

**College Curriculum Committee Meeting Agenda**  
**Tuesday, December 2, 2014**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

<b>Item</b>	<b>Action</b>	<b>Attachment</b>	<b>Presenter</b>
1. Minutes: November 18, 2014	Action	#12/2/14-1	Escoto
2. Announcements a. Plenary Resolutions	Information	#12/2/14-2	Escoto
3. Consent Calendar: a. Stand Alone Forms	Action	#12/2/14-3 thru 7	Escoto
4. New Course Proposal Form	Discussion	#12/2/14-8	Escoto
5. Course Classifications	Discussion		Escoto
6. Cross-listing Courses	Discussion		Escoto
7. Course Deactivation	Discussion	#12/2/14-9	Escoto, LaManque
8. Good of the Order	Info		
9. Adjournment			

**Consent Calendar:**

**Stand Alone Forms:** (attachments #3-7)  
VITI 90A, VITI 90B, VITI 90C, VITI 90D, VITI 90E

**Attachment List:**

#12/2/14-1 Draft Minutes: November 18, 2014  
#12/2/14-2 Fall Session Resolutions  
#12/2/14-8 New Course Proposal Form V2  
#12/2/14-9 Courses Not Taught in 5 Years

**2014 -2015 Curriculum Committee Meetings**

<u>Fall 2014 Quarter:</u>	<u>Winter 2015 Quarter</u>	<u>Spring 2015 Quarter</u>
10/7/14	1/20/15	4/21/15
10/21/14	2/3/15	5/5/15
11/4/14	2/17/15	5/19/15
11/18/14	3/3/15	6/2/15
12/2/14	3/17/15	6/16/15

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

**2014-2015 Curriculum Deadlines**

12/1/14 Deadline to submit courses to CSU for CSU GE approval.  
12/1/14 Deadline to submit courses to UC/CSU for IGETC approval.  
12/5/14 COR/Title 5 Updates for Summer 2015.  
3/2/15 Curriculum Sheet Updates for 2015-16.  
6/1/15 Deadline to submit new/revised courses to UCOP for UC transferability  
6/19/15 COR/Title 5 Updates for Summer 2016.  
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

## **2014-2015 Professional Development Opportunities & Conferences of Interest**

1/15-16/15     CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA  
2/20-21/15     Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA

### Distribution:

Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hweg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)

## COLLEGE CURRICULUM COMMITTEE

Committee Members - 2014-15

Meeting Date: 12/2/14Co-Chairs (2)

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<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership-12 total; 1 vote per division

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Non-Voting Members (4)

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<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input checked="" type="checkbox"/>	Chris Ju		ASFC	

Visitors:


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**College Curriculum Committee  
Meeting Minutes  
Tuesday, November 18, 2014  
2:03 p.m. - 3:31 p.m.  
President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: November 4, 2014	Minutes as written <b>M/S (Armstrong, Serna) Approved.</b>
2. Announcements a. New Course Proposals          b. GE Sub-Committee Membership	<b>Speaker: Isaac Escoto</b> a. Escoto introduced the New Course Proposals. There was a question regarding how to determine if a course should be a credit course vs non-credit course. Discussion regarding SPAN 192 (spanish tutor training course) and what would make it a credit course vs a non-credit course. Discussion regarding PSE/L A 151. Conversation about possible similarity between these courses and other courses (Supplemental Instruction). The new course proposal, ENGR 11, incorporates specialized MATLAB software and it's being developed specifically for the ADT. Suggestion that adding the unit value to the proposal form would be very helpful. Nuñez will add that field asap. b. GE Committee list was reviewed and the group was asked if there's anyone else interested in participating. Please let Escoto, Nunez or LaManque know if anyone is interested in participating. Kay Jones volunteered to assist in any area that needs assistance.
3. Certificate of Achievement, Personal Trainer	<b>Speaker: Isaac Escoto</b> The certificate was updated to include a degree-applicable business course and removed a physical activity course. Mention of concern regarding "popping" in another course to replace the non-degree applicable course in the original application. Assurance that robust conversation took place before removing the activity course and adding BUSI 95. The committee was reminded that we need to be thoughtful as we build or adjust programs. We want to always consider effects to student as well as possible unit creep. <b>M/S to approve as updated (Armstrong, Hanning) Approved.</b>
4. Hybrid Course Follow-Up	<b>Speaker: Kate Jordahl, COOL (Committee On Online learning) Committee Chair</b> There are specific definitions for Online and Hybrid course delivery. A problem was brought up, that must be addressed: completed online addendum forms go to Judy Baker's office, and may not be looked at again after being turned in. Reminder that this is faculty purview and we need to be cognizant of what is being done during the "online" portion of a course. We have requirements that we must meet from multiple bodies: federal regulations, Chancellor's office requirements, accreditation requirements and auditors. Reminder of the importance of these being department decisions, and not an individual faculty member's decision. Perhaps this form should "live" as an addendum to the COR and they should be updated on the same cycle as the COR update. The COOL committee would like to suggest that each department discuss and create guidelines for hybrid and online course decisions. Jordahl would like any and all feedback, that she would relate back to COOL.

5. Grade Option Publication	<b>Speaker: Isaac Escoto</b> As per our discussions at the last CCC meeting, an example was presented for the possible catalog language. In the body of the Catalog, on page 46 is information regarding grading. There will be additional wording added to clarify that all courses are for letter grade unless otherwise specified. The committee agreed upon the following designations: "P/NP available" and "P/NP only"
6. GE Pathways	<b>Speaker: Isaac Escoto</b> Positive feedback about the GE Pathways concept from multiple counselors. Some themes/pathways that have been suggested: global change, women studies and gender communication combination.

**Attendees:** Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Lety Serna (CNSL), Kella Svetich (L A), Lan Truong (CNSL)

**Guests:** Kate Jordahl (COOL Comm Chair), Kimberlee Messina (VP, Instruction)

**Minutes Recorded by:** C. Nuñez



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

## **46<sup>th</sup> FALL SESSION RESOLUTIONS**

*Adopted November 15, 2014*

Resolutions Committee 2014-2015

John Freitas, Los Angeles City College, Chair

Julie Adams, ASCCC, Executive Director

Randy Beach, Southwestern College, Area D

Kale Braden, Cosumnes River College, Area A

Debbie Klein, Gavilan College, Area B

Michelle Sampat, Mt. San Antonio College, Area C

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## ADOPTED RESOLUTIONS

### **1.0 ACADEMIC SENATE**

#### **1.01 F14 Adopt the Resolutions Handbook**

Whereas, The work of the Academic Senate for California Community Colleges is directed by resolutions adopted by the body at fall and spring plenary sessions;

Whereas, Four Academic Senate documents currently exist regarding the resolutions process, two of which are public and distributed to the body prior to plenary sessions (“Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures”) and two of which are internal Executive Committee documents (“Resolutions Philosophy, Procedures and Process,” adopted by the Executive Committee in June 2012, and the “Resolutions Committee Manual,” approved by the Executive Committee in December 2008);

Whereas, At its January 2014 meeting the Executive Committee approved the Resolutions Committee’s recommendation to compile the existing Academic Senate resolutions documents into a handbook that provides a single, comprehensive source of information to the field, including information on the role of the Executive Committee and Resolutions Committee, about the resolutions process; and

Whereas, The Resolutions Committee drafted a Resolutions Handbook that consolidates all of the Senate’s internal and public resolutions documents;

Resolved, That the Academic Senate for California Community Colleges adopt the Resolutions Handbook as the official document of its resolution development and writing process that replaces all previous resolutions process documents, effective immediately upon its adoption by the body.

Contact: John Freitas, Executive Committee, Resolutions Committee

MSC

### **2.0 ACCREDITATION**

#### **2.01 F14 Student Learning Outcomes and Faculty Evaluations**

Whereas, Standard III A.6 of the Accreditation Standards<sup>1</sup> adopted in June 2014 by the Accrediting Commission for Colleges and Junior Colleges (ACCJC) states,

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning;*

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<sup>1</sup> [http://www.accjc.org/wp-content/uploads/2014/07/Accreditation\\_Standards\\_Adopted\\_June\\_2014.pdf](http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf)

## ADOPTED RESOLUTIONS

Whereas, The Academic Senate for California Community Colleges, in its 2004 paper *The 2002 Accreditation Standards: Implementation*<sup>2</sup>, has stated its opposition to the use of student learning outcomes (SLOs) as a basis for faculty evaluation, noting the potentially negative impact on evaluation as a collegial peer process, on academic freedom, and on local bargaining authority, and further affirmed in Resolution 2.01 F08 *Opposition to Using SLOs in Faculty Evaluation* “That the Academic Senate for California Community Colleges affirm its opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations”<sup>3</sup>;

Whereas, College personnel experience an inability to reach consensus regarding how to interpret Standard III A.6, which causes confusion about the impact on performance evaluations, including evaluations for faculty; and

Whereas, The assessment of student learning and professional development of faculty are academic and professional matters, and engagement in professional development, such as practices identified in numerous ASCCC publications and by the ASCCC Professional Development Committee, is an established and valued component of evaluation;

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:

*Faculty are responsible for using the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. Faculty should engage in professional growth and development that improves teaching and learning. The active participation of faculty in these collegial processes may be a factor in the evaluation of faculty; however, the results of assessments of learning outcomes are not a basis for faculty evaluation.*

Contact: John Stankas, Executive Committee, Accreditation and Assessment Committee

MSC

### **2.02 F14 Accreditation Evaluation Teams and Commission Actions**

Whereas, The Academic Senate for California Community Colleges values the peer review process as a mechanism for reflective evaluation and improvement<sup>4</sup>;

Whereas, The Academic Senate for California Community Colleges believes the recommendations of an accreditation evaluation team, with appropriate faculty representation, should be the primary basis for evaluation; and

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<sup>2</sup> This paper is found at [http://asccc.org/sites/default/files/publications/AccreditationPaper\\_0.pdf](http://asccc.org/sites/default/files/publications/AccreditationPaper_0.pdf)

<sup>3</sup> This resolution is found at <http://asccc.org/resolutions/opposition-using-slos-faculty-evaluation>

<sup>4</sup> Resolution 2.01 F13: <http://www.asccc.org/resolutions/asccc-statement-accreditation>

## ADOPTED RESOLUTIONS

Whereas, The recent revelation reported in the August 28, 2014 edition of the *Los Angeles Times*<sup>5</sup> that the 2012 action of the Accrediting Commission for Community and Junior Colleges to place City College of San Francisco (CCSF) on “show cause” status did not align with the recommendation of the evaluation team to place CCSF on probation;

Resolved, That the Academic Senate for California Community Colleges collaborate with its system partners to urge the Accrediting Commission for Community and Junior Colleges to provide comprehensive training to its evaluation teams that is of such depth and scope that the recommendations of evaluation teams will normally serve as the primary basis for a college’s evaluation; and

Resolved, That the Academic Senate for California Community Colleges collaborate with its system partners to urge the Accrediting Commission for Community and Junior Colleges to provide transparent justifications for its actions when they are not congruent with the evaluation team’s recommendations.

Contact: ASCCC Executive Committee

Adopted by Acclamation

### **2.03 F14 Faculty Participation on ACCJC External Review Committees**

Whereas, The goal of accreditation, according to the United States Department of Education, "is to ensure that the education provided by institutions of higher education meets acceptable levels of quality,"<sup>6</sup> and faculty in the community colleges are responsible for the provision of quality education;

Whereas, On September 5, 2013, Beth Smith, President of the Academic Senate for California Community Colleges, wrote to Kay W. Gilcher, Director of the Accreditation Division in the U.S. Department of Education Office of Postsecondary Education, noting that the Accreditation Group in the Office of Postsecondary Education found the Accrediting Commission for Community and Junior Colleges in violation of a number of requirements to be re-accredited and particularly Criteria for Recognition §602.15(a)(3), which requires a significant number of faculty on evaluation, policy, and decision-making bodies;

Whereas, The U.S. Department of Education found that one faculty member on a college External Evaluation team did not satisfy Criteria for Recognition §602.15(a)(3) but did not spell out what represented a significant proportion of faculty on such teams; and

Whereas, According to the California Community College Chancellor’s Office Fall 2013 Report on Staffing, faculty represent 67% of staffing in California’s community colleges while administrators only represent 5.6%;

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<sup>5</sup> <http://www.latimes.com/local/lanow/la-me-ln-sf-city-college-20140822-story.html>

<sup>6</sup> [www.accreditationwatch.com](http://www.accreditationwatch.com)

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges recommend that the Accrediting Commission for Community and Junior Colleges appoint college external evaluation teams with at least 40% faculty representation; and

Resolved, That the Academic Senate for California Community Colleges report out at the Spring 2015 Plenary Session on the proportion and number of faculty on each of the Accrediting Commission for Community and Junior Colleges visiting teams for Spring 2014, Fall 2014, and Spring 2015.

Contact: Martin Hittelman, Los Angeles Valley College

MSC

### **7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE**

#### **7.01 F14 Restructure the FON to Include Noncredit Faculty**

Whereas, Noncredit instruction is included in the mission of California Community Colleges because “The provision of noncredit adult education curricula in areas defined as being in the state’s interest is an essential and important function of the community colleges” (California Education Code §66010.4), and noncredit instruction serves some of the state’s most at-risk and needy students;

Whereas, 95% of noncredit instruction in California community colleges is taught by part-time faculty<sup>7</sup> whose part-time status denies them full participation in college planning and governance discussions, and noncredit students are often deprived of full access to services such as instructor office hours, thereby negatively impacting their opportunities for academic success and advancement;

Whereas, The Faculty Obligation Number (FON) omits the inclusion of full-time noncredit instructional faculty, thus creating a disincentive to hiring full-time noncredit faculty, yet simply adding full-time noncredit faculty to the FON without further recalculation would have a negative effect on hiring requirements for full-time credit faculty; and

Whereas, The pending increase of funding for Career Development and College Preparation (CDCP) noncredit instruction to a level equal to that of credit instruction in 2015-2016<sup>8</sup> provides numerous opportunities that could enable greater student success, opportunities that will not be fully embraced by districts while the disincentive established by the FON to hiring full-time noncredit faculty remains;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to restructure the calculation of the Faculty

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<sup>7</sup> Academic Senate for California Community Colleges. (2009). Noncredit instruction: Opportunity and challenge, Sacramento, CA: Author. Retrieved September 20, 2014 from [http://www.asccc.org/sites/default/files/publications/noncredit-instruction09\\_0.pdf](http://www.asccc.org/sites/default/files/publications/noncredit-instruction09_0.pdf).

<sup>8</sup> Education Finance: Education Omnibus Trailer Bill, Cal. Senate B. 860 (2013–14), Chapter 34 (Cal. Statue §84750.5).

## ADOPTED RESOLUTIONS

Obligation Number (FON) in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.

Contact: Candace Lynch-Thompson, School of Continuing Education, Noncredit Committee

MSC

### **7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program**

Whereas, In September 2014 the California Community Colleges Chancellor's Office issued a Request for Applications (RFA) for a new California Community College Institutional Effectiveness and Technical Assistance Program "for the benefit of all California Community Colleges and Students" with a goal of "develop[ing] and manage[ing] a comprehensive technical assistance program to enhance institutional effectiveness and further student success";

Whereas, The RFA for the Institutional Effectiveness and Technical Assistance Program solicits a community college district to serve as fiscal agent for the program and states that the grant recipient "will be responsible solely for handling the creation, fiscal and logistical needs, and the evaluation and expansion of the program" but does not at any point require the grant recipient to consult or coordinate with the Academic Senate for California Community Colleges;

Whereas, The RFA states that the primary areas in which the program will provide technical assistance are accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines and that the grant recipient will "establish a network of content experts" to help provide assistance in these areas to districts; and

Whereas, Three of the four areas in which the program will provide technical assistance — accreditation status, fiscal viability, student performance and outcomes—are related to the Academic Senate's purview over academic and professional matters, and the Academic Senate should be the content expert to provide assistance in the area of student performance and outcomes;

Resolved, That the Academic Senate for California Community Colleges request of and strongly urge the California Community Colleges Chancellor's Office to require the recipient of the Institutional Effectiveness and Technical Assistance Program Grant to contract directly with the Academic Senate regarding technical assistance in the areas of student performance and outcomes and to consult appropriately with the Academic Senate regarding technical assistance in the areas of accreditation status and fiscal viability.

Contact: Julie Bruno, Executive Committee

MSC

## ADOPTED RESOLUTIONS

### **7.03 F14      Aligning State Reporting Deadlines With Academic Calendars**

Whereas, Colleges are required, per Education Code, to allow effective participation by staff and students in college governance and to collegially consult with the faculty through academic senates, which includes allowing for sufficient vetting of critical documents and reports through college governance structures;

Whereas, Most, if not all, academic senates do not meet during the summer and most faculty who are not on special assignments are not required to work during the summer, and therefore academic senates cannot deliberate and act on critical matters until the fall semester resumes;

Whereas, State-mandated reports that are directly tied to a college's funding are often revised during the summer to include additional reporting elements, making accurate data gathering and review through college governance bodies and academic senates nearly impossible to conclude in a timely manner, particularly if governing board approval is required, when report submission dates are set during the fall term; and

Whereas, The legislative and academic calendars are not aligned, yet the legislature expects funds to be spent during the fiscal year;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to align the distribution of state reporting documents and state reporting deadlines with academic calendars; and

Resolved, That the Academic Senate for California Community Colleges work with its system partners and the Chancellor's Office to establish reasonable and workable deadlines for submission of all reports related to academic and professional matters that specifically affect college budget allotments.

Contact: Alex Immerblum, Los Angeles Community College District, Area C

MSC

### **7.04 F14 Student Safety: Sexual Assault**

Whereas, SB 967 (De León, 2014) has been passed by the legislature and signed by the governor, requiring district governing boards "to implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking," and local academic senates should participate in the development and implementation of these programs in order to ensure the protection of faculty purview and the highest quality programs for students;

Whereas, Numerous questions regarding the implementation of the "Yes Means Yes Policy" requiring affirmative consent before sexual activity remain to be answered before implementation can take place; and

## ADOPTED RESOLUTIONS

Whereas, Current policies and procedures regarding sexual assault and student safety at California community colleges vary dramatically in their appropriateness, effectiveness, and ability to comply with the law;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office, system partners, and other relevant constituencies to develop effective practices for complying with the requirements of SB 967 (De León, 2014).

Contact: R. Chris Wells, El Camino College

MSC

### **7.05 F14 Definition of Basic Skills**

Whereas, Data regarding basic skills are critically important for making decisions for funding allocations, as well as for assessing student success;

Whereas, The Basic Skills Initiative identifies basic skills courses as those courses necessary for students to succeed in college-level work and that are identified as such on the Basic Skills Cohort Tracking Tool;

Whereas, Title 5 §55502 indicates specifically that basic skills courses cannot be degree applicable, yet some courses below transfer can be degree applicable (for example, Intermediate Algebra is the degree applicable course for math for the California community colleges, and at some colleges ESL is not basic skills and can be transferable and degree applicable); and

Whereas, The Board of Governors Scorecard identifies remedial courses as those below transfer;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to work with the Academic Senate to develop and use one standard definition for basic skills courses that can be applied to math, reading, and English and a separate definition for ESL courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable.

Contact: Mary Ann Valentino, Fresno City College

MSC

### **7.06 F14 Re-enrollment Information for Admissions and Records Staff**

Whereas, Title 5 §55040 (b) (9) permits students to re-enroll in a course due to a significant change in industry standards or licensure and Title 5 §55041(b) permits student re-enrollment in a course when there is a legally mandated requirement; and

## ADOPTED RESOLUTIONS

Whereas, Some career technical education faculty have expressed challenges with Admissions and Records staff prohibiting the student re-enrollment due to changes in industry standards and legal mandates;

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office to encourage Admissions and Records staff to permit the students' re-enrollment into necessary courses as presented in the California Community Colleges Chancellor's Office document *California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals*; and

Resolved, That the Academic Senate for California Community Colleges research effective practices used by local districts to re-enroll students that meet the criteria under Title 5 §55040 (b)(9) and §55041(b) and present its findings by 2016 Spring Plenary Session.

Contact: Ginni May, Sacramento City College

MSC

### **7.07 F14      Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education**

Whereas, The Code of Federal Regulations Title 34, Education §600.2 includes a definition of distance education which includes a requirement that regular and effective contact is initiated by the instructor;

Whereas, California Code of Regulations Title 5 §55204 contains a definition of distance education which includes a requirement for "regular effective contact between instructor and students" and establishes that "Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq."; and

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to align the definition of distance education in Title 5 §55204 with the federal definition of distance education stated in Title 34, Education §600.2; and

Resolved, That the Academic Senate for California Community Colleges provide assistance to local senates and curriculum committees to ensure that colleges are in compliance with all state, accreditation, and federal distance education requirements.

Contact: Dolores Davison, Foothill College

MSC



## ADOPTED RESOLUTIONS

### **7.08 F14 Remove the Term Remedial from the Student Success Scorecard**

Whereas, The term “remedial” is used in the Student Success Scorecard to describe curriculum in English, mathematics, and English as a Second Language (ESL) that is below transfer level under the heading of Momentum Points;

Whereas, Courses in English, mathematics, and ESL that are below transfer level are also called “basic skills courses” in the Basic Skills Initiative; and

Whereas, Basic skills and remedial are referring to the same set of courses;

Resolved, The Academic Senate for California Community Colleges recommend to the Chancellor’s Office that the term “remedial” in the Student Success Scorecard be replaced with the terms “basic skills” and “ESL”.

Contact: Ginni May, Sacramento City College

MSC

### **8.0 COUNSELING**

#### **8.01 F14 Recognition for Skills-builder Completion**

Whereas, California community colleges play an essential role in language acquisition and preparation for citizenship;

Whereas, California community colleges are vital to communities for upgrading the skills of their local workforces and may increase earning potential;

Whereas, Students often attend California community colleges to brush up on skills that lead to employment; and

Whereas, There is tremendous pressure on California community colleges to measure success through completion, and skill-building students are often not included in such metrics;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop a mechanism to count students’ successfully completed educational plans as completions.

Contact: Eric Thompson, Santa Rosa Junior College

MSU

## ADOPTED RESOLUTIONS

### **8.02 F14 Broaden the Definitions of Success and Completion**

Whereas, Colleges are being held to completion targets and expectations of completion transfer to UC or CSU;

Whereas, UC and CSU are the only recognized “successful transfer” institutions, and many students have other educational goals that don’t count as success, such as health programs to gain employment or improved employment as a result of California community college education to complete low-unit certificates to improve their employability; and

Whereas, The mission of the California community colleges in Education Code §66010.4(a)(1)] states, “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,” and [(a)(2)(C)(3)] states, “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 workforce improvement”;

Resolved, That the Academic Senate for California Community College work with the Chancellor’s Office to collect data and the legislature to recognize other educational goals and completion parameters such as transfer to out-of-state and private universities, gaining employment, or improving employment, which are consistent with the established mission of the California community colleges; and

Resolved, That the Academic Senate for Community Colleges work with the Chancellor’s Office and legislature to recognize individual students’ self-stated educational goals on their educational plans as valid parameters of completion, consistent with the established mission of the California community colleges.

Contact: Kathy Schmeidler, Irvine Valley College

MSC

## **9.0 CURRICULUM**

### **9.01 F14 Local Degrees for Transfer and General Education Requirements**

Whereas, The mandate of using only the California State University (CSU) Breadth or Intersegmental General Education Transfer Curriculum (IGETC) patterns for a local degree<sup>9</sup> that has the local program goal of transfer began with the 5<sup>th</sup> edition of Program and Course Approval Handbook (PCAH), with the result that a local degree with a program goal of transfer will not be approved by the Chancellor's Office if a college uses its local general education pattern;

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<sup>9</sup> Any associate degree that a college offers that is not an Associate Degree for Transfer (non-ADT)

## ADOPTED RESOLUTIONS

Whereas, Title 5 §55063(b)(1) states that “Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality” and that “The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option”;

Whereas, The 5<sup>th</sup> edition of the PCAH conflicts with Title 5 §55063(b)(1) by improperly mandating the use of only CSU Breadth or IGETC general education patterns for local degrees that have the program goal of transfer; and

Whereas, Limiting students to completing the CSU Breadth or IGETC patterns in order to receive a local degree erodes local control of degree creation and local degree requirements and may result in the student having to accumulate extra units or transfer without receiving a local degree that would otherwise be obtained, which may significantly limit the ability of students to transfer to institutions other than CSU or the University of California;

Resolved, That the Academic Senate for California Colleges assert to the Chancellor’s Office that students should be able to choose the general education patterns that best serve their educational goals, regardless of the program goal associated with a local degree as reported to the Chancellor’s Office in the Curriculum Inventory; and

Resolved, That the Academic Senate for California Colleges work with the Chancellor’s Office to revise the Program and Course Approval Handbook in order to eliminate the mandate that only the CSU Breadth or IGETC patterns for a local degree that has the local program goal of transfer may be used and to ensure that Title 5 §55063(b)(1) is followed.

Contact: Ginni May, Sacramento City College, Curriculum Committee

MSC

### **9.02 F14 Reporting Data on Low Unit Certificates**

Whereas, Title 5 §§55070-55072 allow colleges to create certificates of less than 18 units, with those between 12 and 18 units eligible for submission at the option of the district to the Chancellor’s Office for approval as Certificates of Achievement, while those below 12 units may not be submitted for such approval but may be conferred on students as a recognition of reaching an academic goal; and

Whereas, Many of these low-unit certificates are not reported into the system data-gathering records and therefore are not counted in the state’s reporting, contributing to a failure to tell the full story about student success and completion in California’s community colleges;

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges encourage colleges to report optional data for all certificate awards, including certificates of less than 12 units, to more comprehensively and accurately demonstrate student success in California's community colleges.

Contact: Cheryl Aschenbach, Lassen College, Curriculum Committee

MSC

### **9.03 F14 Reinstating Local Approval of Stand-Alone Courses**

Whereas, Assembly Bill (AB) 1943 (Nava, 2006) amended California Education Code §§70901-70902 to allow California community college districts to offer credit courses that are not part of an approved educational program (stand-alone credit courses), requiring approval only by local curriculum committees and district governing boards and eliminating the requirement for approval by the Chancellor's Office for the period Fall 2007 through December 31, 2012;

Whereas, The extension of local approval of credit stand-alone courses until January 1, 2014, authorized by AB 1029 (Lara, 2011) expired, removing the authority to approve credit stand-alone courses from local curriculum committees and governing boards and returning this authority to the Chancellor's Office, which has created a backlog of curriculum review and approval; and

Whereas, The removal of approval authority for stand-alone courses from local curriculum committees and governing boards prevents colleges from responding to emerging community needs in a timely manner;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to sponsor new legislation that would return stand-alone course approval authority to local curriculum committees and district governing boards; and

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office that guidelines that provide colleges with instructions and effective practices for local approval of stand-alone courses be developed in consultation with the System Advisory Committee on Curriculum and the Academic Senate.

Contact: Sofia Ramirez Gelpi, Allan Hancock College, Curriculum Committee

MSC

### **9.04 F14 Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees**

Whereas, On September 29, 2014, the governor signed Senate Bill (SB) 850 (Block, 2014), authorizing a baccalaureate degree pilot program in which 15 community colleges in 15 separate

## ADOPTED RESOLUTIONS

districts can be authorized to develop and offer one baccalaureate degree if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The Academic Senate for California Community Colleges had previously taken a position opposing the community college baccalaureate degrees, but now that SB 850 been passed by the legislature and signed by the governor, the Academic Senate should participate in the implementation of the pilot in order to ensure the protection of faculty purview and the highest quality programs for students;

Whereas, Numerous questions regarding the implementation of the community college baccalaureate degrees remain to be answered before implementation can take place, including but not limited to questions regarding instructors' minimum qualifications, articulation of upper division courses, determinations of similar programs at the university level, upper division general education, and appropriate funding; and

Whereas, The implementation of the baccalaureate degree pilot program may have significant implications for the CSU and UC systems as well as for the community college system, and thus faculty from all three segments should be included in the implementation process in order that all implementation issues are addressed and resolved clearly and successfully;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and local senates to ensure that community college faculty are appropriately represented on all task forces and other bodies, including any local committees, involved with the development and implementation of the community college baccalaureate degree pilot program;

Resolved, That the Academic Senate for California Community Colleges request of the Chancellor's Office that appropriate faculty representation from the California State University and University of California segments be included on task forces and other bodies involved with the implementation of the community college baccalaureate degree pilot program; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to establish parameters and standards for the California Community College Baccalaureate Degree before any degree is approved by the Chancellor's Office.

Contact: Michelle Grimes-Hillman, Executive Committee

MSC

### **9.05 F14 General Education Patterns for Community College Baccalaureate Degrees**

Whereas, Senate Bill (SB) 850 (Block, 2014)<sup>10</sup> creates a baccalaureate degree pilot program that authorizes the creation of one baccalaureate degree per college if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

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<sup>10</sup> Public Postsecondary Education: Community College Districts: Baccalaureate Degree Pilot Program, Cal. Senate B. 850 (2013–14), Chapter 747 (§§78040-78043)

## ADOPTED RESOLUTIONS

Whereas, The CSU Executive Order 1065 (General Education Breadth Requirements)<sup>11</sup> mandates that “At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained”; and

Whereas, No perceived difference should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to define the expectations for lower division and upper division general education course work and communicate the expectations for transfer general education and non-transfer general education; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other relevant constituencies to ensure that any baccalaureate degree created in the California community colleges must include upper division general education requirements comparable with those offered by the California State University.

Contact: Rich Cameron, Cerritos College, Curriculum Committee

MSC

### **9.06 F14 Update the paper *The Course Outline of Record: A Curriculum Reference Guide***

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide*<sup>12</sup> in Spring 2008 and has not updated it since; and

Whereas, Numerous changes to the California Community Colleges Chancellor’s Office curriculum requirements have occurred since Spring 2008;

Resolved, That the Academic Senate for California Community Colleges update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.

Contact: Ginni May, Sacramento City College, Curriculum Committee

MSC

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<sup>11</sup> CSU Executive Order 1065 (2011) is found at <http://www.calstate.edu/eo/EO-1065.html>

<sup>12</sup> This paper is found at [http://asccc.org/sites/default/files/publications/Curriculum-paper\\_0.pdf](http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf)

## ADOPTED RESOLUTIONS

### **9.07 F14 Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses**

Whereas, Statewide efforts are currently underway to align and integrate instruction for college preparation, including credit basic skills, noncredit basic skills, adult education, regional occupational programs, and both public and private K-12 education;

Whereas, The various approaches to college preparation lead to inconsistent expectations and standards across these systems, often causing incoming college students to be placed in lower levels before embarking on transfer-level study;

Whereas, Course Identification Numbering (C-ID) System course descriptors establish broad minimum expectations for a course and define the expectations for student achievement and success, and thus developing C-ID descriptors for the top pre-transfer level courses would provide a means for these systems to voluntarily adopt common curricular expectations for students entering into college; and

Whereas, The California Community College System and the State of California have not allocated sufficient resources to coordinate and support the efforts required to develop C-ID descriptors for pre-transfer level basic skills education;

Resolved, That the Academic Senate for California Community Colleges work with college preparation stakeholders to secure funding for the development, submission, and review of C-ID course descriptors for levels below transfer in order to establish consistent curricular expectations and pathways for California's pre-transfer level students.

Contact: Leigh Anne Shaw, Skyline College, Noncredit Committee

MSC

### **9.08 F14 Impact of Changes to Course Repeatability**

Whereas, Title 5 regulations concerning repeatability of classes in physical education, visual arts, and performing arts require colleges to place active participatory classes into families of courses that are related in content;

Whereas, Under Title 5 §55040 students are allowed to take only four courses from any given group, with withdrawals and substandard grades counting toward the enrollment limit;

Whereas, Some degrees within the physical education, visual arts, and performing arts require four semesters of coursework within a content group (e.g., four semesters of applied music lessons for an AA-T in music), and students who withdraw from such a class face a significant obstacle to degree completion that can only be overcome through the waiver process in which the college forfeits apportionment for any repeats of the course beyond the limit; and

## ADOPTED RESOLUTIONS

Whereas, This approach to content grouping represents both a barrier to student success and inequitable treatment of students;

Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program level of the 2012 changes to the repeatability regulations and hold a breakout at the Spring 2015 Plenary; and

Resolved, That the Academic Senate for California Community Colleges research the impact at the program level of the 2012 changes to the repeatability regulations, use the research to inform possible future actions or guidance regarding this issue, and present the research at the Spring 2016 Plenary Session.

Contact: Elliott Jones, Santa Ana College

MSC

### **9.09 F14 Development of a Curriculum Platform**

Whereas, Curriculum is the core of our work in community colleges and all California community colleges are required to meet the same Title 5 requirements and submit identical curriculum forms;

Whereas, There are no adequate responsible curriculum management systems widely available to community colleges; and

Whereas, Curriculum data will be an integral component of student education plans and student information in the educational portal;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to investigate the development of a curriculum management system for the California community colleges.

Contact: Janet Fulks, Bakersfield College

MSC

### **9.10 F14 Chancellor's Office Template Protocols**

Whereas, The California Community Colleges Chancellor's Office requires templates for submission of Associate Degrees for Transfer, and it is critical that the availability of the Chancellor's Office Templates (COTs) be predictable and that any change in a COT be communicated in a timely manner;

Whereas, The Intersegmental Curriculum Workgroup has recommended that new COTs be posted twice a year, February 1 and September 1;



## ADOPTED RESOLUTIONS

Whereas, The System Advisory Committee on Curriculum has recommended that COTs meet the stated deadlines of September 1 and February 1 as identified by the Intersegmental Curriculum Workgroup; and

Whereas, The Chancellor's Office has modified COTs without explanation, removed COTs without explanation or notice, and back-dated COTs when the expected dates for initial posting were missed;

Resolved, That the Academic Senate for California Community Colleges adopt the position that the February 1 and September 1 dates are designated for the release of new Chancellor's Office Templates (COTs); and

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor's Office refrain from posting revised Chancellor's Office Templates (COTs) on dates other than February 1 and September 1 unless the posting is clearly communicated via a protocol developed in conjunction with the Academic Senate.

Contact: Corinna Evett, Santiago Canyon College

MSC

### **9.11 F14 Formalizing Model Curriculum**

Whereas, In developing Transfer Model Curriculum (TMCs) in response to SB 1440 (Padilla, 2010), an additional benefit was identified when California Community College and California State University discipline faculty, although unable to conform to some aspect of the TMC requirements, were able to craft model curricula designed to best prepare students for careers or transfer within a specified discipline;

Whereas, One benefit derived from the development of degrees based on a model curriculum is the opportunity to allow reciprocity between colleges offering comparable degrees as was called for in SB 1440 and codified in Education Code §66746 by encouraging colleges to "facilitate the acceptance of credits earned at other community colleges toward the associate degree..."; and

Whereas, Students benefit from the development of educational pathways and the clear designation of those pathways with easily recognized names and designations such as Associate of Arts for Transfer (AA-T), Associate of Science for Transfer (AS-T), and Associate Degrees for Transfer (ADT);

Resolved, That the Academic Senate for California Community Colleges officially endorse the ongoing work of discipline faculty in the creation of model curricula and create a special designation to ensure clear identification for degrees and certificates based on model curricula;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to recognize the benefits of model curricula as a pathway to assist students in achieving their educational goals, develop degrees when warranted that adhere

## ADOPTED RESOLUTIONS

to model curricula, and adopt reciprocity agreements to ensure seamless transitions of students between colleges with comparable degrees based on model curricula; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to officially recognize degrees and certificates based on model curricula and consider streamlining the approval process for such degrees.

Contact: Julie Bruno, Sierra College and Michelle Pilati, Rio Hondo College

MSC

### **9.12 F14 Support for Allowing Exceptions to Senate Bill 440 Degree Creation Mandates**

Whereas, When Transfer Model Curricula (TMCs) were first created in response to Senate Bill 1440 (Padilla, 2010), no expectation existed that all colleges would be mandated to develop Associate Degrees for Transfer (ADTs) for all TMCs in which they possessed an existing local degree in the same TOP Code;

Whereas, The California Community College System consists of 112 colleges in 72 districts with unique priorities, resources, and populations, yet the Board of Governors' method of requiring locally determined goals as a means of encouraging development of ADTs has resulted in over 1500 new degree options for students as of November 5, 2014;

Whereas, Associate degrees with a program goal of "transfer" are distinguished from those with a program goal of "Career Technical Education" and "Career Technical Education and transfer" in the Curriculum Inventory, as these degrees are subject to different approval processes and are often significantly different in design and purpose; and

Whereas, The California Community Colleges have made great progress in responding to the degree obligations established by both the Board of Governor's goals and the legislated mandates established by Senate Bill 440 (Padilla, 2013), yet instances remain in which some colleges, although under legislative mandate, may not be able to develop degrees based on a specific TMC because of local circumstances such as a lack of faculty expertise for required curriculum, unresolvable unit issues, or lack of resources to offer required courses;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to specify in policy that the degree development mandate created by Senate Bill 440 only applies when the college has a local degree in the TOP Code associated with a TMC and that local degree has a program goal of transfer; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to establish a process to exempt a college from being required to develop a specific Associate Degree for Transfer if the college meets established criteria, including lack of faculty

## ADOPTED RESOLUTIONS

expertise for required curriculum, unresolvable unit issues, or lack of resources to offer required courses, and the college provides evidence of sufficient depth and scope to warrant granting the exception.

Contact: Julie Bruno, Sierra College and Michelle Pilati, Rio Hondo College

MSC

### **9.13 F 14 Future Direction for C-ID**

Whereas, Since 2007 the Academic Senate for California Community Colleges (ASCCC) has overseen and coordinated the Course Identification Numbering System (C-ID), providing staffing, resources, and structure through a grant to a single district from the California Community Colleges Chancellor's Office;

Whereas, The Chancellor's Office has expressed its intent to provide more stability to C-ID by distributing a Request for Applications (RFA) through which a single district would again become the fiscal agent for C-ID, and, while the Chancellor's Office has repeatedly expressed its expectation that the ASCCC would retain its responsibility for all curricular aspects of C-ID, the RFA includes no requirement that the ASCCC retain those responsibilities and may include a suggested stakeholder oversight body that would give only a minority voice to the faculty in guiding the future directions of C-ID;

Whereas, C-ID is a means of establishing articulation and provides curriculum standards, both of which are areas that fall under the purview of the Academic Senate according to Education Code §70902 (b) (7) and Title 5 §53200 (b) and §53206; and

Whereas, In order to retain credibility, C-ID must remain faculty-driven and faculty-controlled, and no other organization in California has the experience or the expertise to manage and coordinate C-ID as the ASCCC has;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the district that receives the C-ID grant to ensure that the ASCCC has a primary voice in making decisions regarding the future directions of C-ID;

Resolved, That the Academic Senate for California Community Colleges urge the district receiving the C-ID grant to sub-contract with the ASCCC for all curricular functions of the C-ID, including the selection of the C-ID curriculum director;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to explore the possibility of making C-ID a direct allocation from the state budget that is not required to pass through a separate fiscal agent before contracting with the ASCCC similar to the current funding of the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges share with the Chancellor's Office the possible unintended consequences which may result if the Academic

## ADOPTED RESOLUTIONS

Senate is no longer the primary voice in making decisions regarding all curricular functions and future directions such as CSU faculty deciding not to work with a lone district instead of the Academic Senate, colleges viewing the district as biased, and UC withdrawing any interest in participating in C-ID.

Contact: Janet Fulks, Bakersfield College

MSU

### 10.0 DISCIPLINES LIST

#### 10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

Whereas, The Academic Senate for California Community Colleges adopted Resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11<sup>13</sup>, which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

Whereas, The paper *Equivalence to the Minimum Qualifications* was last revised in 2006<sup>14</sup>;

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper *Equivalence to the Minimum Qualifications* and bring it to the body for adoption at the Spring 2016 Plenary Session.

Contact: Paul Setziol, De Anza College, Standards and Practices Committee

MSC

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<sup>13</sup> All adopted resolutions are found at <http://asccc.org/resources/resolutions>

<sup>14</sup> This paper is found at [http://asccc.org/sites/default/files/publications/Equivalency\\_2006\\_0.pdf](http://asccc.org/sites/default/files/publications/Equivalency_2006_0.pdf)

## ADOPTED RESOLUTIONS

### **11.0 TECHNOLOGY**

#### **11.01 F14 Common System Student Database**

Whereas, Each of the current technology initiatives (Common Assessment, Educational Planning, and Online Education) may require the development of a database that tracks student information on the basis of a random student identifier; and

Whereas, The cost of developing discrete databases using discrete student identifiers would exceed that of developing a single database with a federated student identifier capable of supporting current and future technology and other initiatives;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to develop a student identifier database to support current and future technology and other initiatives.

Contact: Lyn Greene, Norco College

MSC

### **12.0 FACULTY DEVELOPMENT**

#### **12.01 F14 Professional Development and the Academic Senate**

Whereas, The academic and professional matters identified in Title 5 §53200 include "faculty professional development policies" as an area that falls under the purview of local academic senates and by extension, at the state level, the Academic Senate for California Community Colleges;

Whereas, The Board of Governors Standing Orders<sup>15</sup> §332 (b) states, "The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate";

Whereas, The Online Education and the Common Assessment Initiatives have identified faculty professional development components and appointed faculty and selected colleges which are leading these components without consultation with the Academic Senate or, in some cases, the local academic senates; and

Whereas, The presence of faculty on these initiatives does not equate with the participation of either the Academic Senate for California Community Colleges or local academic senates;

Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

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<sup>15</sup> *Procedures and Standing Orders of the Board of Governors*, January 2013, pp. II-27 to II-28 ([http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013\\_agendas/january/updated\\_procedures\\_standing\\_orders\\_2013.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/january/updated_procedures_standing_orders_2013.pdf))

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Professional Development Committee

MSC

### **12.02 F14 Professional Development and Part-Time Faculty**

Whereas, Professional development benefits all faculty, regardless of discipline, position, or college;

Whereas, Professional development opportunities for part-time faculty can be limited or even non-existent in many districts; and

Whereas, Part-time faculty are able to contribute to professional development activities in many ways, including bringing a variety of perspectives and experiences to the college;

Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to part-time faculty to ensure their inclusion in professional development.

Contact: Arnita Porter, West Los Angeles College, Professional Development Committee

MSC

### **12.03 F14 Faculty Professional Development**

Whereas, The passage of Assembly Bill (AB) 2558 (Williams, 2014)<sup>16</sup> establishes a new structure for professional development at the California community colleges, creating a new Community College Professional Development Program for professional development opportunities for faculty, administration, and staff;

Whereas, Funding for professional development would only be allocated to districts which submit affidavits demonstrating that the district has established a professional development advisory committee (comprised of faculty, staff, and administrators), that the district has a completed campus human resources development plan which covers the current and subsequent

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<sup>16</sup> Community Colleges: Faculty and Staff Development, Cal. Assembly B. 2558 (2013–14), Chapter 473 (§§87150-87152)

## ADOPTED RESOLUTIONS

years, and that the district provides a report of the actual expenditures for faculty and staff development for the preceding year;

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area which falls under the purview of local senates; and

Whereas, The new legislation has no provision specifically naming local senates as a body that should, as stated in Title 5, be involved in the development of faculty professional development policies, including the dissemination of any funds forthcoming from AB 2558 (Williams, 2014);

Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and

Resolved, That the Academic Senate for California Community Colleges provide opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges.

Contact: Dolores Davison, Executive Committee, Professional Development Committee

MSC

### **12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs**

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has proposed that if the system could purchase a Common Course Management System (CCMS) for distance education courses throughout the state, it would provide an “economy of scale,” allowing this course management system to be provided at little or no cost to colleges and districts;

Whereas, The CCCCCO is hopeful that a potentially significant migration to a CCMS would provide the system leverage to create or purchase a system that exceeds those course management systems currently on the market;

Whereas, While the adoption of a CCMS would be optional for local colleges, local senates and faculty potentially could feel great pressure to adopt this system because of anticipated budgetary savings arising from migration to the CCMS; and

Whereas, A conversion between course management systems without careful forethought may result in unanticipated financial and personnel costs for the college and place burdens upon faculty, including but not limited to training in the new system and conversion of course materials, assignments, and other materials into the new system;

## ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges urge local senates and bargaining units to work with their administrations to ensure that any monetary savings which may result from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS.

Contact: Kale Braden, Executive Committee, Online Education Committee

MSC

### **13.0 GENERAL CONCERNS**

#### **13.01 F14 Improving Student Success Through Compliance with the 75/25 Ratio**

Whereas, The California Legislature stated in AB 1725 (Vasconcellos, 1988) that “If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges”;

Whereas, The full-time/part-time faculty ratio since 1993 has, statewide, steadily declined from 63.2%/36.8%<sup>17</sup> to 56.14%/43.86% in 2013<sup>18</sup>;

Whereas, Research shows that increased reliance on part-time faculty correlates with declining graduation rates, particularly at public comprehensive institutions<sup>19</sup>, and that community college graduation rates decrease as the ratio of full-time to part-time faculty employed decreases<sup>20</sup>; and

Whereas, The successful implementation of mandated programs such as the Basic Skills Initiative, Student Success and Support Programs, and Student Equity Plans requires sufficient numbers of full-time faculty;

Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.

Contact: Phil Crawford, Executive Committee, Educational Policies Committee

MSU

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<sup>17</sup> From The Use of Part-Time Faculty in the California Community Colleges: Issues and Impact, adopted by the body Spring 1996, p.6 ([http://asccc.org/sites/default/files/publications/UsePartTime\\_0.pdf](http://asccc.org/sites/default/files/publications/UsePartTime_0.pdf))

<sup>18</sup> From the Chancellor’s Office 2013 Full-time Faculty Obligation compliance report

<sup>19</sup> In 2005, Ronald G. Ehrenberg, director of the Cornell Higher Education Research Institute (Conference presentation reported in Chronicle of Higher Education).

<sup>20</sup> Daniel Jacoby and Harry Bridges. "Effects of Part-Time Faculty Employment on Community College Graduation Rates." Journal of Higher Education November 2006.



## ADOPTED RESOLUTIONS

### **13.02 F14 Dual and Concurrent Enrollment**

Whereas, California Education Code (§48800 and §76001) permits colleges to allow high school students to enroll in college courses where the course is offered at the college or at the high school and where either only college credit is earned or both college and high school credit are earned, and in all cases apportionment is only collected by one, either the high school or the college;

Whereas, Common terminology has typically coined the terms “dual enrollment” and “concurrent enrollment” to mean specific variants of these options, but these terms are often used interchangeably along with the term “special admission students,” which is the regulatory term provided in Education Code;

Whereas, Historically these provisions have in many cases not been applied appropriately, which has led to many nuanced restrictions that add to the confusion regarding what practices are allowed and what requirements must be met; and

Whereas, The establishment and implementation of courses and pathways intended for students currently enrolled in high school is an academic and professional matter that falls under faculty purview, and therefore such courses and pathways must be developed and approved through normal curriculum and academic planning processes;

Resolved, That the Academic Senate for California Community Colleges compile and communicate guidance which identifies pertinent regulations and effective practices and clarifies terminology regarding the enrollment of high school students in college courses and publish this guidance by the end of Fall 2015.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College

MSC

### **17.0 LOCAL SENATES**

#### **17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives**

Whereas, The California Community Colleges Chancellor’s Office launched three major grant-funded initiatives in Fall 2013, with those initiatives being the Education Planning, Common Assessment, and the Online Education Initiatives;

Whereas, Participation in each of these initiatives has implications for local senate purview over academic and professional matters at college campuses, including but not limited to curriculum, educational program development, policies or standards for student preparation and success, faculty professional development, and institutional planning processes; and

Whereas, Participation in the initiatives may lead governing boards and their designees to believe that local senate purview over academic and professional matters does not apply to matters

## ADOPTED RESOLUTIONS

related to college participation in any of the phases of these initiatives or to any future statewide initiative that encompasses academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges affirm that college or district participation in any of the current or future statewide initiatives does not nullify local senate purview over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to focus on the educational needs of their students and the professional needs of their faculty when deciding whether or not to recommend to their governing boards and/or designees participation in any current or future statewide initiative.

Contact: John Freitas, Executive Committee

Adopted by Acclamation

### **17.02 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services**

Whereas, The academic and professional matters identified in Title 5 §53200, including, but not limited to, curriculum development, approval policies, and procedures, educational program development, faculty professional development policies, student success policies, and institutional planning processes are matters of faculty primacy equally vital to ensuring the development and delivery of both quality in-person and distance education instructional programs and student services that promote educational success for faculty and students;

Whereas, The Academic Senate for California Community Colleges recommends in its paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (adopted Spring 2008)<sup>21</sup> that “colleges should create a committee structure that ensures that the incorporation of technology into the college is initiated and proceeds from an educational perspective rather than a technological perspective” and “colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students”; and

Whereas, The provision of college and district distance education instructional programs and student services may be viewed by some colleges as purely an operational matter, which may result in misunderstandings about the necessary oversight role of college participatory governance structures, and about the requirements for collegial consultation with local academic senates on academic and professional matters in the development of policies and procedures for

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<sup>21</sup> This paper is found at [http://www.asccc.org/sites/default/files/publications/Educational\\_Technology\\_0.pdf](http://www.asccc.org/sites/default/files/publications/Educational_Technology_0.pdf)

## ADOPTED RESOLUTIONS

the development and delivery of quality college and district distance education instructional programs and student services;

Resolved, That the Academic Senate for California Community Colleges affirm that requirements for collegial consultation on academic and professional matters fully apply to college and district distance education instructional programs and student services; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates in their efforts to assert to their governing boards and designees that faculty primacy over academic and professional matters applies fully to college and district distance education instructional programs and student services.

Contact: Dolores Davison, Executive Committee, Online Education Committee

MSC

### **18.0 MATRICULATION**

#### **18.01 F14 Defining Writing Assessment Practices for California Community Colleges**

Whereas, Writing assessment, from placement in appropriate courses to certifying proficiency in a single course or a series of courses, involves high stakes for students and has a profound impact on their educational journeys and success;

Whereas, Best placement practice is informed by pedagogical and curricular goals and is, therefore, continually under review and subject to change by well-informed faculty and experienced instructors or evaluators; and

Whereas, The decontextualized assessment of students' rhetorical choices may disadvantage students whose home language or formative cultural experience reflects the diversity of California Community Colleges' student population;

Resolved, That the Academic Senate for California Community Colleges recommend that the Common Assessment Initiative include writing samples as a required component of the common assessment and that the writing samples are scored by human readers whose participation will inform assessment procedures that promote the growth of students across the composition sequence; and

Resolved, That the Academic Senate for California Community Colleges urge the Common Assessment Initiative steering committee to ensure that English and ESL instructors with knowledge and experience as to how integrated assessment programs inform curriculum and pedagogy participate in the design and evaluation of writing samples to ensure that the assessment test is grounded in the latest research on language learning and assessment practices.

Contact: Corinna Evett, Santiago Canyon College

MSC

## ADOPTED RESOLUTIONS

### **20.0 STUDENTS**

#### **20.01 F14 Developing a System Plan for Serving Disenfranchised Students**

Whereas, California's community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California's community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention, and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and Board of Governors to develop a long range plan that will increase services for disenfranchised students.

Contact: Cynthia Rico, Executive Committee, Transfer and Articulation Committee

MSC

## REFERRED RESOLUTIONS

### **2.04 F14 Freedom to Choose**

Whereas, The Academic Senate for California Community Colleges supported a change to Title 5 regulations on Accreditation in Resolution 2.01 S14 that would remove the Accrediting Commission for Community and Junior College's on accrediting California's community colleges;

Whereas, The Board of Governors will consider at its November 17, 2014 meeting, a change in Title 5 regulation §51016, which will allow the Board of Governors, at the recommendation of the Chancellor, to specify accreditors other than the Accrediting Commission for Community and Junior Colleges (ACCJC) as an accreditor for California's community colleges;

Whereas, The North Central Association of Colleges and Schools accredits colleges in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, and Wisconsin; and the Northwest Commission on Colleges and Universities accredits colleges in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington; and

Whereas, The ACCJC is currently under a condition that is the equivalent of "show cause" why they should not lose their accreditation ability by the U.S. Department of Education;

Resolved, That the Academic Senate for California Community Colleges bring to the next Consultation Council meeting a proposal to reach out to the North Central Association of Colleges and Schools and the Northwest Commission on Colleges and Universities to determine their interest in accrediting community colleges in California.

Contact: Martin Hittelman, Los Angeles Valley College

MSR: Referred to the Executive Committee to clarify and bring back to the body by Spring 2015.

## FAILED RESOLUTIONS

### **1.02 F14 Establish a Part-Time Representative Seat on the Executive Committee**

Whereas, The Academic Senate for California Community Colleges represents all faculty currently teaching at our California community colleges, serving as the voice of all faculty in academic and professional matters;

Whereas, The Academic Senate for California Community Colleges strengthens and supports all local California community college academic senates, many of which currently have part-time faculty designated seats or representatives, and supports diversity and equal opportunity for all faculty;

Whereas, Part-time faculty comprise a majority of academic faculty in the California Community College System, and simple democracy would dictate that the majority retain some degree of permanent representation; and

Whereas, Part-time faculty retain some very specific viewpoints and knowledge within the California Community College System which should be included in the governance structure for the healthy functioning of the system;

Resolved, That the Academic Senate for California Community Colleges bring to the body for consideration at the Spring 2015 plenary session an amendment to its bylaws to establish a permanent, designated seat on the Executive Committee to be filled specifically and exclusively by part-time faculty.

Contact: Phil Crawford, San Jose City College, Area B

MSF

### **1.03 F14 The Two Thirds Vote Rule Required To Overturn A Prior Position**

Whereas, The Academic Senate for California Community Colleges has not adopted the two-thirds vote rule required to reverse a prior position, in addition the Senate bylaws and resolutions manual do not contain this rule;

Whereas, Robert's Rules of Order requires a two-thirds vote to rescind a prior position of the body only if prior notice to the body is not given in advance;

Whereas, A supermajority vote is limited to cases where individual and membership rights are in potential danger of being abridged; and

Whereas, The good of the Academic Senate for California Community Colleges and the welfare of this body are, in general, best served by majority vote of its Members Senates;

Resolved, That the Academic Senate for California Community Colleges limit the two-thirds vote rule required to change a position previously taken to those matters where prior notice of the proposed change to the body has not been given; and

## FAILED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions taken more than ten years prior to any proposed change in position.

Contact: Fabio Gonzales, San Jose City College

Note: This resolution requires a two-thirds vote in the affirmative of delegates voting.

MSF

### **1.03.01 F14 Amend Resolution 1.03 F14**

Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions previously taken more than ten years prior to any proposed change in position effective immediately upon its adoption by the delegates.

Contact: Wayne Organ, Contra Costa College

MSF

### **2.01.01 F14 Amend 2.01 F14**

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:

*Faculty are responsible for using the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. ~~Faculty should engage in professional growth and development that improves teaching and learning.~~ The effective participation of faculty in these collegial processes may be a factor in the evaluation of faculty; however, the results of assessments of learning outcomes are not a basis for faculty evaluation.*

Contact: Stephanie Curry, Reedley College, Area A

MSF

### **2.01.03 F14 Amend 2.01 F14**

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting

## FAILED RESOLUTIONS

Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:

*Faculty are ~~responsible for using~~ encouraged to use the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. Faculty should engage in professional growth and development that improves teaching and learning. ~~The effective participation in these collegial processes may be a factor in the evaluation of faculty.~~ However, the results of assessments of learning outcomes are not a basis for faculty evaluations.*

Contact: Sara McKinnon, College of Marin

MSF

### **7.07.01 F14 Amend Resolution 7.07 F14**

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office ~~to encourage that~~ Admissions and Records staff ~~to permit~~ must confer with faculty discipline experts to determine the rule governing permission for the students' re-enrollment into necessary courses as presented in the California community college document, California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals; and

Contact: Kathy Schmeidler, Irvine Valley College

MSF

### **9.04.01 F14 Amend 9.04 F14**

Add a third resolved:

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to establish parameters and standards for the California Community College Baccalaureate Degree before any degree is offered to students.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, Area C

MSF



## FAILED RESOLUTIONS

### **13.01.02 F14 Amend 13.01 F14**

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions, ~~including possible legislation~~, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.

Contact: Richard Mahon, Riverside City College, Area D

MSF

### **13.03 F14 Faculty Primacy and Support for Faculty-Created Assessment Instruments in the Common Assessment Initiative Project**

Whereas, California community college faculty are highly educated and extremely experienced with combined expertise in their fields of math, English, and ESL and regularly create assessments to measure their students' grasp of concepts and skills;

Whereas, The Interim Environmental Scan produced for the Common Assessment Initiative (CAI) Steering Committee did not take into account or look at faculty-created assessments currently validated and used throughout the UC, CSU, and CCC systems, such as the CTEP (College Test for English Placement), which was developed by a faculty member at Santa Barbara City College; and

Whereas, Many California Community College faculty and higher education professionals are concerned about the privatization of public higher education and are wary of the outsourcing of what should be faculty-controlled tasks to for-profit companies and of loss of local control over curricular decisions;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Steering Committee of the Common Assessment Initiative Project to establish guidelines that give primacy and priority to community college faculty-created assessment instruments and community college faculty in the development of said assessment instruments.

Contact: Paola Gilbert, Monterey Peninsula College

MSF

### **18.01.01 F14 Amend Resolution 18.01F14**

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges recommend that the Common Assessment Initiative include writing samples as a required component of the common

## FAILED RESOLUTIONS

assessment and that ~~the~~ each writing samples ~~are~~ is scored by at least two human readers whose participation will inform assessment procedures that promote the growth of students across the composition sequence; and

Contact: Kathy Schmeidler, Irvine Valley College

MSF

## DELEGATES

Alameda, College of, Rochelle Olive  
Allan Hancock College, Herbert Elliot  
American River College, Anthony Giusti  
Antelope Valley College, Ed Beyer  
Bakersfield College, Janet Fulks  
Barstow College, Charles R. Johnstone  
Berkeley City College, Cleavon Smith  
Butte College, Stacey Bartlett  
Cabrillo College, Michael Mangin  
Canada College, Doug Hirzel  
Canyons, College of the, Paul Wickline  
Cerritos College, Michelle Lewellen  
Cerro Coso College, Laura Vasquez  
Chabot College, Kathy Kelley  
Chaffey College, Marie Boyd  
Citrus College, John Vaughan  
Coastline College, Ann Holliday  
Columbia College, Ted Hamilton  
Compton College, Paul Flor  
Contra Costa College, Wayne Organ  
Copper Mountain College, David Norton  
Cosumnes River College, BJ Snowden  
Crafton Hills College, Denise Allen Hoyt  
Cuyamaca College, Alicia Munoz  
Cypress College, Jolena Grande  
De Anza College, Mayra Cruz  
Desert, College of the, Douglas Redman  
Diablo Valley College, Laurie Lema  
East Los Angeles College, Alex Immerblum  
El Camino College, Chris Wells  
Evergreen Valley College, Eric Narveson  
Folsom Lake College, Brian Robinson  
Foothill College, Carolyn Holcroft  
Foothill DeAnza CCD, Isaac Escoto  
Fresno City College, Mary Ann Valentino  
Fullerton College, Sam Foster  
Gavilan College, Bea Lawn  
Glendale College, Andrew Young  
Golden West College, Martie Ramm Engle  
Hartnell College, Carol Kimbrough  
Imperial Valley College, Michael Heumann  
Irvine Valley College, Katherine Schmeidler  
Laney College, Lisa Cook  
Lassen College, Cheryl Aschenbach  
Long Beach City College, April Juarez  
Los Angeles CCD, Donald J. Gauthier  
Los Angeles City College, April Pavlik  
Los Angeles Harbor College, Susan McMuray  
Los Angeles Mission College, Leslie Milke  
Los Angeles Pierce College, Kathy Oborn  
Los Angeles Trade Tech College, Lourdes Brent  
Los Angeles Valley College, Joshua Miller  
Los Medanos College, Silvester Henderson  
Los Rios CCD, Julie Oliver  
Marin, College of, Sara McKinnon  
Mendocino College, Jason Edington  
Merced College, Nancy Golz  
Merritt College, Tae-Soon Park  
MiraCosta College, Mike Fino  
Mission College, Wael Abeljabbar  
Modesto Junior College, Curtis Martin  
Monterey Peninsula College, Paola Gilbert  
Moorpark College, Mary Rees  
Moreno Valley College, Travis Gibbs  
Mt. San Antonio College, Luisa Howell  
Mt. San Jacinto College, Lorraine Slattery-Farrell  
Napa Valley College, Maria Biddenback  
Norco College, Lyn Greene  
Orange Coast College, Eduardo Jesus Arismendi-Pardi  
Oxnard College, Robert Cabral  
Palo Verde College, Biju Raman  
Palomar College, Greg Larson  
Pasadena City College, Eduardo Cairo  
Peralta CCD, Joseph Bielanski  
Porterville College, James Thompson  
Rancho Santiago CCD, Joyce Wagner  
Reedley College, Lore Dobusch  
Rio Hondo College, John Frala  
Riverside CCD, Richard Mahon  
Riverside College, Lee Nelson  
Sacramento City College, Virginia May  
Saddleback College, Kim d'Arcy  
San Bernardino Valley College, Jeremiah A. Gilbert  
San Diego City College, Berta Harris  
San Diego Continuing Ed, Timothy Pawlak  
San Diego Mesa College, Terry Kohlenberg  
San Diego Miramar College, Buran Haidar  
San Francisco, City College of, Lillian Marrujo-Duck  
San Joaquin Delta College, Diane Oren  
San Jose City College, Jesus Covarrubias  
San Mateo CCD, Diana Bennett  
San Mateo, College of, David Laderman  
Santa Ana College, John Zarske  
Santa Barbara City College, Kathleen O'Connor  
Santa Monica College, Eve Adler  
Santa Rosa Junior College, Robin Fautley  
Santiago Canyon College, Corinna Evett  
School of Continuing Education, Candace Lynch-Thompson  
Sequoias, College of the, Sondra Bergen  
Shasta College, Robb Lightfoot  
Sierra College, Andrea Neptune  
Skyline College, Kathryn Williams Browne  
Solano College, Michael Wyly  
Southwestern College, Caree Lesh  
Taft College, Tony Thompson  
Victor Valley College, Claude Oliver  
West Los Angeles College, Adrienne Foster  
West Valley College, Eric Pape  
Willow International, Liz Romero  
Woodland College, Matt Clark  
Yuba College, Greg Kemble  
President, David Morse  
Vice President, Julie Bruno  
Secretary, John Stankas  
Treasurer, Wheeler North  
Area A, James Todd  
Area B, Dolores Davison  
Area C, John Freitas  
Area D, Cynthia Rico  
North, Kale Braden  
North, Phil Crawford  
South, Michelle Grimes-Hillman  
South, Craig Rutan  
At-Large, Dan Crump  
At-Large, Debra L. Klein

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** VITI 90A

**Course Title:** Wine Appreciation

### Catalog Description:

Trace the lineage of wines as they developed around the world, how certain cultures are defined by particular grape varietals or wine types. The development of each region and the wine types associated will be culminated at the end of each session with a sampling of wines. Reading wine labels will be demystified, reducing the confusion and minimizing risk when selecting a bottle of wine. Grape growing and wine making techniques throughout history and around the world are examined. An experienced professional will guide the discussions and tastings as they impart their specialized knowledge of the wines. This course is intended for students in the viticulture program but members of the public and professional community are welcome to enroll. In addition to normal tuition and fees there will be a cost to the student for the wines used in class.

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

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

**Course to be added to an existing program: Environmental Horticulture and Design**

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

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

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

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

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

This course will be offered in support of the Horticulture program and addresses the primary mission of providing **vocational instruction** to students who wish to obtain employment in the career area of wine manager, wine sales, hospitality manager, tasting room associate or sales room manager.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

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

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

Not used as prep for transfer, but credits may articulate with other institutions.

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

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

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

**SEE 4 ATTACHED EXHIBITS**

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

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

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

non-degree applicable basic skills course.

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

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

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

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:** David Sauter

**Date:** 11/17/14

**Division Curriculum Representative:** Rachelle Campbell

**Date:** 11/17/14

**FOOTHILL COLLEGE**

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

**Date: 11/7/14**

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

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

**NEED DOCUMENTATION EXHIBIT 1: EXCERPT FROM WINEJOBS WEBSITE, NOVEMBER 17, 2014, LISTING JOBS WITHIN THE RANGE OF FOOTHILL COLLEGE GRADUATES**

*search wine jobs*

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search

Job Category:

Zip (US):

Radius from Zip:

Key Word:

Type of Work:

State:

Region:

Country:

[more search options](#) [Search](#)  
[Sign Up! Email Alerts](#)

*search results*

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Radius Search: **94022 / 30 miles**

[\[reset search\]](#)

Results: 1 - 12 of 12

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
<a href="#">Sws-Prusa Specialty Key Account Manager - Northern</a>	Southern Wine & Spirits	Union City, CA	11/14
<a href="#">Receptionist</a>	Del Dotto Vineyards	Napa, CA	11/11
<a href="#">General Manager</a>	Regale Winery and Vineyards	Los Gatos, CA	11/11
<a href="#">Viticulturist</a>	Benchmark Consulting	Napa, CA	11/11
<a href="#">Customer Service/Order Entry</a>	Chambers & Chambers, Inc	San Francisco, CA	11/10
<a href="#">filled: Retail Sales &amp; Hospitality Associate</a>	Ridge Vineyards	Cupertino, CA	11/05
<a href="#">Outside Sales Representative</a>	Santini Fine Wines Inc.	San Lorenzo, CA	11/03
<a href="#">Part-Time Marketing/Sales Coordinator</a>	Entrepreneur Wines	Pleasanton, CA	10/28
<a href="#">East &amp; South Bay Wine Sales</a>	Trinitas Cellars	Napa, CA	10/22

**FOOTHILL COLLEGE**

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
Representative			
Event Staff	Testarossa Winery	Los Gatos, CA	10/20
Fine Wine Sales & Inventory Specialist	Finewinecollector.com	San Jose/Saratoga, CA	10/17
Sales Representative	Wine Brindis Importers	Santa Clara, CA	10/14

Results: 1 - 12 of 12



**NEED DOCUMENTATION EXHIBIT 2: VENJOBS POSTINGS FROM UCDAVIS ON  
11/17/14**

<b>Current Job Listings</b>				
<u>Title</u>	<u>Company</u>	<u>Type</u>	<u>Location</u>	<u>Posted</u>
<a href="#">Marketing Intern - Winery</a>	Alpine Wineries Private Limited	Internship	Bangalore, Karnataka, India	11/10/14
<a href="#">Viticulture Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Wine Lab Technician</a>	Lodi Wine Lab	Full Time	Lodi, CA	11/10/14
<a href="#">Assistant Winemaker Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Winemaker</a>	Confidential	Full Time	Fresno, CA	11/06/14
<a href="#">Vineyard Manager</a>	WineTalent	Full Time	Eugene, OR	11/04/14
<a href="#">Project Coordinator</a>	Napa Valley Grapegrowers	Full Time	Napa	11/03/14
<a href="#">Vineyard Supervisor</a>	Martinelli Vineyard Management	Full Time	Windsor, CA	10/30/14
<a href="#">Tasting Room &amp; Wine Bar Manager</a>	Gilbert Cellars	Full Time	Yakima, WA	10/29/14
<a href="#">Lead Assistant Winemaker/Staff Research Associate</a>	UC Davis Department of Viticulture and Enology	Full Time	UC Davis Campus	10/27/14
<a href="#">Winery Registration Coordinator - Internship</a>	WhichWinery.com	Internship	Remote / San Francisco	10/27/14
<a href="#">Full Service Vineyard Manager/Viticulturist</a>	Black Bicycle Farm	Full Time	Davis	10/24/14
<a href="#">Pest Control Advisor – Monterey County</a>	Monterey Pacific, Inc.	Full Time	Monterey County Vineyards	10/17/14
<a href="#">Winery Intern 2015 Argentina Harvest</a>	Bodega Calle	Full Time	Lujan de Cuyo,	10/14/14

**FOOTHILL COLLEGE**

			Mendoza, Argentina	
<a href="#">Technical Sales Representative</a>	WineTalent	Full Time	Napa, CA	10/10/14
<a href="#">QC Tech</a>	Duckhorn Wine Company	Full Time	Hopland, CA	10/08/14
<a href="#">Entomologist Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Intern - Soil Science</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Vineyard and Farming Operations Manager</a>	WineTalent	Full Time	St. Helena, CA	10/06/14
<a href="#">Vineyard Conservation Coordinator</a>	Napa County Resource Conservation District	Full Time	Napa, CA 94559	09/29/14
<a href="#">Instructional Assistant III, Viticulture and Winery Technology</a>	Napa Valley College	Full Time	Napa, CA 94558	09/24/14
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<a href="#">Marketing Intern</a>	Summertime in a Glass	Internship	California - Work From Home	09/08/14
<a href="#">Assistant Tasting Room/Wine Club Manager</a>	Three Wine Company	Full Time	Clarksburg, CA	09/04/14
<a href="#">Harvest intern</a>	Boeschen Vineyards	Seasonal F/T	St Helena, CA	08/24/14
<a href="#">Assistant Fruit Breeder</a>	Sun World International, LLC	Full Time	Bakersfield, CA	08/21/14

**NEED DOCUMENTATION EXHIBIT 3: CALIFORNIA DEPARTMENT OF EMPLOYMENT  
OCCUPATIONAL EMPLOYMENT PROJECTIONS**

**Projections of Employment by Occupation, 2012 - 2022**

**Occupations Matched to Top Code(s):**

010400 *Viticulture, Enology, and Wine  
Business*

**Geography:** California

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**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2012 Employment	Annual Job Openings <sup>1</sup>
451011	<a href="#">First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers</a>	10,700	310
191012	<a href="#">Food Scientists and Technologists</a>	3,000	160
191013	<a href="#">Soil and Plant Scientists</a>	2,000	140
	<b>Total</b>	15,700	610

Table Generated on 11/17/2014 10:04:07 AM

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## **FOOTHILL COLLEGE**

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## **NEED DOCUMENTATION EXHIBIT 4: JOBFINDERSITES ARTICLE, MAY 2014 OUTLINING CAREERS AND EMPLOYMENT OUTLOOK NATIONWIDE**

NOTE: SUMMARY INDICATES A DECLINE, BUT ARTICLE STIPULATES THAT OPPORTUNITIES ARE BETTER FOR EDUCATED JOB SEEKERS

### **Jobs in the Wine Industry**

Like drinking a couple glasses of wine with dinner? Like getting together with the girls once a month to sample new wines? Do you look forward to that yearly trip to Napa Valley, Sonoma, or perhaps the U.S. Wine Open Championships, to sample new tastes and new flavors? You're not alone. Drinking, sampling and talking about wine is a hobby of many throughout the world. For those that are lucky enough, they have turned that hobby into a career by working in the many different positions within the wine industry.

But those who work in this industry know succeeding takes more than liking, tasting and talking wine. Like other career paths, it requires expert knowledge and education to find success. Below is an overview of those jobs and how to find success:

- Brand Manager
- Cellar Worker
- Grounds Supervisor
- Harvest Intern/Cellar Hand
- Lab Technician
- Sommelier
- Tasting Room Sales
- Tour Guide
- Vineyard Manager
- Viticulture Instructor
- Wine Educator
- Winemaker



### **WINE INDUSTRY EMPLOYMENT OUTLOOK**

Wine industry workers are being asked to do more with less, reports say. For example, one report mentioned that winemakers who are able to handle additional roles, such as marketing, helping with public relations and promotion - and those who are really able to assist with the growth/success of the business, are the ones that are most valued and avoiding industry-wide layoffs. The industry is struggling and while wineries and industry-related businesses are hiring, there have been mass layoffs throughout the industry.

### **SALARY**

According to *Wine Business Monthly's* Wine Industry Compensation Survey Report, these are average yearly salaries in the industry:

## FOOTHILL COLLEGE

- Vice Presidents of Sales - \$170,000
- Winemakers - \$103,000
- Vineyard managers - \$90,000
- Wine club managers - \$56,000
- Tasting room managers - \$55,000
- Tasting room staff workers - \$28,000

## EDUCATION/TRAINING

While many wine drinkers like to fancy themselves wine experts, the real proof of expertise in the wine industry is earning the distinction of being called a Master of Wine (MW). One becomes a Master of wine through the Institute of Masters of Wine, and in America, that takes place at an annual residential seminar/program put on by other MW's in Napa Valley. This distinction is reserved for the best of the best and requires expert knowledge, industry experience (and money) - to achieve. To become a Master of Wine one must understand key elements of wine such as production, distribution, marketing, packaging, sales and regulation. Another coveted position in the wine industry is that of a sommelier. This is the person that is able to pair wine with food, understands the different styles, tastes, flavors and backgrounds of the many varieties of wine out there. Top-level Sommeliers earn the title Master Sommelier through extensive exams and testing. Earning the distinction of Master of Sommelier is by invitation only and the final test costs \$800.



Those that like tasting wine also may like making wine. There are a variety of classes and degrees - with many being California-based. There are degrees such as a Bachelor of Wine Science that can help one get started in this career. Others looking to break into the industry should pursue degrees in Oenology to become an enologist, which is defined as the science and study of wine/winemaking. Other degree programs include that of a viticulturist, which focuses on the cultivation of grapes.

## SUMMARY

Wine industry jobs take a high-level of education and expertise. Because of recent economic struggles, the wine industry has faced a downturn similar to that of other industries. Therefore, workforces have shrunk and opportunities have been eliminated. Layoffs have occurred at both small and large wineries. Those with the most opportunities are the large wineries, while smaller, regional wineries are struggling to survive. An economic recovery will greatly help this industry and those with the right education, training and experience will be the ones who are able to find and secure employment in the wine industry.

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** VITI 90B

**Course Title:** Vineyard Establishment

### Catalog Description:

Buying grapevines at a nursery and planting them is but one step in the integrated process of establishing a vineyard. Regional differences, vine growing theories, and historical development are presented, along with variety selection and a discussion of how grapevines grow. The establishment process begins with site evaluation, soil preparation and physical layout. Trellis systems, drip irrigation, cover crops, and deer fences are illustrated. Various types of controls for potential pests and diseases are revealed. And, of course, the vines themselves are described from planting, through training, and into harvest. This course is intended for students in the viticulture program but members of the public and professional community are welcome to enroll.

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

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

**Course to be added to an existing program: Environmental Horticulture and Design**

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

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

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

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

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

This course will be offered in support of the Horticulture program and addresses the primary mission of providing **vocational instruction** to students who wish to obtain employment in the career area of vineyard worker, vineyard supervisor or vineyard specialist in pest management, harvest or canopy management. Course is also available as continuing education for existing workforce.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

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

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

Not used as prep for transfer, but credits may articulate with other institutions.

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

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

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

**SEE 4 ATTACHED EXHIBITS**

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

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

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

non-degree applicable basic skills course.

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

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

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

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: David Sauter**

**Date: 11/17/14**

**Division Curriculum Representative: Rachele Campbell** \_\_\_\_\_ **Date: 11/17/14** \_\_\_\_\_



**FOOTHILL COLLEGE**

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

**Date: 11/7/14**\_\_\_\_

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

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

**NEED DOCUMENTATION EXHIBIT 1: EXCERPT FROM WINEJOBS WEBSITE, NOVEMBER 17, 2014, LISTING JOBS WITHIN THE RANGE OF FOOTHILL COLLEGE GRADUATES**

*search wine jobs*

---

search

Job Category: ALL

Zip (US):

Radius from Zip: 30 miles

Key Word:

Type of Work: ALL

State: ALL

Region: ALL

Country: ALL

[more search options](#)   [Search](#)  
[Sign Up! Email Alerts](#)

*search results*

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Radius Search: **94022 / 30 miles**

[\[reset search\]](#)

Results: 1 - 12 of 12

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
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<a href="#">Customer Service/Order Entry</a>	Chambers & Chambers, Inc	San Francisco, CA	11/10
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<a href="#">Outside Sales Representative</a>	Santini Fine Wines Inc.	San Lorenzo, CA	11/03
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**FOOTHILL COLLEGE**

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
Representative			
Event Staff	Testarossa Winery	Los Gatos, CA	10/20
Fine Wine Sales & Inventory Specialist	Finewinecollector.com	San Jose/Saratoga, CA	10/17
Sales Representative	Wine Brindis Importers	Santa Clara, CA	10/14

Results: 1 - 12 of 12

**NEED DOCUMENTATION EXHIBIT 2: VENJOBS POSTINGS FROM UCDAVIS ON 11/17/14**

<b>Current Job Listings</b>				
<u>Title</u>	<u>Company</u>	<u>Type</u>	<u>Location</u>	<u>Posted</u>
<a href="#">Marketing Intern - Winery</a>	Alpine Wineries Private Limited	Internship	Bangalore, Karnataka, India	11/10/14
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<a href="#">Full Service Vineyard Manager/Viticulturist</a>	Black Bicycle Farm	Full Time	Davis	10/24/14
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<a href="#">Winery Intern 2015 Argentina Harvest</a>	Bodega Calle	Full Time	Lujan de Cuyo,	10/14/14

**FOOTHILL COLLEGE**

			Mendoza, Argentina	
<a href="#"><u>Technical Sales Representative</u></a>	WineTalent	Full Time	Napa, CA	10/10/14
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**NEED DOCUMENTATION EXHIBIT 3: CALIFORNIA DEPARTMENT OF EMPLOYMENT  
OCCUPATIONAL EMPLOYMENT PROJECTIONS**

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Business*

**Geography:** California

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**Counties:** All California Counties

Annual Job Openings by Occupation

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## **FOOTHILL COLLEGE**

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NOTE: SUMMARY INDICATES A DECLINE, BUT ARTICLE STIPULATES THAT OPPORTUNITIES ARE BETTER FOR EDUCATED JOB SEEKERS

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But those who work in this industry know succeeding takes more than liking, tasting and talking wine. Like other career paths, it requires expert knowledge and education to find success. Below is an overview of those jobs and how to find success:

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- Cellar Worker
- Grounds Supervisor
- Harvest Intern/Cellar Hand
- Lab Technician
- Sommelier
- Tasting Room Sales
- Tour Guide
- Vineyard Manager
- Viticulture Instructor
- Wine Educator
- Winemaker



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## FOOTHILL COLLEGE

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Those that like tasting wine also may like making wine. There are a variety of classes and degrees - with many being California-based. There are degrees such as a Bachelor of Wine Science that can help one get started in this career. Others looking to break into the industry should pursue degrees in Oenology to become an enologist, which is defined as the science and study of wine/winemaking. Other degree programs include that of a viticulturist, which focuses on the cultivation of grapes.

## SUMMARY

Wine industry jobs take a high-level of education and expertise. Because of recent economic struggles, the wine industry has faced a downturn similar to that of other industries. Therefore, workforces have shrunk and opportunities have been eliminated. Layoffs have occurred at both small and large wineries. Those with the most opportunities are the large wineries, while smaller, regional wineries are struggling to survive. An economic recovery will greatly help this industry and those with the right education, training and experience will be the ones who are able to find and secure employment in the wine industry.

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** VITI 90C

**Course Title:** Vineyard Management

### Catalog Description:

Fertilization needs, irrigation practices, frost protection systems, ground cover requirements, and grape harvest are detailed. Pests, diseases, and other disorders are illustrated to facilitate troubleshooting problematic vineyards. Integrated pest management, organic, and biodynamic practices are forms of control presented. Cultural operations designed to reduce potential problems and the use of pesticides are discussed. License and certificate holders may receive continuing education hours from the California Department of Agriculture. This course is intended for students in the viticulture program but members of the public and professional community are welcome to enroll.

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

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

**Course to be added to an existing program: Environmental Horticulture and Design**

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

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

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

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

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

This course will be offered in support of the Horticulture program and addresses the primary mission of providing **vocational instruction** to students who wish to obtain employment in the career area of vineyard worker or vineyard specialist in a variety of support capacities. Course is also available as continuing education for existing workforce.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

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

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

Not used as prep for transfer, but credits may articulate with other institutions.

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

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

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

**SEE 4 ATTACHED EXHIBITS**

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

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

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

non-degree applicable basic skills course.

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

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

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

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: David Sauter**

**Date: 11/17/14**

**FOOTHILL COLLEGE**

**Division Curriculum Representative: Rachelle Campbell** \_\_\_\_\_ **Date: 11/17/14**\_\_

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date: 11/7/14**\_\_

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

**NEED DOCUMENTATION EXHIBIT 1: EXCERPT FROM WINEJOBS WEBSITE, NOVEMBER 17, 2014, LISTING JOBS WITHIN THE RANGE OF FOOTHILL COLLEGE GRADUATES**

*search wine jobs*

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search

Job Category: ALL

Zip (US):

Radius from Zip: 30 miles

Key Word:

Type of Work: ALL

State: ALL

Region: ALL

Country: ALL

[more search options](#)   [Search](#)  
[Sign Up! Email Alerts](#)

*search results*

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Radius Search: **94022 / 30 miles**

[\[reset search\]](#)

Results: 1 - 12 of 12

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
<a href="#">Sws-Prusa Specialty Key Account Manager - Northern</a>	Southern Wine & Spirits	Union City, CA	11/14
<a href="#">Receptionist</a>	Del Dotto Vineyards	Napa, CA	11/11
<a href="#">General Manager</a>	Regale Winery and Vineyards	Los Gatos, CA	11/11
<a href="#">Viticulturist</a>	Benchmark Consulting	Napa, CA	11/11
<a href="#">Customer Service/Order Entry</a>	Chambers & Chambers, Inc	San Francisco, CA	11/10
<a href="#">filled: Retail Sales &amp; Hospitality Associate</a>	Ridge Vineyards	Cupertino, CA	11/05
<a href="#">Outside Sales Representative</a>	Santini Fine Wines Inc.	San Lorenzo, CA	11/03
<a href="#">Part-Time Marketing/Sales Coordinator</a>	Entrepreneur Wines	Pleasanton, CA	10/28
<a href="#">East &amp; South Bay Wine Sales</a>	Trinitas Cellars	Napa, CA	10/22

**FOOTHILL COLLEGE**

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
Representative			
Event Staff	Testarossa Winery	Los Gatos, CA	10/20
Fine Wine Sales & Inventory Specialist	Finewinecollector.com	San Jose/Saratoga, CA	10/17
Sales Representative	Wine Brindis Importers	Santa Clara, CA	10/14

Results: 1 - 12 of 12

**NEED DOCUMENTATION EXHIBIT 2: VENJOBS POSTINGS FROM UCDAVIS ON 11/17/14**

<b>Current Job Listings</b>				
<u>Title</u>	<u>Company</u>	<u>Type</u>	<u>Location</u>	<u>Posted</u>
<a href="#"><u>Marketing Intern - Winery</u></a>	Alpine Wineries Private Limited	Internship	Bangalore, Karnataka, India	11/10/14
<a href="#"><u>Viticulture Intern</u></a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#"><u>Wine Lab Technician</u></a>	Lodi Wine Lab	Full Time	Lodi, CA	11/10/14
<a href="#"><u>Assistant Winemaker Intern</u></a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#"><u>Winemaker</u></a>	Confidential	Full Time	Fresno, CA	11/06/14
<a href="#"><u>Vineyard Manager</u></a>	WineTalent	Full Time	Eugene, OR	11/04/14
<a href="#"><u>Project Coordinator</u></a>	Napa Valley Grapegrowers	Full Time	Napa	11/03/14
<a href="#"><u>Vineyard Supervisor</u></a>	Martinelli Vineyard Management	Full Time	Windsor, CA	10/30/14
<a href="#"><u>Tasting Room &amp; Wine Bar Manager</u></a>	Gilbert Cellars	Full Time	Yakima, WA	10/29/14
<a href="#"><u>Lead Assistant Winemaker/Staff Research Associate</u></a>	UC Davis Department of Viticulture and Enology	Full Time	UC Davis Campus	10/27/14
<a href="#"><u>Winery Registration Coordinator - Internship</u></a>	WhichWinery.com	Internship	Remote / San Francisco	10/27/14
<a href="#"><u>Full Service Vineyard Manager/Viticulturist</u></a>	Black Bicycle Farm	Full Time	Davis	10/24/14
<a href="#"><u>Pest Control Advisor – Monterey County</u></a>	Monterey Pacific, Inc.	Full Time	Monterey County Vineyards	10/17/14
<a href="#"><u>Winery Intern 2015 Argentina Harvest</u></a>	Bodega Calle	Full Time	Lujan de Cuyo,	10/14/14

**FOOTHILL COLLEGE**

			Mendoza, Argentina	
<a href="#">Technical Sales Representative</a>	WineTalent	Full Time	Napa, CA	10/10/14
<a href="#">QC Tech</a>	Duckhorn Wine Company	Full Time	Hopland, CA	10/08/14
<a href="#">Entomologist Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Intern - Soil Science</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Vineyard and Farming Operations Manager</a>	WineTalent	Full Time	St. Helena, CA	10/06/14
<a href="#">Vineyard Conservation Coordinator</a>	Napa County Resource Conservation District	Full Time	Napa, CA 94559	09/29/14
<a href="#">Instructional Assistant III, Viticulture and Winery Technology</a>	Napa Valley College	Full Time	Napa, CA 94558	09/24/14
<a href="#">Harvest-Winery Intern - Paid Position</a>	Scribner Bend Vineyards	Part Time	Sacramento-Delta	09/09/14
<a href="#">Marketing Intern</a>	Summertime in a Glass	Internship	California - Work From Home	09/08/14
<a href="#">Assistant Tasting Room/Wine Club Manager</a>	Three Wine Company	Full Time	Clarksburg, CA	09/04/14
<a href="#">Harvest intern</a>	Boeschen Vineyards	Seasonal F/T	St Helena, CA	08/24/14
<a href="#">Assistant Fruit Breeder</a>	Sun World International, LLC	Full Time	Bakersfield, CA	08/21/14



**NEED DOCUMENTATION EXHIBIT 3: CALIFORNIA DEPARTMENT OF EMPLOYMENT  
OCCUPATIONAL EMPLOYMENT PROJECTIONS**

**Projections of Employment by Occupation, 2012 - 2022**

**Occupations Matched to Top Code(s):**

010400 *Viticulture, Enology, and Wine  
Business*

**Geography:** California

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**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2012 Employment	Annual Job Openings <sup>1</sup>
451011	<a href="#">First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers</a>	10,700	310
191012	<a href="#">Food Scientists and Technologists</a>	3,000	160
191013	<a href="#">Soil and Plant Scientists</a>	2,000	140
	<b>Total</b>	15,700	610

Table Generated on 11/17/2014 10:04:07 AM

<sup>1</sup>Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

<sup>2</sup>This occupation has been suppressed due to confidentiality.

**Projections of Employment by Occupation, 2012 - 2022**

**Occupations Matched to Top Code(s):**

010400 *Viticulture, Enology, and Wine Business*

**Geography:** California

**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2012 Employment	Annual Job Openings <sup>1</sup>
451011	First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	10,700	310
191012	Food Scientists and Technologists	3,000	160
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	<b>Total</b>	15,700	610

Table Generated on 11/17/2014 10:04:07 AM

## **FOOTHILL COLLEGE**

1Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

2This occupation has been suppressed due to confidentiality.

## **NEED DOCUMENTATION EXHIBIT 4: JOBFINDERSITES ARTICLE, MAY 2014 OUTLINING CAREERS AND EMPLOYMENT OUTLOOK NATIONWIDE**

NOTE: SUMMARY INDICATES A DECLINE, BUT ARTICLE STIPULATES THAT OPPORTUNITIES ARE BETTER FOR EDUCATED JOB SEEKERS

### **Jobs in the Wine Industry**

Like drinking a couple glasses of wine with dinner? Like getting together with the girls once a month to sample new wines? Do you look forward to that yearly trip to Napa Valley, Sonoma, or perhaps the U.S. Wine Open Championships, to sample new tastes and new flavors? You're not alone. Drinking, sampling and talking about wine is a hobby of many throughout the world. For those that are lucky enough, they have turned that hobby into a career by working in the many different positions within the wine industry.

But those who work in this industry know succeeding takes more than liking, tasting and talking wine. Like other career paths, it requires expert knowledge and education to find success. Below is an overview of those jobs and how to find success:

- Brand Manager
- Cellar Worker
- Grounds Supervisor
- Harvest Intern/Cellar Hand
- Lab Technician
- Sommelier
- Tasting Room Sales
- Tour Guide
- Vineyard Manager
- Viticulture Instructor
- Wine Educator
- Winemaker



### **WINE INDUSTRY EMPLOYMENT OUTLOOK**

Wine industry workers are being asked to do more with less, reports say. For example, one report mentioned that winemakers who are able to handle additional roles, such as marketing, helping with public relations and promotion - and those who are really able to assist with the growth/success of the business, are the ones that are most valued and avoiding industry-wide layoffs. The industry is struggling and while wineries and industry-related businesses are hiring, there have been mass layoffs throughout the industry.

### **SALARY**

According to *Wine Business Monthly's* Wine Industry Compensation Survey Report, these are average yearly salaries in the industry:

## FOOTHILL COLLEGE

- Vice Presidents of Sales - \$170,000
- Winemakers - \$103,000
- Vineyard managers - \$90,000
- Wine club managers - \$56,000
- Tasting room managers - \$55,000
- Tasting room staff workers - \$28,000

## EDUCATION/TRAINING

While many wine drinkers like to fancy themselves wine experts, the real proof of expertise in the wine industry is earning the distinction of being called a Master of Wine (MW). One becomes a Master of wine through the Institute of Masters of Wine, and in America, that takes place at an annual residential seminar/program put on by other MW's in Napa Valley. This distinction is reserved for the best of the best and requires expert knowledge, industry experience (and money) - to achieve. To become a Master of Wine one must understand key elements of wine such as production, distribution, marketing, packaging, sales and regulation. Another coveted position in the wine industry is that of a sommelier. This is the person that is able to pair wine with food, understands the different styles, tastes, flavors and backgrounds of the many varieties of wine out there. Top-level Sommeliers earn the title Master Sommelier through extensive exams and testing. Earning the distinction of Master of Sommelier is by invitation only and the final test costs \$800.



Those that like tasting wine also may like making wine. There are a variety of classes and degrees - with many being California-based. There are degrees such as a Bachelor of Wine Science that can help one get started in this career. Others looking to break into the industry should pursue degrees in Oenology to become an enologist, which is defined as the science and study of wine/winemaking. Other degree programs include that of a viticulturist, which focuses on the cultivation of grapes.

## SUMMARY

Wine industry jobs take a high-level of education and expertise. Because of recent economic struggles, the wine industry has faced a downturn similar to that of other industries. Therefore, workforces have shrunk and opportunities have been eliminated. Layoffs have occurred at both small and large wineries. Those with the most opportunities are the large wineries, while smaller, regional wineries are struggling to survive. An economic recovery will greatly help this industry and those with the right education, training and experience will be the ones who are able to find and secure employment in the wine industry.

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** VITI 90D

**Course Title:** Vine Pruning

### Catalog Description:

The annual growth cycle and growth habits of grapevines are detailed and applied to vineyard practices specific to the vines themselves. Follow the three year process from planting and through the training process until the vines are mature. Students will travel to a local vineyard to prune actual grapevines under supervision. Pruning shears are required work clothes and boots are recommended. This course is intended for students in the viticulture program but members of the public and professional community are welcome to enroll.

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

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

**Course to be added to an existing program: Environmental Horticulture and Design**

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

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

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

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

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

This course will be offered in support of the Horticulture program and addresses the primary mission of providing **vocational instruction** to students who wish to obtain employment in the career area of canopy manager for a vineyard. Course is also available as continuing education for existing workforce.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

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

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

Not used as prep for transfer, but credits may articulate with other institutions.

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

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

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

**SEE 4 ATTACHED EXHIBITS**

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

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

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

- 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:** David Sauter

**Date:** 11/17/14

**Division Curriculum Representative:** Rachelle Campbell

**Date:** 11/17/14

**FOOTHILL COLLEGE**

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

**Date: 11/7/14** \_\_\_\_\_

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

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

**NEED DOCUMENTATION EXHIBIT 1: EXCERPT FROM WINEJOBS WEBSITE, NOVEMBER 17, 2014, LISTING JOBS WITHIN THE RANGE OF FOOTHILL COLLEGE GRADUATES**

*search wine jobs*

---

Job Category:

Zip (US):

Radius from Zip:

Key Word:

Type of Work:

State:

Region:

Country:

[more search options](#)   [Search](#)  
[Sign Up! Email Alerts](#)

*search results*

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Radius Search: **94022 / 30 miles**

[\[reset search\]](#)

Results: 1 - 12 of 12

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
<a href="#">Sws-Prusa Specialty Key Account Manager - Northern</a>	Southern Wine & Spirits	Union City, CA	11/14
<a href="#">Receptionist</a>	Del Dotto Vineyards	Napa, CA	11/11
<a href="#">General Manager</a>	Regale Winery and Vineyards	Los Gatos, CA	11/11
<a href="#">Viticulturist</a>	Benchmark Consulting	Napa, CA	11/11
<a href="#">Customer Service/Order Entry</a>	Chambers & Chambers, Inc	San Francisco, CA	11/10
<a href="#">filled: Retail Sales &amp; Hospitality Associate</a>	Ridge Vineyards	Cupertino, CA	11/05
<a href="#">Outside Sales Representative</a>	Santini Fine Wines Inc.	San Lorenzo, CA	11/03
<a href="#">Part-Time Marketing/Sales Coordinator</a>	Entrepreneur Wines	Pleasanton, CA	10/28
<a href="#">East &amp; South Bay Wine Sales</a>	Trinitas Cellars	Napa, CA	10/22



**FOOTHILL COLLEGE**

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
Representative			
Event Staff	Testarossa Winery	Los Gatos, CA	10/20
Fine Wine Sales & Inventory Specialist	Finewinecollector.com	San Jose/Saratoga, CA	10/17
Sales Representative	Wine Brindis Importers	Santa Clara, CA	10/14

Results: 1 - 12 of 12

**NEED DOCUMENTATION EXHIBIT 2: VENJOBS POSTINGS FROM UCDAVIS ON  
11/17/14**

<b>Current Job Listings</b>				
<u>Title</u>	<u>Company</u>	<u>Type</u>	<u>Location</u>	<u>Posted</u>
<a href="#">Marketing Intern - Winery</a>	Alpine Wineries Private Limited	Internship	Bangalore, Karnataka, India	11/10/14
<a href="#">Viticulture Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Wine Lab Technician</a>	Lodi Wine Lab	Full Time	Lodi, CA	11/10/14
<a href="#">Assistant Winemaker Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Winemaker</a>	Confidential	Full Time	Fresno, CA	11/06/14
<a href="#">Vineyard Manager</a>	WineTalent	Full Time	Eugene, OR	11/04/14
<a href="#">Project Coordinator</a>	Napa Valley Grapegrowers	Full Time	Napa	11/03/14
<a href="#">Vineyard Supervisor</a>	Martinelli Vineyard Management	Full Time	Windsor, CA	10/30/14
<a href="#">Tasting Room &amp; Wine Bar Manager</a>	Gilbert Cellars	Full Time	Yakima, WA	10/29/14
<a href="#">Lead Assistant Winemaker/Staff Research Associate</a>	UC Davis Department of Viticulture and Enology	Full Time	UC Davis Campus	10/27/14
<a href="#">Winery Registration Coordinator - Internship</a>	WhichWinery.com	Internship	Remote / San Francisco	10/27/14
<a href="#">Full Service Vineyard Manager/Viticulturist</a>	Black Bicycle Farm	Full Time	Davis	10/24/14
<a href="#">Pest Control Advisor – Monterey County</a>	Monterey Pacific, Inc.	Full Time	Monterey County Vineyards	10/17/14
<a href="#">Winery Intern 2015 Argentina Harvest</a>	Bodega Calle	Full Time	Lujan de Cuyo,	10/14/14

**FOOTHILL COLLEGE**

			Mendoza, Argentina	
<a href="#">Technical Sales Representative</a>	WineTalent	Full Time	Napa, CA	10/10/14
<a href="#">QC Tech</a>	Duckhorn Wine Company	Full Time	Hopland, CA	10/08/14
<a href="#">Entomologist Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Intern - Soil Science</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#">Vineyard and Farming Operations Manager</a>	WineTalent	Full Time	St. Helena, CA	10/06/14
<a href="#">Vineyard Conservation Coordinator</a>	Napa County Resource Conservation District	Full Time	Napa, CA 94559	09/29/14
<a href="#">Instructional Assistant III, Viticulture and Winery Technology</a>	Napa Valley College	Full Time	Napa, CA 94558	09/24/14
<a href="#">Harvest-Winery Intern - Paid Position</a>	Scribner Bend Vineyards	Part Time	Sacramento-Delta	09/09/14
<a href="#">Marketing Intern</a>	Summertime in a Glass	Internship	California - Work From Home	09/08/14
<a href="#">Assistant Tasting Room/Wine Club Manager</a>	Three Wine Company	Full Time	Clarksburg, CA	09/04/14
<a href="#">Harvest intern</a>	Boeschen Vineyards	Seasonal F/T	St Helena, CA	08/24/14
<a href="#">Assistant Fruit Breeder</a>	Sun World International, LLC	Full Time	Bakersfield, CA	08/21/14

**NEED DOCUMENTATION EXHIBIT 3: CALIFORNIA DEPARTMENT OF EMPLOYMENT  
OCCUPATIONAL EMPLOYMENT PROJECTIONS**

**Projections of Employment by Occupation, 2012 - 2022**

**Occupations Matched to Top Code(s):**

010400 *Viticulture, Enology, and Wine  
Business*

**Geography:** California

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**Counties:** All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2012 Employment	Annual Job Openings <sup>1</sup>
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191012	<a href="#">Food Scientists and Technologists</a>	3,000	160
191013	<a href="#">Soil and Plant Scientists</a>	2,000	140
	<b>Total</b>	15,700	610

Table Generated on 11/17/2014 10:04:07 AM

<sup>1</sup>Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

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Table Generated on 11/17/2014 10:04:07 AM

## **FOOTHILL COLLEGE**

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## **NEED DOCUMENTATION EXHIBIT 4: JOBFINDERSITES ARTICLE, MAY 2014 OUTLINING CAREERS AND EMPLOYMENT OUTLOOK NATIONWIDE**

NOTE: SUMMARY INDICATES A DECLINE, BUT ARTICLE STIPULATES THAT OPPORTUNITIES ARE BETTER FOR EDUCATED JOB SEEKERS

### **Jobs in the Wine Industry**

Like drinking a couple glasses of wine with dinner? Like getting together with the girls once a month to sample new wines? Do you look forward to that yearly trip to Napa Valley, Sonoma, or perhaps the U.S. Wine Open Championships, to sample new tastes and new flavors? You're not alone. Drinking, sampling and talking about wine is a hobby of many throughout the world. For those that are lucky enough, they have turned that hobby into a career by working in the many different positions within the wine industry.

But those who work in this industry know succeeding takes more than liking, tasting and talking wine. Like other career paths, it requires expert knowledge and education to find success. Below is an overview of those jobs and how to find success:

- Brand Manager
- Cellar Worker
- Grounds Supervisor
- Harvest Intern/Cellar Hand
- Lab Technician
- Sommelier
- Tasting Room Sales
- Tour Guide
- Vineyard Manager
- Viticulture Instructor
- Wine Educator
- Winemaker



### **WINE INDUSTRY EMPLOYMENT OUTLOOK**

Wine industry workers are being asked to do more with less, reports say. For example, one report mentioned that winemakers who are able to handle additional roles, such as marketing, helping with public relations and promotion - and those who are really able to assist with the growth/success of the business, are the ones that are most valued and avoiding industry-wide layoffs. The industry is struggling and while wineries and industry-related businesses are hiring, there have been mass layoffs throughout the industry.

### **SALARY**

According to *Wine Business Monthly's* Wine Industry Compensation Survey Report, these are average yearly salaries in the industry:

## FOOTHILL COLLEGE

- Vice Presidents of Sales - \$170,000
- Winemakers - \$103,000
- Vineyard managers - \$90,000
- Wine club managers - \$56,000
- Tasting room managers - \$55,000
- Tasting room staff workers - \$28,000

## EDUCATION/TRAINING

While many wine drinkers like to fancy themselves wine experts, the real proof of expertise in the wine industry is earning the distinction of being called a Master of Wine (MW). One becomes a Master of wine through the Institute of Masters of Wine, and in America, that takes place at an annual residential seminar/program put on by other MW's in Napa Valley. This distinction is reserved for the best of the best and requires expert knowledge, industry experience (and money) - to achieve. To become a Master of Wine one must understand key elements of wine such as production, distribution, marketing, packaging, sales and regulation. Another coveted position in the wine industry is that of a sommelier. This is the person that is able to pair wine with food, understands the different styles, tastes, flavors and backgrounds of the many varieties of wine out there. Top-level Sommeliers earn the title Master Sommelier through extensive exams and testing. Earning the distinction of Master of Sommelier is by invitation only and the final test costs \$800.



Those that like tasting wine also may like making wine. There are a variety of classes and degrees - with many being California-based. There are degrees such as a Bachelor of Wine Science that can help one get started in this career. Others looking to break into the industry should pursue degrees in Oenology to become an enologist, which is defined as the science and study of wine/winemaking. Other degree programs include that of a viticulturist, which focuses on the cultivation of grapes.

## SUMMARY

Wine industry jobs take a high-level of education and expertise. Because of recent economic struggles, the wine industry has faced a downturn similar to that of other industries. Therefore, workforces have shrunk and opportunities have been eliminated. Layoffs have occurred at both small and large wineries. Those with the most opportunities are the large wineries, while smaller, regional wineries are struggling to survive. An economic recovery will greatly help this industry and those with the right education, training and experience will be the ones who are able to find and secure employment in the wine industry.

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** VITI 90E

**Course Title:** Basic Winemaking

### Catalog Description:

The ancient art of wine making is revealed beginning with grape harvest and through the factors that influence wine quality and potential. The steps of red and white wine making are presented on both small and large scales, with emphasis on types of equipment and sanitation requirements. Crushing, fermentation, cap management, and pressing take students through the initial processing phase. Methods of wine aging and storage considerations are discussed. Manipulations such as chemical adjustments, stabilization, blending, filtration, fining, and lab tests expose the winemaker's secrets. Bottling, whether by hand or mechanized, is the final step in this one-day experience from grapes on the vine to finished wine in the glass. This class is intended for students and public. A fee may be charged for wine consumed in class.

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

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

**Course to be added to an existing program: Environmental Horticulture and Design**

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

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

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

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

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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



This course will be offered in support of the Horticulture program and addresses the primary mission of providing **vocational instruction** to students who wish to obtain employment in the career area of enology, viticulturist, wine making technician, wine maker or cellar manager. Course is also available as continuing education for existing workforce.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

### Criteria B. – Need

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

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

Not used as prep for transfer, but credits may articulate with other institutions.

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

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

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

**SEE 4 ATTACHED EXHIBITS**

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

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

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

\_\_\_\_\_ non-degree applicable basic skills course.

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

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

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

\_\_\_\_\_ 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: David Sauter**

**Date: 11/17/14**

Approved 4/30/13

**FOOTHILL COLLEGE**

**Division Curriculum Representative: Rachelle Campbell** \_\_\_\_\_ **Date: 11/17/14**\_\_

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date: 11/7/14**\_\_

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

**NEED DOCUMENTATION EXHIBIT 1: EXCERPT FROM WINEJOBS WEBSITE, NOVEMBER 17, 2014, LISTING JOBS WITHIN THE RANGE OF FOOTHILL COLLEGE GRADUATES**

*search wine jobs*

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search

Job Category: ALL

Zip (US):

Radius from Zip: 30 miles

Key Word:

Type of Work: ALL

State: ALL

Region: ALL

Country: ALL

[more search options](#)   [Search](#)  
[Sign Up! Email Alerts](#)

*search results*

---

Radius Search: **94022 / 30 miles**

[\[reset search\]](#)

Results: 1 - 12 of 12

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
<a href="#">Sws-Prusa Specialty Key Account Manager - Northern</a>	Southern Wine & Spirits	Union City, CA	11/14
<a href="#">Receptionist</a>	Del Dotto Vineyards	Napa, CA	11/11
<a href="#">General Manager</a>	Regale Winery and Vineyards	Los Gatos, CA	11/11
<a href="#">Viticulturist</a>	Benchmark Consulting	Napa, CA	11/11
<a href="#">Customer Service/Order Entry</a>	Chambers & Chambers, Inc	San Francisco, CA	11/10
<a href="#">filled: Retail Sales &amp; Hospitality Associate</a>	Ridge Vineyards	Cupertino, CA	11/05
<a href="#">Outside Sales Representative</a>	Santini Fine Wines Inc.	San Lorenzo, CA	11/03
<a href="#">Part-Time Marketing/Sales Coordinator</a>	Entrepreneur Wines	Pleasanton, CA	10/28
<a href="#">East &amp; South Bay Wine Sales</a>	Trinitas Cellars	Napa, CA	10/22

**FOOTHILL COLLEGE**

<b>Title</b>	<b>Company</b>	<b>Location</b>	<b>Date</b>
Representative			
Event Staff	Testarossa Winery	Los Gatos, CA	10/20
Fine Wine Sales & Inventory Specialist	Finewinecollector.com	San Jose/Saratoga, CA	10/17
Sales Representative	Wine Brindis Importers	Santa Clara, CA	10/14

Results: 1 - 12 of 12

**NEED DOCUMENTATION EXHIBIT 2: VENJOBS POSTINGS FROM UCDAVIS ON 11/17/14**

<b>Current Job Listings</b>				
<u>Title</u>	<u>Company</u>	<u>Type</u>	<u>Location</u>	<u>Posted</u>
<a href="#">Marketing Intern - Winery</a>	Alpine Wineries Private Limited	Internship	Bangalore, Karnataka, India	11/10/14
<a href="#">Viticulture Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Wine Lab Technician</a>	Lodi Wine Lab	Full Time	Lodi, CA	11/10/14
<a href="#">Assistant Winemaker Intern</a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District, Karnataka, India	11/10/14
<a href="#">Winemaker</a>	Confidential	Full Time	Fresno, CA	11/06/14
<a href="#">Vineyard Manager</a>	WineTalent	Full Time	Eugene, OR	11/04/14
<a href="#">Project Coordinator</a>	Napa Valley Grapegrowers	Full Time	Napa	11/03/14
<a href="#">Vineyard Supervisor</a>	Martinelli Vineyard Management	Full Time	Windsor, CA	10/30/14
<a href="#">Tasting Room &amp; Wine Bar Manager</a>	Gilbert Cellars	Full Time	Yakima, WA	10/29/14
<a href="#">Lead Assistant Winemaker/Staff Research Associate</a>	UC Davis Department of Viticulture and Enology	Full Time	UC Davis Campus	10/27/14
<a href="#">Winery Registration Coordinator - Internship</a>	WhichWinery.com	Internship	Remote / San Francisco	10/27/14
<a href="#">Full Service Vineyard Manager/Viticulturist</a>	Black Bicycle Farm	Full Time	Davis	10/24/14
<a href="#">Pest Control Advisor – Monterey County</a>	Monterey Pacific, Inc.	Full Time	Monterey County Vineyards	10/17/14
<a href="#">Winery Intern 2015 Argentina Harvest</a>	Bodega Calle	Full Time	Lujan de Cuyo,	10/14/14

**FOOTHILL COLLEGE**

			Mendoza, Argentina	
<a href="#"><u>Technical Sales Representative</u></a>	WineTalent	Full Time	Napa, CA	10/10/14
<a href="#"><u>QC Tech</u></a>	Duckhorn Wine Company	Full Time	Hopland, CA	10/08/14
<a href="#"><u>Entomologist Intern</u></a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#"><u>Intern - Soil Science</u></a>	Alpine Wineries Private Limited	Internship	Holesalu Village, Mysore District	10/07/14
<a href="#"><u>Vineyard and Farming Operations Manager</u></a>	WineTalent	Full Time	St. Helena, CA	10/06/14
<a href="#"><u>Vineyard Conservation Coordinator</u></a>	Napa County Resource Conservation District	Full Time	Napa, CA 94559	09/29/14
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## **FOOTHILL COLLEGE**

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Like drinking a couple glasses of wine with dinner? Like getting together with the girls once a month to sample new wines? Do you look forward to that yearly trip to Napa Valley, Sonoma, or perhaps the U.S. Wine Open Championships, to sample new tastes and new flavors? You're not alone. Drinking, sampling and talking about wine is a hobby of many throughout the world. For those that are lucky enough, they have turned that hobby into a career by working in the many different positions within the wine industry.

But those who work in this industry know succeeding takes more than liking, tasting and talking wine. Like other career paths, it requires expert knowledge and education to find success. Below is an overview of those jobs and how to find success:

- Brand Manager
- Cellar Worker
- Grounds Supervisor
- Harvest Intern/Cellar Hand
- Lab Technician
- Sommelier
- Tasting Room Sales
- Tour Guide
- Vineyard Manager
- Viticulture Instructor
- Wine Educator
- Winemaker



### **WINE INDUSTRY EMPLOYMENT OUTLOOK**

Wine industry workers are being asked to do more with less, reports say. For example, one report mentioned that winemakers who are able to handle additional roles, such as marketing, helping with public relations and promotion - and those who are really able to assist with the growth/success of the business, are the ones that are most valued and avoiding industry-wide layoffs. The industry is struggling and while wineries and industry-related businesses are hiring, there have been mass layoffs throughout the industry.

### **SALARY**

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## FOOTHILL COLLEGE

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## SUMMARY

Wine industry jobs take a high-level of education and expertise. Because of recent economic struggles, the wine industry has faced a downturn similar to that of other industries. Therefore, workforces have shrunk and opportunities have been eliminated. Layoffs have occurred at both small and large wineries. Those with the most opportunities are the large wineries, while smaller, regional wineries are struggling to survive. An economic recovery will greatly help this industry and those with the right education, training and experience will be the ones who are able to find and secure employment in the wine industry.

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

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

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

**Faculty Author:**

**Proposed Number:**

**Proposed Units:**

**Proposed Transferability:**

**Proposed Title:**

**Proposed Catalog Description & Requisites:**

**Proposed Discipline:**

**~~Proposed Need/Justification Statement:~~**

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

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

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

---

**Instruction Office:**

Date presented at CCC:

Number assigned:

Div	Crse	Title	Current Status
BH	BIOLF027.	COOKING THE EARTH	
BH	BIOLF028.	INTRO TO BIOENGINEERING	
BH	HORTF052F	HORT PRACTICES:INTERIOR SCAPIN	
BH	HORTF055B	GREEN INDUS MGMT:EMPLOYEE PRAC	
BH	R TF071.	ADV CLINICAL EXPER:MRI	
BH	V TF053D	INTRO TO DAIRY CATTLE HLTH MGM	
FA	ARTF002D	AFR/OCEANIC/NAT AMER ART	
FA	ARTF002G	INTRO TO ISLAMIC ART	
FA	ARTF02CH	HONORS HIST OF WEST ART BARQ	
FA	ARTF037.	ETCHING & INTAGLIO PRINTING	
FA	ARTF038.	RELIEF PRINTING	
FA	ARTF044L	CERAMICS LABORATORY	
FA	COMMF054A	FORENSIC SPEECH	in submissions
FA	COMMF054B	FORENSIC DEBATE	in submissions
FA	COMMF070R	INDEPENDENT STUDY COMM STUDIES	
FA	GIDF002.	HISTORY OF THE PRINTED BOOK	
FA	GIDF044.	RELIEF PRINTING	
FA	GIDF064A	GID EXPERIENCIAL INTERNSHIP	
FA	LINCF052.	INTEGRAT TECH INTO SCIENCE CUR	
FA	LINCF053A	INTEGRAT TECH INTO MATH K-5	
FA	LINCF066C	SEARCH/RESEARCH INTERNET FOR E	
FA	LINCF070.	WEBPAGE DESIGN OVERVIEW	
FA	LINCF070B	WEB PAGE DESIGN II	
FA	LINCF072A	ADOBE ACROBAT I	
FA	LINCF073D	ADOBE PHOTOSHOP ELEM OVERV	
FA	LINCF073F	ADOBE PHOTOSHOP ELEMENTS II	
FA	LINCF074.	ADOBE DREAMWEAVER OVERV	
FA	LINCF074B	ADOBE DREAMWEAVER II	
FA	LINCF076B	CREATING EDUCATNL WEBSITES II	
FA	LINCF079.	MULTIMEDIA PROJ PRODUCTION	
FA	LINCF081B	ADOBE FIREWORKS OVERVIEW	
FA	LINCF081C	ADOBE FIREWORKS I	
FA	LINCF086.	VIDEO PODCASTING OVERVIEW	
FA	LINCF086B	VIDEO PODCASTING II	
FA	LINCF094.	INTRO TO COMPUTER NETWORKS	
FA	LINCF096C	HANDHELD DIGITAL MEDIA DEV II	
FA	MUSF004.	COMPOSING/ARRANGING SILBELUS	in submissions
FA	MUSF006.	COMPOSING/PRODUCING ELEC MUSIC	
FA	MUSF011C	SALSA & LATIN JAZZ	in submissions
FA	MUSF041.	LIVE MUSIC PERFORMANCE WORKSHO	
FA	MUSF062.	SOUND REINFORCEMENT & LIVE REC	in submissions
FA	MUSF066F	PRODUCING MUSIC W/LOGIC PRO	in submissions
FA	MUSF081F	MUSIC VIDEO PRODUCTION	
FA	MUSF081G	ADV MIXING/MASTERING PRO TOOLS	in submissions
FA	PHOTF020.	INTRO TO COLOR PHOTOGRAPHY	in submissions
FA	PHOTF022.	PHOTOJOURNALISM	in submissions
FA	PHOTF051.	ZONE SYSTEM PHOTOGRAPHY	in submissions

### Not Scheduled in Five Years

Div	Crse	Title	Current Status
FA	PHOTF068C	STUDIO LIGHTING TOPICS IN PHOT	in submissions
FA	PHOTF078B	SOCIAL CONCERNS FIELD STUDY/PH	in submissions
FA	THTRF026.	INTRO FASHION HIST/COSTM DES	
FA	THTRF032.	CAD DRAFTING FOR THTR/FILM/TV	
FA	THTRF042.	INTRODUCTION TO DESIGN	
FA	VARTF050.	CAREERS IN THE VISUAL ARTS	
GU	ALCBF224.	EMPLOYMENT ISSUES	
GU	NCBSF402.	BOOTS TO BOOKS	
GU	NCCNF412B	MAP TO COLLEGE: ACTION PLAN II	
KA	ATHLF011C	FUNC FITNESS MEN'S BASKETBALL	
KA	ATHLF012C	FUNC FITNESS WMN'S BASKETBALL	
KA	ATHLF032B	SPORT TECH/COND SWIMMING	
KA	ATHLF032C	FUNCTIONAL FITNESS SWIMMING	
KA	ATHLF033B	SPORT TECH/COND WMN'S WATER PO	
KA	ATHLF044B	SPORT TECH/COND MEN'S TENNIS	
KA	DANCF001C	ADVANCED BALLET	
KA	DANCF012C	DANCE PRODUCTION II	
KA	DANCF013B	INT CONTEMPORARY DANCE	
KA	DANCF070R	INDEPENDENT STUDY IN DANCE	
KA	KINSF017.	INTRO WELLNESS SPEC POPULATION	in submissions
KA	KINSF051.	PERF ENHANCING SUBST SPORT/EXE	
KA	KINSF082.	APPLIED PRINC ADAPTIVE FITNESS	
KA	KINSF083.	PHYSICAL DIMENSIONS OF AGING	
KA	KINSF084.	FUNCTION FITNESS & ADAPT MOVEM	
KA	KINSF085.	PRINC THERAPEUTIC WATER EXERC	
KA	PHDAF017.	MODIFIED RESISTIVE EXERCISE	
KA	PHEDF018C	ADV TAI CHI (TAIJI)	
KA	PHEDF019D	ADV KICKBOXING FOR FITNESS	
KA	PHEDF023C	MULTI-DAY HIKING	
KA	PHEDF026E	ADVANCED DOUBLES TENNIS	
KA	PHEDF026F	AEROBIC TENNIS	
KA	PHEDF027B	INTERMEDIATE RUN FOR FITNESS	
KA	PHEDF027C	INTERMEDIATE WALK FOR HEALTH	
KA	PHEDF031C	FUTSOL-INDOOR SOOCER ADV	
KA	PHEDF031D	TOURNAMENT FUTSOL-INDR SOOCER	
KA	PHEDF033.	BEGINNING TABLE TENNIS	
KA	PHEDF033A	INTERMEDIATE TABLE TENNIS	
KA	PHEDF033B	INTERMEDIATE TABLE TENNIS	
KA	PHEDF038D	INTERMEDIATE BASKETBALL	
KA	PHEDF038E	ADVANCED BASKETBALL	
KA	PHEDF039.	INDOOR SOCCER	last update 2008
KA	PHEDF040B	ADVANCED VOLLEYBALL	
KA	PHEDF041C	INTRM INDOOR CYCLE:HILLS/SPR	
LA	ENGLF005H	HONORS GAY & LESBIAN LIT	
LA	ENGLF007.	NATIVE AMERICAN LITERATURE	
LA	ENGLF007H	HONORS NATIVE AMERICAN LIT	
LA	ENGLF018A	VAMPIRE LITERATURE: MULTICULTU	

### Not Scheduled in Five Years

Div	Crse	Title	Current Status
LA	ENGLF040H	HONORS ASIAN AMER LIT	
LA	JAPNF025A	ADV COMPOSITION & READING I	
LA	JAPNF025B	ADV COMPOSITION & READING II	
LA	JAPNF035.	SURVEY CONTEMP JAPANESE CULTUR	
LA	JAPNF053.	MODERN SOCIETY/CULT/BUSI CUST	
LA	JAPNF063.	JAPN BUSI CULTURE & ETIQUETTE	
LA	NCELF401.	ESL FOR CHILDCARE PROVIDERS	
LA	NCELF402.	VOCATNL ESL FOR AH:GERIATRIC H	
LA	NCELF403A	TRANSTN CLLG WORKING ADULTS I	
LA	NCELF403B	TRANSTN ESL WORK ADULTS II	
LA	SPANF010A	SPANISH FOR HERITAGE SPEAKERS	
PS	ASTRF054H	HONORS INSTITUTE SEMINAR ASTR	
PS	ASTRF070R	INDEPENDENT STUDY IN ASTRONOMY	
PS	C SF001M	INT ALGOR/DATA STRUC METH JAVA	
PS	C SF030C	LINUX & UNIX SYSTEM ADMINISTRA	
PS	C SF056A	ENTERPRISE WIRELESS LAN	
PS	C SF061A	WINDOWS 8 CONFIGURATION	
PS	C SF080A	OPEN SOURCE CONTRIBUTION	
PS	C SF081A	3-D GRAPHICS PROGRAMMING	
PS	C SF082A	INTRO SOFTWARE QUALITY ASSURAN	
PS	C SF083A	INTRO TO QUANTUM COMPUTING	
PS	ENGRF025.	INTRO TO FRESH WATER	
PS	ENGRF028.	INTRO TO BIOENGINEERING	
PS	ENGRF081.	ELECTRICAL POWER SYSTEMS	
PS	ENGRF082.	PHOTO VOLTAIC/SOLAR CELL DESIG	
PS	ENGRF083.	SMART ENERGY SYSTEMS	
PS	ENGRF102.	BLDG SCIENCE/PERFORMANCE ENGR	
PS	MATHF042.	MATH FOR ELEMENTARY TEACH	
PS	MATHF054H	HONORS INSTITUTE SEMINAR MATH	
PS	PHYSF005A	GENERAL PHYSICS (CALCULUS) EXT	
PS	PHYSF005B	GENERAL PHYSICS (CALCULUS) EXT	
PS	PHYSF005C	GENERAL PHYSICS (CALCULUS) EXT	
PS	PHYSF027.	COOKING THE EARTH	
PS	PHYSF070R	INDEPENDENT STUDY IN PHYSICS	
SS	ANTHF067B	CULTURES OF THE WORLD: BELIZE	in submissions
SS	ANTHF08LY	ARCHAEOLOGY LABORATORY	in submissions
SS	APIWF108.	STRUCTURAL II	
SS	APPRF167.	START, TEST & BALANCE	
SS	APPTF121.	INTRO TO RESID PLUMB/SAFETY/TO	
SS	APPTF122.	RESIDENTIAL DRAINAGE SYSTEMS	
SS	APPTF123.	RESIDENTIAL GAS & WATER INSTAL	
SS	APPTF124.	MATHEMATICS FOR RESIDENTIAL PL	
SS	APPTF125.	RESIDENTIAL BLUEPRINT READING	
SS	APPTF126.	RESID PIPING LAYOUT/INSTALL/FI	
SS	APPTF181.	STEAM FITTING & RIGGING GEN CO	
SS	APRTF111.	COMPTR LITRCY/TRADE APPRENTICE	
SS	APRTF144A	INTRO MARINE SHT MTL TRAINING	in submissions



### Not Scheduled in Five Years

Div	Crse	Title	Current Status
SS	APRTF144B	INTRO MARINE SHT MTL TRAINING	in submissions
SS	APRTF151A	INTMED MARINE SHT MTS TRAINNG	in submissions
SS	APRTF155A	SAFETY/TOOLS SHT MTL, SID, DK	
SS	APRTF155B	BLUPRNT RDG/SHT MTL, SID, DK	
SS	APRTF156A	WELDING/SHT MTL, SIDNG, DECKIN	
SS	APRTF156B	MEAS/DRWNG/LFTNG SHT MTL,SD,DK	
SS	APSMF132.	SMQ-32 INTERMEDIATE CAD DETAIL	in submissions
SS	BUSIF058.	SURVEY INT'L MARKETING	
SS	BUSIF233A	STARTING A SMALL BUSINESS	
SS	BUSIF233E	SMAL BUSI MARKET/RESEARCH/PLAN	
SS	C EF101B	ETC REVIEW:TEST INSTRUMENTS	
SS	C EF101C	ETC REVIEW:AC/DC GENERATORS	
SS	C EF101D	ETC REVIEW:PIPE BENDING	
SS	C EF101E	ETC REVIEW:GROUNDING & BONDING	
SS	C EF101F	ETC REVIEW:BLUEPRINT READING	
SS	C EF101G	ETC REVIEW:PROFESSIONAL RELATI	
SS	C EF101H	ETC REVIEW:SPECIALITY SYSTEMS	
SS	C EF101I	ELEC TRAINING CERT REVIEW:NEC	
SS	ECONF009H	HONORS POLITICAL ECONOMY	
SS	ECONF018.	CONTEMPORARY ECONOMICS ISSUES	
SS	GEOGF009.	CALIFORNIA GEOGRAPHY	
SS	GEOGF011.	INTRO TP MAPPING & SPATIAL REA	
SS	GEOGF054H	HONORS INSTITUTE SEMINAR GEOG	
SS	GERNF011.	PSYCHOLOGY OF AGING	
SS	GERNF015.	ISSUES DEATH/DYING/BEREAU ACRO	
SS	HISTF054H	HONORS INSTITUTE SEMINAR HIST	
SS	HUMNF003H	HONORS WORLD MYTHS IN LIT, ART	
SS	HUMNF004.	TRAUMA & THE ARTS	
SS	HUMNF004H	HONORS TRAUMA & THE ARTS	
SS	JRYMF101A	BASIC ELEC SHT MTL A/C	in submissions
SS	JRYMF101B	ADV ELEC SHT MTL A/C	in submissions
SS	JRYMF102B	ADV REFRIG SHT MTL A/C	in submissions
SS	JRYMF103A	AIR DISTRIB SHT MTL A/C	in submissions
SS	JRYMF103B	REFRIG THRY SHT MTL A/C	in submissions
SS	JRYMF153B	TEMP MEAS INST/DUCT SYS JRYM	in submissions
SS	JRYMF155A	BASIC ELEC SHT MTL A/C JRNYPRS	in submissions
SS	JRYMF157.	HAZ MAT TRNG/TRADES	in submissions
SS	JRYMF158.	HAZ MAT RECERT/TRADES	in submissions
SS	JRYMF165.	PRE-AP INTRO SHEET METAL	in submissions
SS	JRYMF166A	MARINE SHT METAL TRAIN I	
SS	JRYMF166B	MARINE SHT METL TRAIN II	
SS	JRYMF168A	JRYMLEVEL DIGITAL SYS I	in submissions
SS	JRYMF168B	JRYMLEVEL DIGITAL SYS II	in submissions
SS	JRYMF169A	FIELD MEASURE& LAYOUT I	in submissions
SS	JRYMF172A	ELEC SYS OPER CONTRL DEV-JRYM	in submissions
SS	JRYMF172B	HVAC TEST/BAL PROC-JRYM	in submissions
SS	JRYMF173A	AIR DIST/MFG SYSTMS-JRYM	in submissions

### Not Scheduled in Five Years

Div	Crse	Title	Current Status
SS	JRYMF174A	ADVANCED WELDING	
SS	PHILF011.	INTRO TO THE PHILOSOPHY OF ART	
SS	POLIF054H	HONORS INSTITUTE SEMINAR POLI	
SS	PSYCF050.	PSYCHOLOGY OF CRISIS	
SS	SOCF057.	CHILD ADVOCACY	
SS	WMNF015.	A HISTORY OF WOMEN IN ART	