arguments
- B. identify formal and informal fallacies.
- C. translate real language arguments into symbolic form.
- D. evaluate symbolic statements and arguments with direct and indirect truth tables.
- E. Use rules of replacement and implication to construct symbolic proofs for the evaluation of arguments.

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

The student will be able to:

- A. construct, analyze and evaluate arguments
- B. identify formal and informal fallacies.
- C. translate real language arguments into symbolic form.
- D. evaluate symbolic statements and arguments with direct and indirect truth tables.
- E. Use rules of replacement and implication to construct symbolic proofs for the evaluation of arguments.

**C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate**

**Matching course component(s):**

- D. Propositional Logic.
  - 1. Symbols and Translation.
  - 2. Truth functions.
  - 3. Truth tables for arguments and propositions.
  - 4. Indirect truth tables.
  - 5. Argument forms and formal fallacies.
    - a. Modus Ponens.
    - b. Modus Tollens.
    - c. Hypothetical Syllogism.
    - d. Disjunctive Syllogism.
    - e. Constructive Dilemma.
    - f. Destructive Dilemma.
    - g. Affirming the consequent.
    - h. Denying the antecedent.
- E. Natural Deduction
  - 1. Using rules of implication in proofs.
  - 2. Using rules of replacement in proofs.
  - 3. Conditional and indirect proofs.
- F. Predicate logic.
  - 1. Symbols and translation for predicate logic.
  - 2. Using the rules of inference in predicate logic.
  - 3. Change in quantifier rule.
  - 4. Conditional and indirect proofs for predicate logic.
  - 5. Proving invalidity.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

6. Relational predicates and overlapping quantifiers
7. Identity.

**C4.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

The student will be able to:

- A. construct, analyze and evaluate arguments
- B. identify formal and informal fallacies.
- C. translate real language arguments into symbolic form.
- D. evaluate symbolic statements and arguments with direct and indirect truth tables.
- E. Use rules of replacement and implication to construct symbolic proofs for the evaluation of arguments.

**Depth Map: should include some or all:**

**C5.** Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

**Matching course component(s):**

A. construct, analyze and evaluate arguments
--

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

- D. Propositional Logic.
  - 1. Symbols and Translation.
  - 2. Truth functions.
  - 3. Truth tables for arguments and propositions.
  - 4. Indirect truth tables.
  - 5. Argument forms and formal fallacies.
    - a. Modus Ponens.
    - b. Modus Tollens.
    - c. Hypothetical Syllogism.
    - d. Disjunctive Syllogism.
    - e. Constructive Dilemma.
    - f. Destructive Dilemma.
    - g. Affirming the consequent.
    - h. Denying the antecedent.
- E. Natural Deduction
  - 1. Using rules of implication in proofs.
  - 2. Using rules of replacement in proofs.
  - 3. Conditional and indirect proofs.
- F. Predicate logic.
  - 1. Symbols and translation for predicate logic.
  - 2. Using the rules of inference in predicate logic.
  - 3. Change in quantifier rule.
  - 4. Conditional and indirect proofs for predicate logic.
  - 5. Proving invalidity.
  - 6. Relational predicates and overlapping quantifiers
  - 7. Identity.

**C8.** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

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

**Matching course component(s):**

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

**Matching course component(s):**

D. evaluate symbolic statements and arguments with direct and indirect truth tables.

E. Use rules of replacement and implication to construct symbolic proofs for the evaluation of arguments.

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

D. Propositional Logic.

1. Symbols and Translation.
2. Truth functions.
3. Truth tables for arguments and propositions.
4. Indirect truth tables.
5. Argument forms and formal fallacies.
  - a. Modus Ponens.
  - b. Modus Tollens.
  - c. Hypothetical Syllogism.
  - d. Disjunctive Syllogism.
  - e. Constructive Dilemma.
  - f. Destructive Dilemma.
  - g. Affirming the consequent.
  - h. Denying the antecedent.

E. Natural Deduction

1. Using rules of implication in proofs.
2. Using rules of replacement in proofs.
3. Conditional and indirect proofs.

F. Predicate logic.

1. Symbols and translation for predicate logic.
2. Using the rules of inference in predicate logic.
3. Change in quantifier rule.
4. Conditional and indirect proofs for predicate logic.
5. Proving invalidity.
6. Relational predicates and overlapping quantifiers
7. Identity.

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

**Matching course component(s):**

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

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Requesting Faculty: Brian Tapia \_\_\_\_\_ Date: Sept. 9, 2011 \_\_\_\_\_  
Division Curr Rep: Patricia Gibbs \_\_\_\_\_ Date: 10/17/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We recommend approval 11/22/11

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

## **General Education Review Request**

### **AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Philosophy 50 Introduction to Critical Thinking

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** Philosophy 50 Introduction to Critical Thinking

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

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

**C1. Apply the analytical skills learned in the course to other disciplines**

**Matching course component(s):**

The student will be able to:

- A. Distinguish basic elements of an argument.
  - 1. Identify premises and conclusions.
  - 2. Distinguish arguments from non-inferential passages.
- B. Identify and evaluate inductive and deductive arguments.
  - 1. Use and identify common forms of inductive and deductive arguments.
- C. Evaluate evidence with respect to its relevance and strength.
- D. Recognize fallacies.
- E. Analyze and use language effectively in college level argumentative writing.
  - 1. Recognize vague, ambiguous, over-general and slanted language.
- F. Use all of the above-mentioned skills in writing effective argumentative and critical essays.

**C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills**

**Matching course component(s):**

- E. Argumentative writing.
  - 1. Finding, evaluating and using sources.
  - 2. Constructing a clear and effective thesis.
  - 3. Constructing an effective argument employing skills of induction and deduction.
    - a. Avoiding fallacies in writing.
  - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
  - 5. Defending ones own argument against the relevant counter-arguments.

**C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate**

**Matching course component(s):**

- 2. Common forms of inductive and deductive arguments.
  - a. Syllogistic forms of deduction.
  - b. Deductive arguments from definition and mathematical reasoning.

**C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

- E. Writing exercises . These will consist of short argumentative and analysis writing assignments (500 words). Each writing exercise will be directed toward a specific critical thinking skill.
- F. Argumentative essay(1500-2000 word minimum). At least one sophisticated argumentative essay that posits a logically supported argument, and demonstrates knowledge of the skills, principles and distinctions explored throughout the course and demonstrates proper use of MLA Format.

**Depth Map: should include some or all:**

**C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position**

**Matching course component(s):**

- A. Basic elements of an argument.
  - 1. Premises and conclusions.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- a. Indicator words
- b. Recognizing inferential relationship between propositions.
- c. Recognizing arguments and distinguishing them from non-inferential passages.
- d. Clearly listing premises and conclusion.
- B. Induction and deduction.
  - 1. The basic distinction.
  - a. Necessity and probability.
  - 2. Common forms of inductive and deductive arguments.
    - a. Syllogistic forms of deduction.
    - b. Deductive arguments from definition and mathematical reasoning.
    - c. Inductive arguments including, but not limited to, analogy, generalizations and instantiations, predictions, statistics and causal arguments.
- C. Fallacies.
  - 1. Types.
    - a. Relevance.
    - b. Presumption.
    - c. Grammatical analogy.
    - d. Weak induction.
  - 2. Psychological appeal.
  - 3. Recognition and Avoidance in reading and writing.
- D. Language.
  - 1. Nature and functions.
  - 2. Its uses and abuses.
    - a. Clear and precise use of language in argumentative writing.
    - b. Avoidance and recognition of slanted, ambiguous, vague, over-general, and abusive language.
  - H. Argumentative writing.
    - 1. Finding, evaluating and using sources.
    - 2. Constructing a clear and effective thesis.
    - 3. Constructing an effective argument employing skills of induction and deduction.
    - a. Avoiding fallacies in writing.
    - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
    - 5. Defending ones own argument against the relevant counter-arguments.

**C6. Identify goals when applying analytical skills**

**Matching course component(s):**

**C7. Recognize limitations of applicable methodologies**

**Matching course component(s):**

**C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation**

**Matching course component(s):**

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

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

**Matching course component(s):**

- A. Basic elements of an argument.
- 1. Premises and conclusions.
- a. Indicator words

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

- b. Recognizing inferential relationship between propositions.
- c. Recognizing arguments and distinguishing them from non-inferential passages.
- d. Clearly listing premises and conclusion.
- B. Induction and deduction.
  - 1. The basic distinction.
    - a. Necessity and probability.
  - 2. Common forms of inductive and deductive arguments.
    - a. Syllogistic forms of deduction.
    - b. Deductive arguments from definition and mathematical reasoning.
    - c. Inductive arguments including, but not limited to, analogy, generalizations and instantiations, predictions, statistics and causal arguments.
- C. Fallacies.
  - 1. Types.
    - a. Relevance.
    - b. Presumption.
    - c. Grammatical analogy.
    - d. Weak induction.
  - 2. Psychological appeal.
  - 3. Recognition and Avoidance in reading and writing.
- D. Language.
  - 1. Nature and functions.
  - 2. Its uses and abuses.
    - a. Clear and precise use of language in argumentative writing.
    - b. Avoidance and recognition of slanted, ambiguous, vague, over-general, and abusive language.
- H. Argumentative writing.
  - 1. Finding, evaluating and using sources.
  - 2. Constructing a clear and effective thesis.
  - 3. Constructing an effective argument employing skills of induction and deduction.
    - a. Avoiding fallacies in writing.
  - 4. Clear and fair presentation of relevant counter-arguments to the thesis and premises of the main argument.
  - 5. Defending ones own argument against the relevant counter-arguments.

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

**Matching course component(s):**

**B3.** Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

**Matching course component(s):**

- A. Basic elements of an argument.
- 1. Premises and conclusions.
- a. Indicator words
- b. Recognizing inferential relationship between propositions.
- c. Recognizing arguments and distinguishing them from non-inferential passages.
- d. Clearly listing premises and conclusion.

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

**Matching course component(s):**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

Requesting Faculty: Brian Tapia \_\_\_\_\_ Date: Sept. 9, 2011 \_\_\_\_\_

Division Curr Rep: Patricia Gibbs \_\_\_\_\_ Date: 10/17/11 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Marnie Francisco and Lauren Velasco

Comments:

We recommend approval 11/22/11

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

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

**Course #:** MDIA 1      **Division:** Fine Arts and Communication

**Course Title:** Introduction to Film Studies

**Catalog Description:**

A survey of the language, technology, theory and aesthetics of the moving image as an art form. The course emphasizes an introduction to the critical analysis of the film and video. Includes weekly readings, film viewing, and discussion.

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

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

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

This course in film language provides students with critical understanding of the language, technology, theory and aesthetics of moving image media. This course is a proposed core course for the Media Studies certificate of achievement and Foothill GE in humanities. This course also meets the Area 3 requirement for IGETC and Area C-1 of the CSU-GE breadth requirements.

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

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

This course provides basic skills, career and transfer opportunities for students.

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

This course also meets the Area 3 requirement for IGETC and Area C-1 of the CSU-GE breadth requirements.

This course is a required core course for the Certificate of Achievement in Media Studies.

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

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

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

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

KTC 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)**

KTC 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:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/23/11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA-3A 4A      **Division:** Fine Arts and Communication

**Course Title:** History of Film 1845-1945

**Catalog Description:**

Survey of the development of motion pictures from beginning to the 1940s. Emphasis on understanding evolution of international filmmaking.

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

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

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

This course in film history provides students with critical understanding of the historic, aesthetic, technological, and cultural dimensions of early film and media history. This course transfers under IGETC in area 3A, Arts and Area C-2 of the CSU-GE breadth requirements. The course is a proposed core course for the Media Studies certificate and Foothill GE in humanities.

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

*Adopted June 24, 2009*

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

This course provides basic skills, career and transfer opportunities for students.

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

This course also meets the Area 3 requirement for IGETC and Area C-2 of the CSU-GE breadth requirements. This course is a required core course for the Certificate of Achievement in Media Studies.

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

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

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

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

HTC 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)**

HTC 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:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/23/11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 3B 4B      **Division:** Fine Arts and Communication

**Course Title:** History of Film 1945-Current

**Catalog Description:**

Critical analysis of film as an art form with emphasis on film evolution from the 1940s to the present.

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

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

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

This course in film history provides students with critical understanding of the historic, aesthetic, technological, and cultural dimensions of early film and media history. This course transfers under IGETC in area 3A, Arts and Area C-2 of the CSU-GE breadth requirements. The course is a proposed core course for the Media Studies certificate and Foothill GE in humanities.

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

*Adopted June 24, 2009*

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

This course provides basic skills, career and transfer opportunities for students.

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

This course also meets the Area 3 requirement for IGETC and Area C-2 of the CSU-GE breadth requirements. This course is a required core course for the Certificate of Achievement in Media Studies.

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

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

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

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

KTC 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)**

KTC 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:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/23/11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

12/16/16

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 3C 4C      **Division:** Fine Arts and Communication

**Course Title:** Current Trends in Film, TV, and the Internet

**Catalog Description:**

Current trends of film, video, television, and internet media. Critical analysis of time based linear and non-linear visual media. Emphasis on the visual experience of communicating ideas, stories, and events. Includes weekly readings, media screenings, and discussion.

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

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

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

This course in film history provides students with critical understanding of the historic, technological, business and cultural dimensions of current media and media history. This course transfers under IGETC in area 3A, Arts and Area C-1 of the CSU-GE breadth requirements. The course is a proposed core course for the Media Studies certificate and Foothill GE in humanities.

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

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

This course provides basic skills, career and transfer opportunities for students.

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

This course also meets the Area 3 requirement for IGETC and Area C-1 of the CSU-GE breadth requirements. This course is a required core course for the Certificate of Achievement in Media Studies.

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

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

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

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

HTC 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)**

HTC 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:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/23/11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA-4 5

**Division:** Fine Arts and Communication

**Course Title:** American Cinema

**Catalog Description:**

Introduction to American Film as a component of art, history, culture and business. How Hollywood has shaped an industry that has come to reflect many aspects of the American experience. American cinematic history, terminology, economic structure and cultural importance. Skills and insight into watching films critically. Development of analysis and writing skills.

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

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

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

This course in film history provides students with critical understanding of the aesthetic, technological, business and cultural dimensions of American cinema history. This course transfers under IGETC in area 3A, Arts and Area C-1 of the CSU-GE breadth requirements. The course is a proposed core course for the Media Studies certificate and Foothill GE in humanities.

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

*Adopted June 24, 2009*

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

This course provides basic skills, career and transfer opportunities for students.

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

This course also meets the Area 3 requirement for IGETC and Area C-1 of the CSU-GE breadth requirements. This course is a required core course for the Certificate of Achievement in Media Studies.

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

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

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

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

HTC 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)**

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

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/23/11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 52      **Division:** Fine Arts & Communication

**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.

**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:  

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the visual arts.
  
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:

Gives students career preparation in the field of video and media.

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

This course is transferable to CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 9      **Division:** Fine Arts and Communication

**Course Title:** Global Media

**Catalog Description:**

A critical examination of the economic, political and cultural dynamics that shape the international media environment, its central actors and institutions.

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

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

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

This course in film and media genres provides students with critical understanding academic course which educates our students on the world media environment. Provides academic instruction in media for transfer and the VART degree program.

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

*Adopted June 24, 2009*

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

This course provides basic skills, career and transfer opportunities for students.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

Similar lower division courses exist at UC Irvine, UC Berkeley, UC Santa Barbara

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell      **Date:** 11/29/11

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 15 51      **Division:** Fine Arts & Communication

**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.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the visual arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 20      **Division:** Fine Arts & Communication

**Course Title:** Digital Video Production I

**Catalog Description:**

Basic instruction in concepts, techniques, and strategies of digital video production. Basic camera, lighting and sound recording will be covered through technical workshops. Emphasis on video story telling and creative problem solving.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the visual arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 20 and is a restricted support course for the AA in Graphic and Interactive Design.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

12/16/16

**Faculty Requestor: Kristin Tripp Caldwell** \_\_\_\_\_ **Date: 11-29-11** \_\_\_\_\_

**Faculty Requestor: Kristin Tripp Caldwell** \_\_\_\_\_ **Date: 11-29-11** \_\_\_\_\_

**Division Curriculum Representative: Robert Hartwell** \_\_\_\_\_ **Date: 12/5/11** \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA/VART 21      **Division:** Fine Arts & Communication

**Course Title:** Digital Video Production II

**Catalog Description:**

Continuation of MDIA 20 . Further exploration of video production with an emphasis advanced topics in videography, lighting, and sound. Emphasis on pre-production and scripting methods.

**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:  
 Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA/VART 30      **Division:** Fine Arts & Communication

**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.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA/VART 31      **Division:** Fine Arts & Communication

**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.

Prerequisite: VART 30 or 86, MDIA 30.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 33      **Division:** Fine Arts & Communication

**Course Title:** Motion Graphics

**Catalog Description:**

Basic instruction using the computer for motion graphic design and composite digital video production. Emphasis on time based media and its application to creative problem solving and communication solutions.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 87 and is a restricted support course for the AA in Graphic and Interactive Design.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

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

---

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

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

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

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

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

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

### Appropriateness to Mission

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

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

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

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

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

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

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

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

### Need

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

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

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

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

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

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

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

### Quality

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

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

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

### Feasibility

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

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

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

### Compliance

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

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

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

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

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

## **APPENDIX – BLANKET APPROVAL**

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

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

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

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

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

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

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

**Course #:** MDIA 40      **Division:** Fine Arts & Communication

**Course Title:** Digital Sound, Video, and Animation

**Catalog Description:**

Basic instruction using the computer for emerging media technologies; digital sound, video editing, and animation. Emphasis on time based media and creative problem solving.

**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:  

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.
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:

Gives students career preparation in the field of video and media.

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

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 80 and is a restricted support course for the AA in Graphic and Interactive Design.

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

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

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

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

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

**Criteria E. – Compliance (please initial as appropriate)**

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

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

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

## **Foothill College Mission Statement:**

---

### **Our Vision**

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

### **Our Values**

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

### **Our Purpose**

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

### **Our Mission**

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

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 52      **Division:** Fine Arts & Communication

**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.

**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:
 

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the visual arts.
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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 81B      **Division:** Fine Arts & Communication

**Course Title:** Sound Design for Film and Video

**Catalog Description:**

Creating and editing soundtracks and audio for digital video, music video and film. Recording live sound, and integrating sound effects from a digital library. Dialogue editing and re-recording(looping), and musical soundtrack creation. Synchronization of audio to video using timecode,aesthetic quality of sound and music as it relates to video content, and the production of video/audio projects using Final Cut Pro/Avid Media Composer and Pro Tools.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. Cross listed as MUS 81B , this course is a required core course for the AA in Music Technology.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Kristin Tripp Caldwell** \_\_\_\_\_ **Date: 11-29-11** \_\_\_\_\_

**Faculty Requestor: Kristin Tripp Caldwell** \_\_\_\_\_ **Date: 11-29-11** \_\_\_\_\_

**Division Curriculum Representative: Robert Hartwell** \_\_\_\_\_ **Date: 12/5/11** \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 86      **Division:** Fine Arts & Communication

**Course Title:** Digital Sound, Video, and Animation

**Catalog Description:**

Basic instruction using the computer for emerging media technologies; digital sound, video editing, and animation. Emphasis on time based media and creative problem solving.

**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:  

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.
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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 80 and is a restricted support course for the AA in Graphic and Interactive Design.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** MDIA 87      **Division:** Fine Arts & Communication

**Course Title:** Motion Graphics

**Catalog Description:**

Basic instruction using the computer for motion graphic design and composite digital video production. Emphasis on time based media and its application to creative problem solving and communication solutions.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 87 and is a restricted support course for the AA in Graphic and Interactive Design.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** VART 8      **Division:** Fine Arts and Communication

**Course Title:** Global Media

**Catalog Description:**

A critical examination of the economic, political and cultural dynamics that shape the international media environment, its central actors and institutions.

**Explain briefly** how the proposed course satisfies the following five criteria:

**Criteria A. -- Appropriateness to Mission**

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course in film and media genres provides students with critical understanding academic course which educates our students on the world media environment. Provides academic instruction in media for transfer and the VART degree program.

2. *“A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.”*

*Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

This course provides basic skills, career and transfer opportunities for students.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

Similar lower division courses exist at UC Irvine, UC Berkeley, UC Santa Barbara

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11/29/11 \_\_\_\_\_

12/16/16

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** VART 21      **Division:** Fine Arts & Communication

**Course Title:** Digital Video Production II

**Catalog Description:**

Continuation of VART 20 . Further exploration of video production with an emphasis advanced topics in videography, lighting, and sound. Emphasis on pre-production and scripting methods.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** VART 30      **Division:** Fine Arts & Communication

**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.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** VART 31      **Division:** Fine Arts & Communication

**Course Title:** Digital Video Editing II

**Catalog Description:**

Continuation of VART 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.

Prerequisite: VART 30 or 86.

**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:

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.

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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** VART 86      **Division:** Fine Arts & Communication

**Course Title:** Digital Sound, Video, and Animation

**Catalog Description:**

Basic instruction using the computer for emerging media technologies; digital sound, video editing, and animation. Emphasis on time based media and creative problem solving.

**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:  

Contributes to work force improvement by preparing students for the vocational demands and disciplines of the media arts.
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:

Gives students career preparation in the field of video and media.

**Criteria B. -- Need (Explain)**

This course is transferable to UC and CSU. This course is a restricted support course for the Certificate of Achievement in Media Studies. This course is cross listed as GID 80 and is a restricted support course for the AA in Graphic and Interactive Design.

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

**Criteria D. -- Adequate Resources (please initial as appropriate)**

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

12/16/16

**Faculty Requestor:** Kristin Tripp Caldwell \_\_\_\_\_ **Date:** 11-29-11 \_\_\_\_\_

**Division Curriculum Representative:** Robert Hartwell \_\_\_\_\_ **Date:** 12/5/11 \_\_\_\_\_

**College Curriculum Co-Chairman:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Foothill College Mission Statement:**

---

### **Our Vision**

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

### **Our Values**

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS •  
SUSTAINABILITY

### **Our Purpose**

To provide access to educational opportunity for all with innovation and distinction.

### **Our Mission**

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

## **CCC System Office: Program and Course Approval Handbook—March 2003**

---

### Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

### **Approval Criteria**

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

### Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

**66010.4. Missions and function of public and independent institutions of higher education**

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

### Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm>.) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

### Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses," p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

### Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

### Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

## **APPENDIX – BLANKET APPROVAL**

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).
2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)
3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

## Frequently Asked Questions about “Special Topics” courses and “Independent Study” courses

### ***Special Topics Courses***

#### **Q. What is a Special Topics course?**

**A.** A Special Topics course is defined by the PCAH as “one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term.” That is, everything on the Course Outline of Record is consistent from quarter to quarter with the exception of the focus area/context. *The course objectives, student learning outcomes, methods of instruction and methods of evaluation remain consistent, but the context (“focus area”) used to help students achieve the course outcomes/objectives varies.* Such courses have a stable, well-defined purpose within the college’s overall curricular offerings.

#### **Q. What’s a good example of a special topics course?**

**A.** One example might be a course in English Literature. The COR would specify that the course objectives include (among others), skill in critical analysis and writing, and that each quarter the students will have a particular amount of reading and writing assignments and must write a research paper. The only component varying from one term to the next is the author of the works studied. E.g. one quarter they use works by Mark Twain to get better at critical analysis and writing, and the next they use works by Ernest Hemmingway.

#### **Q. Is it better to offer a special topics course, or just write a different COR for each course with a different focus area?**

**A.** There are pros and cons to both approaches and it is up to faculty to determine which is most appropriate to meet student needs. With either, faculty (and the curriculum committee) must consider the purpose of the course in the context of the college’s overall curriculum.

Some additional points to consider:

A special topics course can afford faculty a greater deal of flexibility to use the most current of real-world events to help students master a standard set of objectives, and as such might be especially interesting/engaging to both the students and the instructor. Faculty could certainly choose to write a unique COR for each topic area, but keep in mind it takes significant time to write and obtain approval for new courses – i.e. by the time that new course in the context of a hot current event actually gets into the catalog, the topic isn’t so hot anymore. Faculty might perceive another advantage as being that they would only have to maintain one (special topics) COR instead of several/many individual courses.

In addition, the special topics route might (or might not) make it less tempting for a student to cheat, as it could be challenging for them to find such context-specific papers on the Internet or from students who’ve previously taken the course.

A potentially major disadvantage to using the special topics approach is that articulation/transfer for these courses can be tricky. UCs have historically been reticent to agree to blanket articulation of special topics courses, but rather, the enrolling UC decides on a

case-by-case basis and puts the burden on the student to request credit for the specific course at the time of transfer. CSUs are usually more willing to articulate these courses, but again there is no guarantee. In any case, having a well written COR clearly illustrating the objectives and level of rigor, etc. is imperative. Both UCs and CSUs may require students to provide the course syllabus to help make the determination. Finally, if/when special topics courses are approved for transfer they may only be allowed to count it towards their elective credits. With this consideration in mind, if after time faculty find that a special topics course is being consistently taught with the same focus area it is probably appropriate to create a specific COR to increase the likelihood of articulation and decrease the burden on the student to apply for course-specific transfer credit.

**Q. Are special topics courses repeatable?**

A. NO. The learning objectives and outcomes do not change and the expectation is that when a student passes a special topics course they've mastered these outcomes and objectives. I.e., the content of the course is not changing – only the focus/context or “examples” given to help the students master that content and objectives. Plus, with the recent revisions to repeatability almost no courses are repeatable now anyway.

**Q. What course number should we use for a Special Topics course?**

A. Special topics courses are generally CSU transferable but not UC transferable. Thus, a number between 50-99 is usually appropriate. However, it's imperative for faculty to consult with the Articulation Officer to be sure.

**Q. What about the reading list/required texts part of the COR?**

A. These may vary by focus area and the COR can identify “representative texts.” Remember that for the purposes of transfer, the UC/CSU may make their determination on a student-by-student basis and may require the student to present the course syllabus (where they'll be looking to see exactly which materials were used that student took the course).

**Q. Can we include a special topics course as a core course or restricted support course for a degree or certificate?**

A. YES! Not to beat the horse to death, but remember the central premise that all our curriculum has a specific purpose in the context of our overall offerings. ANY course that is not included in one of our State-approved degrees or certificates must obtain stand-alone approval.

### ***Independent Study Courses***

**Q. What is an Independent Study course?**

A. Straight from the ASCCC Good Practices Paper: “Independent study courses are intended for one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses.” They're typically used to allow an individual student the opportunity to explore a particular area of interest not already offered elsewhere in the curriculum. The expectation is that rather than being scheduled like a traditional class the student(s) will interact directly with the instructor on an individual basis. The PCAH stresses it's important NOT to confuse independent study courses with the Title 5 mandate that

students be required to study independently outside of class (§55002).

**Q. Are independent study courses repeatable?**

**A. No.**

**Q. Do independent study courses have to have a COR?**

A. Yes. Title 5 §55232 requires independent study courses to have the same standards as traditional courses (i.e. instructor meets minimum qualifications, level of course rigor, adequate student-instructor contact, appropriate assessment/evaluation methods, etc). Specific course objectives and learning outcomes must be identified. However, independent study course structure is based on a contract between the college, faculty member, and student. There is no requirement that proposed contracts be approved by the curriculum committee, but it's imperative that they undergo administrative review to ensure compliance with Title 5 and local board policy.

**Q. Do we (Foothill College) have any set policy/procedure for developing or approving independent study courses?**

A. Not yet. The ASCCC recommends that local curriculum committees adopt policies and procedures assuring the quality and appropriateness of independent study courses and this is something that Foothill's CCC may need to tackle if faculty are interested in offering these courses. The ASCCC paper, "Good Practices for Course Approval Processes" outlines criteria to be included in local policy/procedure.

**Q. Is "Independent Study" the same thing as "Directed Study"?**

A. Sort of but not exactly. Since neither Title 5 nor the Chancellor's Office (PCAH) uses the term "directed study," it doesn't actually formally exist, and the term "directed study" isn't consistently used from campus to campus. In order to avoid confusion it's best practice to use the terminology "independent study," (which is referenced in Title 5 and PCAH).

**Q. Do independent study courses transfer to UC/CSU?**

A. The UC system generally does not give blanket articulation for these courses but an enrolling UC may consider them on a per-case basis. CSUs often do articulate independent study courses so it's usually appropriate to give these courses a number between 50-99. However, it's imperative to consult with the Articulation Officer to make the determination. When approved for transfer, they are typically accepted towards fulfillment of elective credit requirements.

**Q. How many units are awarded for completion of an independent study course?**

A. Units awarded should follow the Carnegie relationship, which specifies that a student earns one unit of credit for every 3 hours of coursework per week (prorated for laboratory, etc. courses). Contracts for independent study courses must provide rationale specifying the student work to earn the proposed number of credits. The COR can stipulate that these may be variable unit courses.

**Q. How much load do faculty get for teaching independent study courses?**

A. Load and compensation for faculty is a matter for negotiation for districts with the bargaining agent. Our current FA Agreement (9.7) specifies that faculty cannot be required to

teach an independent study course beyond their normal load but doesn't specifically mention it in any other context, so it's presumed that load would be governed by past practice.

**Q. Can we include an independent study course as a core course or restricted support course for a degree or certificate?**

A. An independent study course would not typically be included as a requirement for a State-approved degree or certificate and as such, must be approved as stand-alone.

**References**

Good Practices for Course Approval Processes (ASCCC, 1998).

Program and Course Approval Handbook (CCCO, 2008)

The Course Outline of Record: A Curriculum Reference Guide (ASCCC, 2008).

**Relevant Sections of Title 5 Regarding Independent Study Courses:**

**§55232: Academic Standards.** Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

**§55234. Student Progress.** Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

**§55236. Availability of Instructor.** The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

**§55240. Instruction.** The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

### **General Education Review Sub-Committees**

#### Area I - Humanities -

Falk Cammin  
Konnilyn Feig  
Robert Hartwell  
Kay Jones  
Sara Rettus

#### Area II - English -

Scott Lankford  
Simon Pennington

#### Area III - Natural Sciences -

Kathy Armstrong  
Gillian Schultz

#### Area IV - Social & Behavioral Sciences -

Dave Bush (History)  
Andy Lee  
Bill Ziegenhorn

#### Area V - Communication & Analytical Thinking -

Marnie Francisco  
Lauren Velasco

#### Area VI - United States Cultures & Communities -

Scott Lankford  
Bill Ziegenhorn

#### Area VII - Lifelong Learning -

Bernie Day  
Gillian Schultz  
Mary Thomas

Foothill College Curriculum Committee

The following Transfer Model Curriculum templates have been approved and are available for our use. If you'd like to see the templates, they are available at:

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>

Administration of Justice

Art History

Business Administration

Communication Studies

Early Childhood Education

English

Geology

History

Kinesiology

Mathematics

Physics

Political Science

Psychology

Sociology

Studio Arts

Theatre Arts

College	Minimum 2 or More Approved	Total Degrees Approved	In Review at Campus Level	In Review at CCCCO	Administration of Justice	Art History	Business Administration	Communication Studies	Early Childhood Education	English	Geology	History	Kinesiology	Mathematics	Physics	Political Science	Psychology	Sociology	Studio Art	Theatre Arts
Alameda, College of	no	0	2																	
Allan Hancock	yes	2	2																	
American River	yes	8																		
Antelope Valley	yes	2																		
Bakersfield	yes	3																		
Barstow	yes	2																		
Berkeley City	yes	2	1																	
Butte	yes	3																		
Cabrillo	yes	2																		
Cañada	yes	6	1																	
Canyons, College of the	yes	3																		
Cerritos	yes	2	1																	
Cerro Coso Community	yes	2																		
Chabot	yes	2																		
Chaffey	yes	4	2																	
Citrus	yes	5																		
Coastline Community	yes	2	1																	
Columbia	yes	2																		
Contra Costa	yes	2	1																	
Copper Mountain	yes	2																		
Cosumnes River	yes	5																		
Crafton Hills	yes	3																		
Cuesta	yes	2	1																	
Cuyamaca	yes	3																		
Cypress	yes	2																		
DeAnza	yes	2																		
Desert, College of the	yes	3	1																	
Diablo Valley	yes	4																		
East Los Angeles	yes	2	3																	
El Camino	yes	2																		
Evergreen Valley	yes	3																		
Feather River	yes	2																		
Folsom Lake	yes	3	1																	
Foothill	yes	2																		
Fresno City	yes	2	1																	
Fullerton	yes	4																		
Gavilan	yes	3																		
Glendale Community	yes	3																		
Golden West	yes	4	2																	
Grossmont	yes	2																		
Hartnell	no	1	1																	
Imperial Valley	yes	2																		
Irvine Valley	yes	2	1																	
Lake Tahoe Community	yes	2	2																	
Laney	no	0																		
Las Positas	yes	2																		
Lassen	yes	3																		

College	Minimum 2 or More Approved	Total Degrees Approved	In Review at Campus Level	In Review at CCCCO	Administration of Justice	Art History	Business Administration	Communication Studies	Early Childhood Education	English	Geology	History	Kinesiology	Mathematics	Physics	Political Science	Psychology	Sociology	Studio Art	Theatre Arts
Long Beach City	yes	4	1					X					X				X	X		
Los Angeles City	yes	2						X	X											
Los Angeles Harbor	yes	2											X						X	
Los Angeles Mission	yes	2						X					X							
Los Angeles Pierce	yes	2		1				X					X							
Los Angeles Southwest	yes	2			X			X												
Los Angeles Trade/Tech	yes	2						X					X							
Los Angeles Valley	yes	3						X					X				X			
Los Medanos	yes	4	1					X	X							X	X			
Marin, College of	yes	3						X								X	X			
Mendocino	yes	3						X					X					X		
Merced	yes	2	2					X									X			
Merritt	no	0	1																	
MiraCosta	yes	2						X					X							
Mission	yes	4						X					X				X	X		
Modesto Junior	yes	2						X					X							
Monterey Peninsula	yes	2						X					X							
Moorpark	yes	2	6													X	X			
Moreno Valley	yes	2						X									X			
Mt. San Antonio	yes	2						X									X			
Mt. San Jacinto	yes	2	1						X					X						
Napa Valley	yes	2	3						X				X							
Norco	yes	2						X										X		
Ohlone	yes	4						X					X				X	X		
Orange Coast	yes	3	2					X									X	X		
Oxnard	yes	3						X									X	X		
Palo Verde	yes	2															X	X		
Palomar	yes	2															X	X		
Pasadena City	yes	4	2					X						X			X	X		
Porterville	yes	2	1					X						X						
Redwoods, College of the	yes	2											X				X			
Reedley	yes	3						X					X				X			
Rio Hondo	yes	4						X					X				X	X		
Riverside City	yes	2						X										X		
Sacramento City	yes	4	1					X						X			X	X		
Saddleback	yes	2															X	X		
San Bernardino Valley	yes	2											X					X		
San Diego City	yes	2						X									X			
San Diego Mesa	yes	2															X	X		
San Diego Miramar	yes	2						X										X		
San Francisco, City College of	yes	2	1					X									X			
San Joaquin Delta	yes	2						X									X			
San Jose City	no	1												X						
San Mateo, College of	yes	3						X					X				X	X		
Santa Ana	yes	3						X									X	X		
Santa Barbara City	yes	3						X									X	X		
Santa Monica	yes	2		1			X						X							

College	Minimum 2 or More Approved	Total Degrees Approved	In Review at Campus Level	In Review at CCCCO	Administration of Justice	Art History	Business Administration	Communication Studies	Early Childhood Education	English	Geology	History	Kinesiology	Mathematics	Physics	Political Science	Psychology	Sociology	Studio Art	Theatre Arts
Santa Rosa Junior	yes	3						X									X	X		
Santiago Canyon	yes	5						X					X			X	X	X		
Sequoias, College of the	yes	3						X									X	X		
Shasta	yes	2						X										X		
Sierra	yes	3						X									X	X		
Siskiyou, College of the	yes	5	1		X			X	X					X	X					
Skyline	yes	2											X				X			
Solano	yes	2											X					X		
Southwestern	yes	2						X					X						X	
Taft	no	1	1																X	
Ventura	yes	2	1					X									X			
Victor Valley	no	1	3										X							
West Hills - Coalinga	yes	2			X								X							
West Hills - Lemoore	yes	2			X								X							
West Los Angeles	yes	3			X								X				X			
West Valley	yes	3						X									X	X		
Woodland Community	yes	3						X									X	X		
Yuba	yes	2												X				X		
<b>Total Approved:</b>	<b>284</b>	<b>52</b>	<b>2</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>69</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>56</b>	<b>4</b>	<b>2</b>	<b>51</b>	<b>67</b>	<b>1</b>	<b>0</b>	
<b>Total CSUs with Similar Majors:</b>				12	18	13	16	12	19	12	17	12	18	18	21	19	22	16	17	

**Foothill College**  
**CCC-510: Substantial Changes to an Approved Program**  
**Associate in X Degree in (Major) for Transfer ([Major] AA/AS-T)**

**Criteria A: Appropriate to Mission**

**1. Statement of Program Goals and Objectives**

**2. Catalog Description**

**3. Program Requirements:** (all units are quarter units).

**Required Core Courses:** X units

Required major subtotal:	X Units
Completion of CSU GE or IGETC	53-58 Units
Transferable electives (as needed) to complete 90 quarter units:	X Units
<b>Total Units:</b>	<b>90 Units</b>

*Note:* Courses identified with a ♦ may be double-counted for the major and general education.

**4. Background and Rationale:**

**Criteria B: Need**

**6. Place of Program in Curriculum/Similar Programs**

**Criteria C: Curriculum Standards**

See attachments:

- a. FH-(major) TMC Template.
- b. Course Outlines of Record
- c. Transfer Applicability Reports

**Criteria D: Adequate Resources**

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the State minimum qualifications.

**Criteria E: Compliance**

There are no enrollment restrictions specific to this program. There are no licensing or accrediting standards that apply to this program.

## **Petition to Replace Substandard Grade for Foothill College GPA Calculation**

When a substandard grade (D+, D, D-, F, NC, or NP) was recorded at Foothill, an equivalent course may subsequently be completed at another accredited college or university. The student's academic transcript shall then be annotated to reflect exclusion of the previously recorded course work with the substandard grade for purposes of grade point calculation and for all considerations associated with the awarding of certificates and degrees. Replacement with a grade of Pass/No Pass is **not** permitted, as it does not improve your GPA. It is important to note that all grades remain on the academic transcript, and that some transfer institutions may require recalculation of the GPA to include both the substandard grade and the subsequent grade.

When submitting this petition, students must attach:

1. a copy of their transcript
2. either the course outline of record or the course catalog description to confirm course equivalency.

NOTE: It is strongly recommended that students consult with the appropriate Foothill division dean to confirm equivalency with discipline faculty BEFORE repeating the course.

\*Official (sealed) transcripts from the other regionally-accredited institution must be submitted to Foothill College Records Office before submitting this petition.

\*Form data fields to include SID, name, date, FH course identifier, date FH course taken and initial grade, equivalent course identifier, date repeated and grade earned upon repetition, student signature, faculty and dean signature.