

College Curriculum Committee Meeting Agenda
Tuesday, March 17, 2015
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: March 3, 2015	Action	#3/17/15-1	Escoto
2. Announcements a. New Course Proposals b. Web page for Division Minutes c. C3MS Analysis		#3/17/15-2 thru 4 #3/17/15-5	Escoto Lamanque
3. Consent Calendar: a. Stand Alone Forms		#3/17/15-6 thru 10	Escoto
4. AP for GE Content	Action		Escoto
5. Course Currency Procedures	Discussion	#3/17/15-11 thru 13	Escoto, PSME Reps
6. CCC Roles	Discussion	#3/17/15-14	Escoto
7. Report Out	Information		Curr Reps
8. Good of the Order	Information		Escoto
9. Adjournment			

Consent Calendar:

Stand Alone Forms (attachments #6-10): LINC 59, 59A, 59C, 97A, 97B

Attachment List:

- #3/17/15-1 Draft Minutes: March 3, 2015
- #3/17/15-2 New Course Proposal-HUMN 5
- #3/17/15-3 New Course Proposal-HUMN 6
- #3/17/15-4 New Course Proposal-HUMN 44H
- #3/17/15-5 C3MS Analysis Report
- #3/17/15-11 Policy on Course Currency - Draft
- #3/17/15-12 Policy on Course Currency - PSME Suggested Modifications
- #3/17/15-13 Petition for Course Continuance Draft
- #3/17/15-14 CCC Responsibilities Draft - v3

2014 -2015 Curriculum Committee Meetings

Fall 2014 Quarter:

10/7/14
10/21/14
11/4/14
11/18/14
12/2/14

Winter 2015 Quarter

1/20/15
2/3/15
2/17/15
3/3/15
3/17/15

Spring 2015 Quarter

4/21/15
5/5/15
5/19/15
6/2/15
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

~~7/10-12/14~~ ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
~~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
~~3/13-14/15~~ Academic Academy, Westin South Coast Plaza, Costa Mesa, CA
3/20/15 Noncredit/Curriculum Regional Meeting, Foothill College
4/9-11/15 Spring Plenary Session, Westin San Francisco Airport
7/9-11/15 ASCCC Curriculum Institute, Double Tree, Anaheim, CA

Distribution:

Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachele 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 Hueg (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: 3/17/15Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
✓	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
	Ben Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
✓	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
abs.	Bernie Day	7225	Articulation	daybernie@foothill.edu
	Brian Evans	7575	BSS	evansbrian@foothill.edu
✓	Owen Flannery	7213	KA	flanneryowne@fhda.edu
✓	Valerie Fong	7135	LA	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
✓	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
✓	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
	Don MacNeil	6967	K A	macneildon@foothill.edu
	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
	Kella Svetich	7924	L A	svetichkella@foothill.edu
✓	Lan Truong	7291	CNSL	truonglan@fhda.edu
✓	Kurt Hueg	7394	Dean	huegjurt@foothill.edu R
	Paul Starer	7227	Dean	starerpaul@foothill.edu
	Victor Tam	7472	Dean	tamvictor@foothill.edu

Non-Voting Members (4)

	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
✓	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
			ASFC	

Visitors:

Kennilyn Jigg (BSS)

**College Curriculum Committee
Meeting Minutes
Tuesday, March 3, 2015
2:01 p.m. - 3:30 p.m.
President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 17, 2015	Minutes as written M/S (Armstrong/Campbell) Approved with 2 abstentions
2. Announcements a. New Course Proposal b. Draft FH GE for 2015-16 c. SLO Process Update	Speaker: Isaac Escoto a. Discussion regarding the placement of the new course in Kinesiology rather than BSS. It appears that this description is in keeping with a social science course rather than the mechanics of movement. Clarification that Kinesiology courses can be about more than only movement. The author would also like to discuss the possibility of this course being added to Women's Studies degree. b. FH GE List for 2015-16 - Please review the list and let Nunez know if there are any corrections necessary. GE for 2016-17 is due June 19 th , 2015. c. Senators and curriculum reps will be facilitating conversations at the division level to determine their SLOAC cycle. Maximum of up to 3 years to assess all SLOs for all courses in a division. Divisions will decide on their own cycle and if this differs from the current 1 year cycle, curriculum reps will be agreed upon cycle to the office of instructor for publication on the website.
3. Consent Calendar: a. Stand Alone Forms	Speaker: Isaac Escoto Stand Alone forms: HLTH 60, 70 & 75. M/S (Starer/Pennington) Approved.
4. Registered Apprenticeship College Consortium	Speaker: Isaac Escoto Feedback: CCC would like some more info regarding the effect on other programs. Concern about making sure that we have the right to limit the programs that will be included in the consortium. Discussion about difficulties in rolling quarter courses into a semester school/series, and visa versa. Who writes this curriculum? Do we have the responsibility to provide other support to these students? Perhaps John Mummert would be willing to come back to respond to further questions. Mention of the value of a presentation to CCC regarding contract ed? How is that curriculum written?
5. CCC Responsibilities	Speaker: Isaac Escoto Discussion of the reference document from a previous meeting. Question regarding the equity wording? Suggested that it might be replaced with "student equity consideration." What would this look like in a COR? Modality of methodology, in different disciplines they may look different. It's difficult to have this discussion without having an outline in front of us for discussion. Suggested alternative wording: "equity in delivery and assessment" or "facilitate discussion with department faculty authors to encourage student equity consideration, which may include content, delivery and/or assessment." Will have further conversations on this topic.
6. AP for Local GE Applicability	Speaker: Isaac Escoto For this conversation, we will focus on GE only; content credit for GE. ASCCC resolution has requested that CCs

	<p>consider accepting the same guidelines for our GE. Some reps think that if we had the ability to have different policies for GE and for majors, that some departments might be able to agree to some accepted for GE credit. A reminder that to count AP for general education, we would be granting area/content credit for general education, not necessarily agreeing that an AP course/exam is exactly equivalent to any course at FH. Will continue conversation.</p>
<p>7. Report Out</p>	<p>Speaker: Curriculum Reps Articulation: Day met with Paul Davies to discuss options for the Music ADT. 15 new courses would have to be developed for this degree. CNSL: CRLP 70 will be CRLP 7 effective Summer 2015. FA: Music ADT, that requires us to have performance courses, may be required of us. LA: Change in ENGL 1A/ESLL 26 ESLL pathway (ESLL 25 & 249 as co-requisites for both courses) may cause us to have limited enrollment in ESLL 26. PSME: TMC for Chemistry is out and we have 18 months to get an application in and approved. Consideration of not changing courses in order to meet unit limit cap for the ADT in Chemistry. It is understood that this could lead to losing our local chemistry degree. The content of the C-ID descriptors can't be taught in the number of units that they are allotting. Faculty feel this would be a disservice to the students. Instruction Office: 609 course changes for 2015-16.</p>
<p>8. Good of the Order</p>	<p>Speaker: All</p> <ul style="list-style-type: none"> • Every March, trip to Sacramento to talk with legislators. For more information, visit the FACCC website. • March 20th - Non-Credit Curriculum discussion here, please remember to register. • Will need to discuss guidelines in regards to course substitutions for ADTs.
<p>9. Adjournment</p>	<p>3:29 p.m.</p>

Attendees: Kathy Armstrong (PSME), Rachele Campbell (BH), Bernie Day (Articulation Officer), Leeann Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Brenda Hanning (BH), Robert Hartwell (FA), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A)

Visitors: Ken Horowitz (BH faculty)

Minutes Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Falk Cammin

Proposed Number: HUMN 5

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Cultures, Civilizations & Ideas: The Modern World

Proposed Catalog Description & Requisites:

An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include China's Qing Dynasty, the People and Empires of North, South and Central America, the Renaissance, the Age of Encounters, the Enlightenment, the Ottoman Empire, the Romantic Period and the Industrial Revolution. Class discussions, projects and lectures address the development of worldviews, moral and ethical values and the arts in civilizations across the globe and throughout time.

Proposed Discipline: Humanities

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

Humanities AA

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

No, the subject matter consists of an expanded version of the first half of HUMN 1B

Comments & Other Relevant Information for Discussion:

This proposed course is part of an expansion of the sequence of HUMN 1A and HUMN 1B into a new sequence: HUMN 1, HUMN 2, HUMN 5 and HUMN 6. The new courses will cover the same time periods and engage the same issues as the current courses, but instead of almost exclusively focusing on Western Civilization, these new courses will also include the art and thought from other parts of the globe (Africa, Asia, the Americas, etc.).

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Falk Cammin

Proposed Number: HUMN 6

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Cultures, Civilizations & Ideas: The Making of the Contemporary World

Proposed Catalog Description & Requisites:

An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include: Modernity, World-wide Conflicts and Genocides, the Atomic Age, Post-Colonialism, Post Modernity, and the Digital Age. Class discussions, projects and lectures address the development of worldviews, moral and ethical values and the arts in Asia, Europe, the Americas and Africa throughout the 20th century and beyond.

Proposed Discipline: Humanities

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

Humanities AA

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

No, the subject matter consists of an expanded version of the second half of HUMN 1B

Comments & Other Relevant Information for Discussion:

This proposed course is part of an expansion of the sequence of HUMN 1A and HUMN 1B into a new sequence: HUMN 1, HUMN 2, HUMN 5 and HUMN 6. The new courses will cover the same time periods and engage the same issues as the current courses, but instead of almost exclusively focusing on Western Civilization, these new courses will also include the art and thought from other parts of the globe (Africa, Asia, the Americas, etc.).

Instruction Office:

Date presented at CCC:

Number assigned:

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.*

Faculty Author: Falk Cammin

Proposed Number: HUMN 44H

Proposed Units: 2

Proposed Hours: 2 hours lecture.

Proposed Transferability: UC/CSU

Proposed Title: Honors Art & Transgression: The Holocaust in the Literary Imagination

Proposed Catalog Description & Requisites:

When Theodor Adorno claimed that “Writing Poetry after Auschwitz is barbaric”, he challenged us to reflect upon the dangers that come with artistic representation. This course explores how art has shaped our understanding of the Holocaust and traces how art mediates our encounters with history. Specifically the course examines art’s complicity in utilizing the Holocaust for national and political interests and art’s ability to provide a space that affords us to behold a realm beyond reason.

Proposed Discipline: Humanities

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

Humanities AA

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

No

Comments & Other Relevant Information for Discussion:

Unlike the customary 1-unit Honors Seminars (54H), this course will be UC transferrable since this course outline is content specific.

Instruction Office:

Date presented at CCC:

Number assigned:

C3MS: Analysis

Summary Report by Bradley Creamer, Foothill College Webmaster

February 27, 2015

Hardware

C3MS currently resides on diogenes1.fhda.edu (153.18.144.57), an Apple Xserve using 2 x 2.26 GHz Quad-Core Intel Xeon processors with 6GB of system RAM and 2TB storage space. The Xserve is running 10.6.8 “Snow Leopard” Server as its operating system and resides in De Anza’s L7 data center.

Analysis: Apple Inc. stopped producing and supporting its Xserve line of rack-mounted servers in January 2011. Foothill has the latest version of the Xserve (2009). While not official, Apple stopped issuing security patches. The last patch for “Snow Leopard” 10.6 was in September 2013.

Recommendation: While the physical box C3MS resides on is sturdy, reliable, and (still) powerful, the age of the operating system and, more so, the lack of support for it means it should be replaced. It is possible to update the box with Apple’s newest OS, but the 2009 model is right on the edge of compatibility with “Yosemite” 10.10. Additionally, ETS does not support Apple servers.

Current Action Being Taken: ETS has been asked (on 2/3/2015) to create a virtual Linux ‘box’ for this system in their virtual machine (VM) cluster. Linux is supported by ETS and VMs are their preferred method of supporting new web/application/database servers. If the virtual server is not viable, a physical replacement server (Dell, ETS supported) will cost \$5,000 - \$8,000.

Software

The backend database system (DBMS) for C3MS is MySQL (owned and maintained by Oracle). The application layer is programmed in PHP. The user interfaces with C3MS via a web browser, which implements HTML 4.1, CSS, and JavaScript for

C3MS: Course, Curriculum & Catalog Content Management System

Quick Look

•••

Backend database:

MySQL 5.0.92

Main application layer language:

PHP 5.3.26

Main user interface languages:

HTML 4.1, CSS, JavaScript

Main user interface:

Web browser/client

Hardware/Server:

Apple Xserve 10.6

Developer:

Lee Collings, former Foothill Webmaster

More Info:

www.foothill.edu/cms



user interaction. MySQL and the programming languages are open-source, well-supported and documented by the open-source community, and at no or minimal cost.

Analysis: C3MS was built using the most popular infrastructure for web applications in the world. On an Apple server, it's called "MAMP" or Mac/Apache/MySQL/PHP stack. For Linux, it's called "LAMP" or Linux/Apache/MySQL/PHP stack. Any experienced web application and/or database developer would know how to manage, update, and edit C3MS. Most, if not all, web companies use this type of infrastructure in their web system solutions. Systems built using these constructs are also very portable to different operating systems. There would be little changes needed to move C3MS to a Linux machine. Properly managed on the server and within the local network, this infrastructure is very secure; but as with all online systems, it can be damaged or exploited with targeted attacks. Proper database management, including failover and backup plans, is required. The current system could achieve more security by requiring secure logins and management over secure socket layer (SSL) encryption.

Recommendation: If the Foothill community is most interested in the flexibility of a system to be molded into a curriculum system that best fits its processes and workflows, then C3MS and its infrastructure is well suited to that task. It can be enhanced with any web technology (ie: HTML5). What needs to be greatly considered is the developer's time and other responsibilities. Getting temporary programming help would reduce the project's completion timeline.

Future Action Being Taken: When C3MS is ported over to the new Linux system, the MySQL server will be upgraded to version 5.6, the latest MySQL version – the latest General Availability (GA - Production) release.

Database Communication / SLOs Integration

C3MS and MySQL allows for data export and database-to-database communication*. An example would be the export of the college catalog data for printed catalog purposes. Communication between systems is a great desire among the Foothill community. MySQL has database communication drivers (ie: ODBC drivers) for every platform available. However, more research is required for the district's TracDat outcome/assessment system. The Nuventive (TracDat) website states that "Ellucian Institutional Performance Management enables Ellucian customers to implement affordable end-to-end performance management." (<http://www.nuventive.com/products/ellucian-institutional-performance-management/>) Banner is an Ellucian product with an Oracle DBMS. If this module was installed in the district's Banner implementation and C3MS ported to the Banner's backend Oracle DB, there's a possibility that course outline data and assessment data could be used together, interactively. More research is required about the Ellucian module and its cost, porting C3MS to Oracle, and communication with TracDat. Without more research, it's not known if C3MS could communicate with TracDat; but it's doubtful *direct* communication between the two systems would be simple. Exporting TracDat data and reactivating some C3MS SLO subsystems to hold that data may be the only option.

(* if database server settings are correctly configured)

Conclusions and Options

The way C3MS was developed, it is very flexible to implement front-end and workflow changes, enhancements, or complete redesigns with current web technologies without touching the backend database schema. However, MySQL is flexible enough (as it was designed) to allow a considerable amount of backend database changes with existing data. There are no or very low ongoing costs of maintaining a MySQL DBMS. Version releases are very stable and have tremendous longevity. C3MS's current version was released almost 10 years ago. Once upgraded to v5.6, it could be another 10 years before another upgrade is needed.

While not necessarily needed, it is recommended that if C3MS undergoes a major update, the database should be normalized and made more relational. Unnecessary subsystems should be removed and placed into their own databases. This would certainly help future-proof the system as well as make it more up-to-par with DBMS design standards.

Limited personnel and time are the biggest challenges to manage C3MS and/or to enhance and upgrade new workflows. Historically, the webmaster position has been the C3MS developer. This position has more responsibilities than just the C3MS database and web application developer. However, maintaining the system, implementing small changes and bug fixes are well within reasonable, time-constrained responsibilities. Major changes to C3MS done in a reasonable amount of time would be a challenge without additional support.

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 #: LINC59

Course Title: INTEGRATING 21ST CENTURY SKILLS INTO INSTRUCTION

Catalog Description:

Intended for educators at all levels (K-12, college) and trainers of any discipline to develop the knowledge, skills, and attitude necessary to create instructional experiences integrated with 21st Century skills, such as critical thinking, creativity and problem solving, collaboration, and communication. Participants will examine the skills that business and industry determine important for new employees to know in order to succeed in a 21st Century global economy. Participants determine the importance of integrating 21st Century skills into their courses, analyze their curriculum content and instructional strategies to determine which 21st Century skills they currently teach and which additional skills can be integrated. The final course project is a lesson, unit, or project that requires the participants' students or trainees to use 21st Century skills.

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:

Instructional Design & Technology

- 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?)

In development. Anticipated submission date is June 1, 2015

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:

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

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.)

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

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

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

Please attach appropriate evidence to this application form.

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

SjM___ 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)

SjM___ 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)

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SjM___ 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: Steven J. McGriff

Date: 2/24/15

Division Curriculum Representative: Robert Hartwell

Date: 2/27/15

Date of Approval by Division Curriculum Committee:

Date: 2/27/15

College Curriculum Co-Chairperson: _____

Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

Course #: LINC 59A

Course Title: Educational Technology & Common Core State Standards

Catalog Description:

This educational technology overview course is especially suited for educators and trainers who want to design instruction using the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics that incorporates educational technologies. Review the CCSS by grade level and determine the knowledge and skills that students need for success in college and careers. Apply CCSS to classroom activities, projects, and lessons by defining the knowledge, concepts, and skills that students should acquire at each grade level including academic content standards and "Habits of Mind" standards. Align academic assessments by grade level with CCSS and 21st Century skills. Create an activity, project, or lesson for specific grade level standards that includes CCSS and educational technology.

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:

Instructional Design & Technology

- 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?)

In development. Anticipated submission date is June 1, 2015

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:

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

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.)

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

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

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

Please attach appropriate evidence to this application form.

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

SjM ___ 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)

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

Criteria E. – Compliance (please initial as appropriate)

FOOTHILL COLLEGE

SjM___ 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: Steven J. McGriff

Date: 2/24/15

Division Curriculum Representative: Robert Hartwell

Date: 2/27/15

Date of Approval by Division Curriculum Committee:

Date: 2/27/15

College Curriculum Co-Chairperson: _____

Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #: LINC59C

Course Title: Educational Technology & Math Common Core State Standards

Catalog Description:

This educational technology course is for educators of mathematics and trainers who want to design instruction that integrates the Common Core State Standards (CCSS), Standards for Mathematical Practice (SMP), and educational technologies into the curriculum. Evaluate the SMP. Analyze the Math CCSS by grade level and determine the depth of knowledge and skills that students need to successfully master mathematics content. Select appropriate mathematical processes best suited for technology integration. Compare CCSS with previous California math standards. Apply Math CCSS and SMP to classroom activities, projects, and lessons. Align academic assessments by grade level with CCSS and SMP. Create an activity, project, or lesson for specific grade level standards that includes Math CCSS, SMP and integrates educational technology.

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:

Instructional Design & Technology

- 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?)

In development. Anticipated submission date is June 1, 2015

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:

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

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.)

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

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

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

Please attach appropriate evidence to this application form.

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

SjM___ 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)

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

FOOTHILL COLLEGE

Criteria E. - Compliance (please initial as appropriate)

SjM___ 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: Steven J. McGriff

Date: 2/24/15

Division Curriculum Representative: Robert Hartwell

Date: 2/27/15

Date of Approval by Division Curriculum Committee:

Date: 2/27/15

College Curriculum Co-Chairperson: _____

Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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Course #: LINC97A

Course Title: iPads for Teaching & Learning

Catalog Description:

Participants who are familiar with basic iPad use will integrate iPads into the teaching and learning process. Find, review and select applications and resources to create learning experiences aligned with Common Core State Standards. Use iPad for evaluation and assessment of student mastery. Develop course materials for student-centered activities. Build a virtual library of online resources, tips, and tricks.

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:

Instructional Design & Technology

- 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?)

In development. Anticipated submission date is June 1, 2015

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:

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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:

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

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

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- Job advertisements, from newspapers or the Internet
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- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

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

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

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

SjM___ 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)

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

FOOTHILL COLLEGE

Faculty Requestor: Steven J. McGriff

Date: 2/24/15

Division Curriculum Representative: Robert Hartwell

Date: 2/27/15

Date of Approval by Division Curriculum Committee:

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College Curriculum Co-Chairperson: _____

Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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Course #: LINC 97B

Course Title: Tablet Computers & Media Creation

Catalog Description:

Participants create and publish a wide variety of media using tablet computers (iPads or Android devices) and compatible hardware accessories. Focus on free or low-cost software for video, audio, animation, screen capture, and multimedia creation. Participants explore digital resources and create a media project. Advisory: Proficiency in using tablet computers, such as iPads or Androids, and content creation software.

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

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

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Please attach appropriate evidence to this application form.

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

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

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

SjM ___ 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)

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

FOOTHILL COLLEGE

Faculty Requestor: Steven J. McGriff

Date: 2/24/15

Division Curriculum Representative: Robert Hartwell

Date: 2/27/15

Date of Approval by Division Curriculum Committee: _____

Date: 2/27/15

College Curriculum Co-Chairperson: _____

Date: _____

FOOTHILL COLLEGE
College Curriculum Committee
Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Draft

Procedure for Course Deactivation/Reactivation

(CCC approved 11/30/10)

Deactivation:

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
 - a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
 - b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
 - a. will continue to appear in the faculty's access list,
 - b. will **not** print in any Catalog or Schedule,
 - c. may be viewed by anyone with access to the C3MS,
 - d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

Reactivation:

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

PSME Suggested Changes

FOOTHILL COLLEGE College Curriculum Committee Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

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Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Department Curriculum Committee that is approved by the Division Dean and the Division Curriculum Committee. An extension period of no more than two years may be granted in this manner. If the Division Dean and Curriculum Committee request a second extension period, one may be granted only if the College Curriculum Committee approves the request.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with department faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division faculty believe that a course should remain active, the Division Curriculum committee will work with the department representatives and the Dean of the Division to complete a written petition, justifying the need to retain the course. If the Dean of the

PSME Suggested Changes

Division approves the petition, the course may be granted a two-year extension. The approved petition will then be forwarded to the College Curriculum Coordinator. Once the extended period elapses, a second petition may be prepared. If approved by both the Dean of the Division and the Division Curriculum Committee, this second petition will be forwarded to the College Curriculum Committee (CCC) for final approval. If approved for continuance, this course must be taught within the two-year period. If it is not taught within this second extension period, the course will be deactivated at the end of the period, according to standard deactivation procedures.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Draft

Procedure for Course Deactivation/Reactivation
(CCC approved 11/30/10)

Deactivation:

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
 - a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
 - b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
 - a. will continue to appear in the faculty's access list,
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Reactivation:

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

PETITION FOR COURSE CONTINUANCE
Foothill College Curriculum Committee
February, 2015

COURSE NUMBER AND TITLE: _____

QUARTER/YEAR LAST TAUGHT: _____

JUSTIFICATION FOR CONTINUANCE:

Provide a description of why this course was not taught in the last four years and why it must remain active. Include as appropriate, evidence of extenuating circumstances for why this course must be available to students in the next one to two years including, for example, market data, or changes in student demand.

SIGNATURES:

Signature indicates approval of petition for continuance

_____ (Faculty / Department Representative)

_____ (Division Curriculum Committee member)

_____ (Division Dean)

FOOTHILL COLLEGE Curriculum Committee(s) Responsibilities

Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a “curriculum committee:”

Title 5, § 55002 gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee “shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.” (Source: <http://www.ccccurriculum.net/faq/#A1>)

Division Curriculum Committee Responsibilities

- Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards
 - Recommend approval of new and revised Course Outlines of Record
 - Recommend approval of new programs and program revisions to the College Curriculum Committee
 - Recommend approval of Stand Alone courses to the College Curriculum Committee
- Review curricula for appropriate equity adherence OR student equity consideration OR equity in delivery and assessment OR facilitate discussion with department faculty authors to encourage student equity consideration, which may include content, delivery and/or assessment.

College Curriculum Committee Responsibilities

- Establish practices and processes for curriculum development in collaboration with the Academic Senate
- Review new course proposals that may impact curriculum in other divisions
- Review and approve new degrees, certificates, and stand-alone courses based on the following criteria:
 - Consistent with the College’s Educational Master Plan
 - Avoids unnecessary duplication/overlap among college curriculum
 - Promotes students’ access to curricula through consideration of articulation, curricular sequences, requisites and advisories, and units required
 - Adheres to the rigor and standards of community college courses

- Review and approve courses for inclusion in Foothill GE pattern
- Ensure compliance with Title 5, other state/local regulations and accreditation standards

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