

College Curriculum Committee Meeting Agenda
Tuesday, May 31, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: May 17, 2016	Action	#5/31/16-1	Escoto
2. Announcements a. Notification of Proposed Requisites b. New Course Proposals c. SLOAC Work d. Academic Senate Structure e. Faculty Teaching & Learning Academy f. CCC Reps for 2016-17 g. CCC Topics for 2016-17	Information	#5/31/16-2 #5/31/16-3–12 #5/31/16-13 #5/31/16-14	Escoto Sinclair
3. Consent Calendar a. Stand Alone forms	Action	#5/31/16-15–16	Escoto
4. New Program Application: Public Health ADT	1st Read	#5/31/16-17–19	Escoto/ Treasor
5. AP Credit Policy check-in	Discussion		Day/Escoto
6. Academic Adjustments for Students with Disabilities	2nd Read/ Action	#5/31/16-20	Escoto
7. Cross-listing Policy	1st Read	#5/31/16-21	Escoto
8. Apprenticeship Curriculum Review	Discussion/ 1st Read	#5/31/16-22	Escoto
9. Report Out from Division Reps	Discussion		All
10. Good of the Order			Escoto
11. Adjournment			Escoto

Consent Calendar:

Stand Alone Forms (attachments #15–16): SOSC 1, 2

Attachment List:

- #5/31/16-1 Draft Minutes: May 17, 2016
- #5/31/16-2 CCC Notification of Proposed Requisites
- #5/31/16-3 New COR Proposal: EMT 401A
- #5/31/16-4 New COR Proposal: EMT 402A
- #5/31/16-5 New COR Proposal: ENGL 25A
- #5/31/16-6 New COR Proposal: KINS 54
- #5/31/16-7 New COR Proposal: NCEL 470
- #5/31/16-8 New COR Proposal: NCEL 471
- #5/31/16-9 New COR Proposal: NCEL 480
- #5/31/16-10 New COR Proposal: PHED 15A
- #5/31/16-11 New COR Proposal: PHED 15B
- #5/31/16-12 New COR Proposal: PHED 15C
- #5/31/16-13 Senate Ad Hoc Committee on Representational Restructuring—Preliminary Report
- #5/31/16-14 FTLA Flyer
- #5/31/16-17 Public Health ADT Narrative
- #5/31/16-18 Public Health ADT TMC
- #5/31/16-19 Public Health ADT supporting documentation
- #5/31/16-20 Policy and Procedures for Providing Academic Adjustments for Students with Disabilities draft
- #5/31/16-21 Cross-Listing Course Policy draft
- #5/31/16-22 Curriculum Review Options for Apprenticeship draft

2015 -2016 Curriculum Committee Meetings

Fall 2015 Quarter

10/6/15
10/20/15
11/3/15
11/17/15
12/1/15

Winter 2016 Quarter

1/19/16
2/2/16
2/16/16
3/1/16
3/15/16

Spring 2016 Quarter

4/19/16
5/3/16
5/17/16
5/31/16
6/14/16

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

2015-2016 Curriculum Deadlines

12/1/15 Deadline to submit courses to CSU for CSU GE approval.
12/1/15 Deadline to submit courses to UC/CSU for IGETC approval.
2/1/16 Curriculum Sheet updates for 2016-17.
2/15/16 Deadline to submit local GE applications.
6/1/16 Deadline to submit new/revised courses to UCOP for UC transferability.
6/17/16 COR/Title 5 updates for Summer 2017.
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College
~~ASCCC 2015 Fall Plenary Session | 11/5-7/15 | Irvine Marriott~~
~~ASCCC Fall 2015 Curriculum Regional Meeting (North) | 11/13/15 | Solano College - Fairfield~~
~~ASCCC 2016 CTE Curriculum Academy | 1/14-15/16 | Napa Valley Marriott~~
~~ASCCC 2016 Instructional Design and Innovation | 1/21-23/16 | Riverside Convention Center~~
~~ASCCC 2016 Accreditation Institute | 2/19-20/16 | Marriott Mission Valley - San Diego~~
~~ASCCC 2016 Academic Academy | 3/17-19/16 | Sheraton Sacramento~~
~~ASCCC 2016 Spring Plenary Session | 4/21-23/16 | Sacramento Convention Center~~
~~ASCCC 2016 Career Technical Education Institute | 5/6-7/16 | DoubleTree Hilton - Anaheim~~
~~ASCCC 2016 Faculty Leadership Institute | 6/9-11/16 | Mission Inn - Riverside~~
~~ASCCC 2016 Curriculum Institute | 7/7-9/16 | DoubleTree Hilton - Anaheim~~

Distribution:

Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2015-16

Meeting Date: 5/31/16Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input checked="" type="checkbox"/>	Mary Vanatta	7231	Evaluations	
<input type="checkbox"/>	Nataly Wijono	7439	Curr Coordinator	vanattamary@foothill.edu
			ASFC	

Visitors:

Jennifer Sinclair, Shirley Treanor, Allison Meezan,
Kurt Hueg, Basil Farooq, Hilda Fernandez

College Curriculum Committee
Meeting Minutes
Tuesday, May 17, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: May 3, 2016	Minutes approved by consensus. Approved.
2. Announcements	<p>Speaker: Isaac Escoto Request to add an additional agenda item: First-year online instruction for a group of international students. Kimberlee Messina will speak. No objections.</p> <p>a. New Course Proposals</p> <p>The following proposals were presented: C S 3M; MDIA 8A; MUS 3D, 47A, 47B, 47C, 47D, 48B, 48C; PHOT 70R/71R/72R/73R. Please share with your constituents.</p> <p>Question regarding PHOT Independent Study courses—recollection that, a few years back, there was a push to eliminate IS courses and “X/Y/Z” courses. Hueg noted that the current IS format replaced the “X/Y/Z” courses and that many departments, across campus, offer IS. IS courses are at the discretion of the faculty member to work with the student.</p> <p>MUS 3D being developed to meet requirements for Music ADT; specifically, the Theory component.</p> <p>b. Honors Curriculum</p> <p>Speaker: Bernie Day Honors Institute devised a proposed schedule of honors courses for 2016-18, in response to students and counselors having reported difficulty in developing Ed Plans when they don't know when courses will be scheduled. Day asked CCC Reps to share schedule with divisions and discuss with faculty, in the hope that honors courses may be regularly scheduled. Proposed schedule also contains list of desired honors courses frequently requested by students. Admission to four-year institutions has never been harder, and honors courses will help make students' applications more competitive. Day noted that this quarter, Foothill offered 17 honors courses (the highest number ever), but De Anza offered over 60. Comment that some students do attend honors courses at De Anza specifically because Foothill does not offer them in certain disciplines (e.g., Math). Day encouraged faculty to reach out to Honors Inst. for assistance in developing new offerings. Question regarding whether courses are preferable to seminars—yes. Day noted that seminars are not UC transferable (only to CSU) and encouraged faculty to revise seminar CORs to apply for UC transferability. Day can provide guidelines and tools to assist faculty in creating honors version of an existing course. Question regarding whether honors sections are usually held in combination with non-honors sections, or separately. Day stated that most are held separately—for initial offering(s), faculty do sometimes offer simultaneously, and split students within classroom. Noted that honors sections tend to fill more rapidly than non-honors. Concern expressed regarding awarding honors credit to students who simply complete an additional project/assignment, compared with non-honors students, in a mixed-class setting. Day encouraged faculty interested in developing honors courses to reach out to colleagues who teach honors—can provide contacts if requested.</p>

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c. Teacher Preparation Pathway	<p>Speaker: Bernie Day Foothill does not currently offer a pathway for students interested in careers in teaching—multiple groups across campus are interested in developing. Counselors have reported demand from students. TMC for ADT in Elementary Teacher Education—Day noted Foothill status of courses listed. Day encouraged those interested in developing missing courses and/or working on ADT to contact her. Comment that it would be interesting to determine which colleges in the area offer program. Counseling noted that students interested in teaching are currently advised to choose a single subject to focus on, or childhood education with a focus on teacher prep, since we do not offer general teaching program. Please share with your constituents.</p>
d. Curriculum System Status check-in	<p>Speaker: Andrew LaManque Ongoing discussion, begun last year, regarding C3MS system and the possibility of replacing it. Subcommittee has met and reviewed vendors; webmaster was tasked with enhancing C3MS, in the meantime. No progress made on enhancements, since LaManque's previous check-in. Next step is to consider looking at additional vendors in the fall.</p>
3. COR Review	<p>Speaker: Isaac Escoto Moved to next meeting, due to time constraint.</p>
4. AP Credit Policy check-in	<p>Speakers: Bernie Day & Isaac Escoto Moved to next meeting, due to time constraint.</p>
5. Academic Adjustments for Students with Disabilities	<p>Speaker: Isaac Escoto Follow-up to previous meeting, regarding need for a policy to assist students who require academic adjustment due to a learning disability. Adjustments made to previous draft of policy; this is the first read of updated draft. Counseling clarified that a DRC representative is currently in place on Academic Council; agreed with proposed addition of discipline faculty to process. Please share with your constituents; voting will occur at next meeting, unless changes need to be made and brought back for a second read.</p>
6. Cross-listing Policy	<p>Speaker: Isaac Escoto Escoto shared draft of policy via email. Now that we have devised a list of topics to consider when discussing cross-listing, the next step is to create policy. Draft includes topics to discuss, general information, and procedures/best practices. Submission form will be created, based on approved policy. Note that draft states that CCC will settle any disputes among faculty involved and will have final approval of cross-listed courses. Form would be submitted to curriculum coordinator for CCC review; need to determine timing, related to curriculum cycle. Question regarding how load would be handled—split between the two courses? Hueg noted that, within BSS, load placed on one of the courses, usually based on which discipline the faculty teaches in. Comment that splitting of WSCH and seat count should be discussed. Question regarding who responsible for SLOs, and which FSA would be assigned. LaManque noted that cross-listed courses have separate CORs, each with its own SLOs and FSA. Question regarding applying a cross-listed course for a degree requirement in the other discipline (e.g., if the student took PSYC but needs SOC, and the PSYC course is cross-listed with SOC, can it be used as SOC?). Comment regarding prerequisite issues; e.g., when one course has a prerequisite but the other does not.</p> <p>Hueg stressed that there should always be a genuine reason to cross-list and that cross-listed courses can be complex to</p>

	<p>maintain/manage, as well as problematic for students. Concern expressed that further creation of IDS courses could result in large number of cross-listings. LaManque noted rationale listed on draft and asked whether a stronger policy statement should be included regarding students' needs. Escoto noted that inclusion of such a statement could assist determination of whether or not a cross-listing is justified. Comment that cross-listed courses should be identified in catalog, so that the interdisciplinary nature of the courses is clear to students. Day noted advantage to students when able to use cross-listed courses to fulfill GE and major requirements simultaneously. Escoto encouraged group to differentiate between conversations that would happen behind the scenes and what should be included within policy. Please share with your constituents and bring any feedback to next meeting. Escoto will update draft based on today's conversation. First read will occur at next meeting.</p>
<p>First-year online instruction for a group of international students</p>	<p>Speaker: Kimberlee Messina Foothill has been increasing online course offerings as response to student demand. International Student Program (ISP) contacted by school in China, which serves less-affluent students who would like to study internationally but may not have the resources to do so as our program is currently structured, due to expenses necessary to physically attend Foothill. ISP proposed packaging of GE courses to allow students to take first year online, then attend second year on campus. Students would still pay international fees but would not need to pay living fees for that first year. Messina held exploratory meeting with ISP, Judy Baker, Hueg, and others, to discuss potential issues, e.g., privacy/security, technical issues, assessment and placement services. If issues can be resolved, next step is to approach faculty who commonly teach target courses to discuss how courses could be offered online. Potential outcome of slight increase in international enrollment; would not necessarily decrease in-person enrollment, as these students are not necessarily able to attend in person.</p> <p>Question regarding whether these classes would be closed or open—would depend on number of students participating. Must offer two open sections for each closed section. Hueg noted that discussion included idea of model to assist students in China in taking classes online, similar to what we offer for High School students. Question regarding legal aspect of students taking classes online—immigration restricts international students' ability to take multiple courses online, but only when they are living in the US on a student Visa. Question regarding students' intent to transfer—students do intend to transfer; effort to work with students on ESL proficiency. For accreditation purposes, we must ensure that the program offers everything that we offer for students on campus (e.g., counseling, disability services).</p> <p>Messina noted interest in assisting students across the world who want to study internationally but cannot afford to travel. Would like to diversify international student population. Concern expressed regarding potential lack of immersion for students in proposed online program, and difficulty they may have in getting up to par with students who are living here. Question regarding potential for faculty to instruct students in their native (non-English) language—Title 5 states that courses cannot be taught in languages other than English, aside from Foreign Language instruction. Concern expressed that instruction in English to non-</p>

	<p>native speakers might not be as effective as instruction in students' native language. Messina noted that online program focused on GE courses centered on reading/writing. Noted that international students currently able to enroll in any online Foothill class; goal is for students to have higher level of support than they currently would taking online classes internationally. Counseling noted that students intending to transfer to UC are now being advised to begin major coursework during first year. Question regarding ESLL courses being taught online—department is exploring possibility of teaching ESLL online. Concern expressed that students might not be adequately prepared to enter US college community, and suggestion that students take a specific course to help them transition. Messina noted that discussions have included need for orientation. Day noted concern from UC regarding international students arriving unprepared, in terms of communication and English language skills. Concern expressed that some ESL students are passing major courses successfully but told by ESLL faculty that they are not proficient in communication—conflicting message. Messina noted that pedagogy of course might help to explain, e.g., if coursework is primarily in writing, then spoken communication not being assessed.</p>
<p>7. Apprenticeship Curriculum Review</p>	<p>Speaker: Isaac Escoto Follow up to concern expressed at previous meetings, regarding proper place of Apprenticeship curriculum within Foothill CC system. Escoto shared via email document that outlines situation, with proposed options for moving forward. Document notes that Apprenticeship not unique with this concern, as other divisions house special subjects/departments. Option #1 is for Technical Review Team to be created, to review curriculum before it goes to BSS CC. Option #2 is to create separate Apprenticeship CC. Option #3 is to create Interdisciplinary division CC, which would include Apprenticeship and others (e.g., LINC, Fire Science). Option #4 is for Apprenticeship curriculum to be discussed/approved at CCC. Goal is to agree as a group on how to proceed, which will then be shared with Academic Senate. LaManque noted that agreed-upon option will need to be fully fleshed-out—document is meant as starting point. Note that Robbie Kunkel was recently hired to assist Apprenticeship faculty in working on curriculum. Note that many colleges have technical review committee, which could support Robbie in her work with faculty—would review curriculum (not for content, but for things like grammar) before BSS reviews.</p> <p>Suggestion to consider creation of separate CC for CTE curriculum, as Apprenticeship might have similar concerns/issues as other CTE programs. Comment that CTE curriculum is different than transfer, in many ways. Comment that “CTE” encompasses many diverse programs and that students in CTE programs do transfer—cannot easily consider all CTE to be similar. Concern expressed about creating separate CC for Apprenticeship and/or CTE, as it requires a high level of review and oversight. LaManque was in contact with Curriculum Chair at Santiago Canyon College, which has 400 Apprenticeship courses; curriculum reviewed/approved at college CC, and they must follow a rigid schedule of reviewing curriculum, due to the number of courses. Suggestion to revise option #4 to add Technical Review Team process. Concern expressed regarding option #2—Escoto noted that creation of a new CC would include steps to ensure that work is being done accurately and that all involved understand processes and best practices. Would need to</p>

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	determine who's involved and what oversight would be needed. LaManque advocated for trial period of using Technical Review Team, with BSS continuing to review Apprenticeship, before making final decision. Please share with your constituents and bring back feedback.
8. Report Out from Division Reps	Speaker: All Moved to next meeting, due to time constraint.
9. Good of the Order	
10. Adjournment	3:34 PM

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Brenda Hanning (BH), Robert Hartwell (FA), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), Teresa Ong (Acting Dean, BSS), Lety Serna (CNSL), Paul Starer (Dean, LA), Victor Tam (Dean, PSME)

Minutes Recorded by: M. Vanatta

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: Dave Huseman

Proposed Number: EMT 401A

Proposed Units: 0 (non-credit)

Proposed Hours: 18 hours laboratory (total)

Proposed Transferability: N/A

Proposed Title: Emergency Medical Technician Simulation Lab I

Proposed Catalog Description & Requisites:

First in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on medical complaints and treatments of various diseases, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Proposed Discipline:

Emergency Medical Technologies

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

EMT certificate (non-credit)

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:

EMT 401 would be a co-requisite, which provides the didactic knowledge needed which will be evaluated through scenario based training.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Dave Huseman

Proposed Number: EMT 402A

Proposed Units: 0 (non-credit)

Proposed Hours: 18 hours laboratory (total)

Proposed Transferability: N/A

Proposed Title: Emergency Medical Technician Simulation Lab II

Proposed Catalog Description & Requisites:

Second in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on trauma and treatment of various mechanisms of injuries, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Proposed Discipline:

Emergency Medical Technologies

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

EMT certificate (non-credit)

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:

EMT 402 would be a co-requisite, which provides the didactic knowledge needed which will be evaluated through scenario based training.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Susie Huerta

Proposed Number: ENGL 25A

Proposed Units: 5

Proposed Hours: 60 hours lecture (total)

Proposed Transferability: CSU/UC

Proposed Title: Poetry in Community/ Poetry Communities

Proposed Catalog Description & Requisites:

The study of poetry as “living” literature and as a movement to build, maintain, define and redefine community in order to speak out against injustices, maintain and preserve important cultural knowledge and memory, and correct or challenge stereotypes.

Instruction will focus on recognizing and interpreting the use of basic elements of poetry, critical reading, analysis, and engaged discussion of poetry, both of published writers as well as one another’s poetic emulations of that work. Students will meet with and discuss writing process and poetics with local published writers whose work they will study and strategically emulate. Through their active participation in workshop, students will write about their own processes, justifications for revisions, and produce original poetic works that demonstrate thoughtful use of various poetic devices as well as revision and editing strategies. As a culminating project, students will learn about the importance of and practice organizing a public reading, and publishing a class anthology as a way of establishing their own poetry communities on and/or off campus.

Advisory: Demonstrated proficiency in English 1A or 1ST/242AB.

Proposed Discipline: English

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

English Degree (AA), ADT

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

This course can potentially help grow interest in CRWR and literature courses. Because the course makes poetry writing and reading a public act, through publishing and organizing a reading, students will be able to share their work with others on campus and hopefully engage those who may not see themselves as writers or as students of literature. The course also focuses on elements of history, political activism, and sociology to illuminate the poetics of various local poets. In doing so, this course could easily be paired with other courses across the disciplines in either an FYE pathway or other learning communities such as UMOJA and PUENTE.

It is also important to note that this course could potentially compete with CRWR: Poetry Writing because it focuses on both the reading and writing of poetry as literature, as well as the practice of workshopping student writing.

Comments & Other Relevant Information for Discussion:

Unlike both ENGL: 11- Introduction to Poetry, and CRWR 41: Poetry Writing, this course emphasizes the importance and practice of creating public readings and publications as a result of the work done in the course. In addition, central to this course is the requirement that students read modern, contemporary literature of local writers who will then visit the classroom. These poets will read their work, discuss their work and writing processes, and help students facilitate their own workshops of the writing they create to emulate the poets. This connection to the outside poetry community, both in terms of learning from poets in the community, as well as organizing their own events, creates a course that emphasizes not just literary analysis and the production of original poems, but also civic engagement. Inviting local poets to the Foothill College Campus in this way can also provide what is a much needed connection between the campus community to the arts community that surrounds.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lauren Hickey

Proposed Number: KINS 54

Proposed Units: 4

Proposed Hours: 48 hours lecture (total)

Proposed Transferability: CSU

Proposed Title: Introduction to Sport Management

Proposed Catalog Description & Requisites:

Introduction into the field of sports management. Career opportunities, human resource management, leadership, strategic planning, teamwork, ethics and values, marketing and advertising, finance, managing facilities, sports and the law, economics of sport and community impact.

No Prerequisites

Proposed Discipline:

Kinesiology

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

Kinesiology AA-T

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

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Melissa Jaquish

Proposed Number: NCEL 470

Proposed Units: 0 (non-credit)

Proposed Hours: 48 hours lecture (total)

Proposed Transferability: N/A

Proposed Title: Low to Intermediate Vocational ESL for Food Workers

Proposed Catalog Description & Requisites:

Introductory low to intermediate level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Prerequisite: None

Proposed Discipline: Non-Credit ESL

To which Degree(s) or Certificate(s) would this course potentially be added? None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

This is the first VESL course designed for food workers. The next VESL course that I am proposing builds on the skills learned in this course. The courses are set up as a sequence but one is not a prerequisite for the next.

This first course is assuming a low to intermediate level of English and focuses on teaching simple work English and necessary safety and food handling language. The second course builds on those skills and goes on to teach job advocacy language and language needed for more advanced kitchen positions, such as reading food tickets and dealing with customers. I have included the objectives for this course to give a better understanding of the skills the students would learn.

Course Objectives –

The student will be able to:

- A. identify and pronounce basic kitchen vocabulary, such as ingredients, kitchen utensils, and equipment.
- B. understand and engage in basic conversation related to food preparation.

- C. understand and produce common safety language.
- D. understand and produce common sanitation and food storage language.
- E. read and understand typical work forms.

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: Melissa Jaquish

Proposed Number: NCEL 471

Proposed Units: 0 (non-credit)

Proposed Hours: 48 hours lecture (total)

Proposed Transferability: N/A

Proposed Title: Intermediate to Advanced Vocational ESL for Food Workers

Proposed Catalog Description & Requisites:

Intermediate to advanced level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Proposed Discipline: Non-Credit ESL

To which Degree(s) or Certificate(s) would this course potentially be added? None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

This is the second VESL course designed for food workers and builds on the skills learned in the first VESL course. It assumes an intermediate to advanced level of English. The skills taught in this course focus on job advocacy language and the language needed for more advanced kitchen positions, such as reading food tickets and dealing with customers. I have included the objectives for this course to give a better understanding of the skills the students would learn.

Course Objectives –

The student will be able to:

- A. understand and produce intermediate to advanced vocabulary and engage in conversation related to safety and food handling procedures.
- B. understand and produce intermediate to advanced vocabulary and engage in conversation related to food preparation.
- C. follow recipes and read/convert units of measurement.
- D. read workplace communications, such as food tickets and invoices.
- E. interact with customers concerning questions, orders, and complaints.

F. use and pronounce language needed for job interactions and advocacy (ask for a raise/advancement).

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Melissa Jaquish

Proposed Number: NCEL 480

Proposed Units: 0 (non-credit)

Proposed Hours: 48 hours total: 24 hours lecture, 24 hours laboratory

Proposed Transferability: N/A

Proposed Title: ESL for Job Searching

Proposed Catalog Description & Requisites:

Designed to teach English for job searching to non-native speakers. Focus on developing reading/writing/speaking/listening skills needed for job searching and interviewing as well as improved understanding of American work culture.

Proposed Discipline: Non-Credit ESL

To which Degree(s) or Certificate(s) would this course potentially be added? None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

This course is designed to help students navigate many of the steps needed to find a job. Students will write a resume, learn how to do basic Internet searches, and how to submit a resume online. American job culture and interviewing skills will also be covered in the course.

I have included the objectives for this course to give a better understanding of the skills the students would learn.

Course Objectives –

The student will be able to:

- A. develop job search skills.
- B. navigate interviews and discuss their skills, training, and education.
- C. demonstrate knowledge of American work culture.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lauren Hickey

Proposed Number: PHED 15A

Proposed Units: 1

Proposed Hours: 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Beginning Pickleball

Proposed Catalog Description & Requisites:

Introduction to Pickleball play. Includes basic court position, skill drills, offensive and defensive strategies.

No Prerequisites

Proposed Discipline:

Kinesiology

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

Physical Education

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:

**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: Lauren Hickey

Proposed Number: PHED 15B

Proposed Units: 1

Proposed Hours: 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Intermediate Pickleball

Proposed Catalog Description & Requisites:

Reviews strategy for intermediate pickleball. Includes introduction to service, return, and advanced strategy.

No Prerequisites

Proposed Discipline:

Kinesiology

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

Physical Education

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:

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: Lauren Hickey

Proposed Number: PHED 15C

Proposed Units: 1

Proposed Hours: 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Advanced Pickleball

Proposed Catalog Description & Requisites:

Reviews strategy for advanced pickleball play. Advanced strategies, court positioning, and competitive play highlight the course.

No Prerequisites

Proposed Discipline:

Kinesiology

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

Physical Education

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:

Senate Ad Hoc Committee on Representational Restructuring
Preliminary Report of Senate Discussion
Stipulations and Discussion Prompts

Contacts: Scott Lankford, Patrick Morriss, Katherine Schaefer (the Perestroika Troika)

Stipulations

- > The Foothill Academic Senate is constituted as a body of faculty
 - > The Foothill faculty are
 - ~175 FT faculty and ~500 PT faculty totalling ~200 FTEF
 - organized into ~70 academic departments
 - in ~10 instructional or instructional support divisions,
 - with a handful of FT and several PT faculty serving
 - outside the administrative divisional structure
 - > The Executive Committee is a representative body of the Academic Senate,
as opposed to a Committee of the Whole
-

Discussion prompts

- > Is the Executive Committee more of a "Senate" or a "House"?
 - > Should Senators represent people? Functions? Some combination?
 - > Need there be a fixed number of seats on the Executive Committee?
 - > Should representation be proportional? If so, to what? FTEF? FTES? Headcount?
-

Senate Ad Hoc Committee on Representational Restructuring
Preliminary Report of Senate Discussion
Restructuring Options (Flavors of Perestroika)

Contacts: Scott Lankford, Patrick Morriss, Katherine Schaefer

Vanilla

- > Amend the Constitution to specify that the Executive Committee comprises two Senators each from BHS, BSS, Counseling, FA&C, KA, LA, and PSME, plus one Senator representing the Library and two representing part-time faculty.
 - > Provide for representation of faculty serving outside current divisions.
Either assign *faculty to a division* or allow them to choose affiliation.
-

Chocolate Chip

- > Amend constitution to place *authority* to set Senate representational structure with the Executive Committee by its resolution, to require a two-thirds *supermajority* for passage of any resolution altering the representational structure, and to provide *election procedures* for any new representational structure.
 - > Pass a resolution specifying Executive Committee composition, Vanilla flavor.
-

Chocolate Chocolate Chip

- > Amend constitution Chocolate Chip flavor: authority, supermajority, election procedures.
 - > Pass a resolution specifying Executive Committee composition organized into five to seven *academic schools* (some suggestions below) rather than administrative divisions.
 - > Either assign academic *departments to schools* or allow them to choose affiliation, do the same for faculty outside of all academic departments.
 - > Allocate a *fixed number of Senators per school* (e.g., three or four).
-

Mint Chocolate Chip

- > Amend constitution Chocolate Chip flavor: authority, supermajority, elections.
 - > Pass a resolution specifying Executive Committee composition organized into academic schools with all departments and faculty in a school (Chocolate Chocolate Chip flavor)
 - > *Fix the number of Senators on the Executive Committee* (e.g., twenty).
 - > *Allocate senate seats to schools proportionally* to FTEF or some other measure.
-

Some suggested "Academic Schools": Academic Support, Career and Technical Education, Liberal & Creative Arts, Life and Physical Sciences, Social Sciences. There are many other possibilities.

FACULTY TEACHING & LEARNING ACADEMY

JOIN US!

The Foothill College Equity Plan includes funding for faculty to participate in a 3CSN-guided, year-long community of practice for faculty to examine and plan for classroom practices aimed at improving student equity and success. The Faculty Teaching and Learning Academy seeks to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered, technologically advanced, and culturally responsive.

AN OPPORTUNITY FOR ACTIVE LEARNING WITH PRACTICAL OUTCOMES

Participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real teaching and learning needs. Participants will:

- Explore and test methods of teaching and learning
- Facilitate the design of new classroom approaches to student success
- Increase knowledge and skills in a variety of new learning technologies
- Contribute to an ongoing dialogue about pedagogy, curriculum, and equity

A FACILITATED COHORT OF YOUR PEERS

The program will begin in summer 2016 with an intensive two-week training session. During 2016-17 faculty will meet weekly to engage in a dialogue about teaching and learning and the culture of equity on campus with monthly, facilitated sessions. Participants will be provided with financial support to attend the Research and Planning (RP) Group *Strengthening Student Success* Conference in October 2016 to share and collaborate, and learn from other colleagues. For more information, visit ftla.laccdssi.org.

SCHEDULING AND OTHER DETAILS

- **Two Week Summer Intensive**
 - August 15–August 18 & August 22–August 25
 - 8:30 a.m.–3:00 p.m.
- **October–June, one meeting per month**
 - Dates TBA
 - 12:00 p.m.–4:00 p.m.

Workshop Objectives

- 4 quarter units of college credit (PGA) for completing the program
- Share the outcomes of your work to the SEW and one other campus meeting or event
- Present your portfolio to the Board of Trustees on Monday, June 5, 2017
- Meet once a week for lunch with the academy participants (lunch provided)

COHORTS INCLUDE:

- Faculty from across the disciplines (especially new faculty)
- Counselors
- Librarians
- Lab/tutoring service coordinators/directors
- Adjunct faculty
- Department chairs/program managers

FOR MORE INFORMATION

Contact Hilda Fernandez,
fernandezhilda@fhda.edu



**FOOTHILL
COLLEGE**

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 #: SOSC 1

Course Title: Introduction to Global Studies

Catalog Description:

This course provides students with an introduction to Global Studies. Students are offered an interdisciplinary view of globalization and its impacts through an examination of social, cultural, political, economic, and environmental contexts. The course emphasizes the interdependence and connections between global institutions, populations, and individuals.

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:

Global Studies ADT

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

The Global Studies ADT has been approved at the state level. Our local degree is still in development – we hope to get it approved by our Board in Summer 2016 and also submitted to the state in Summer 2016. We hope to begin offering the degree for the 2017-18 academic year.

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:

The state has an approved Global Studies ADT ... we will now be providing this option for Foothill

students.

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.)

We will submit this course for C-ID approval, which is required for the Global Studies ADT application.

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

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

Please attach appropriate evidence to this application form.

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

- _____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- _____ This is a 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)

- BE_____ 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)

- BE_____ 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: Brian Evans _____ **Date: 5/24/16**

Division Curriculum Representative: Allison Meezan _____ **Date: 5/24/16**

Date of Approval by Division Curriculum Committee: _____ **Date: 5/24/16**_

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 #: SOSC 2

Course Title: Global Issues

Catalog Description:

This course offers an introduction to the origins, current dilemmas, and future trends of major issues confronting the global community such as energy and resource depletion, food and population, war and terrorism, nuclear arms, human rights, economic interdependence, and international inequality. The role of global institutions and global citizenship will be considered as they relate to global issues.

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:

Global Studies ADT

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

The Global Studies ADT has been approved at the state level. Our local degree is still in development – we hope to get it approved by our Board in Summer 2016 and also submitted to the state in Summer 2016. We hope to begin offering the degree for the 2017-18 academic year.

***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:

The state has an approved Global Studies ADT ... we will now be providing this option for Foothill students.

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.)

We will submit this course for C-ID approval, which is required for the Global Studies ADT application.

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

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

Please attach appropriate evidence to this application form.

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

- _____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- _____ This is a 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)

- BE _____ 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)

- BE _____ 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: Brian Evans _____ **Date:** 5/24/16

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 5/24/16

Date of Approval by Division Curriculum Committee: _____ **Date:** 5/24/16

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

Foothill College
Program Application
Associate in Science in Public Health for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Public Health for Transfer degree prepares students for transfer as an upper division student in Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option majors to the California State University system. The Public Health curriculum covers both personal and public health perspectives. The major prepares students to transfer as well as gain the necessary pre-requisites to enter many allied health science programs.

Graduates will be able to:

1. Identify, assess, utilize and articulate credible information resources on personal and public health current issues, such as the Internet, social media, media outlets, and libraries.
2. Effectively communicate strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
3. Obtain a critical understanding and apply knowledge of Personal and Public Health in real life settings from the sub-disciplines of Human Anatomy and Physiology, Statistics, Chemistry, and Psychology.

The Associate in Science in Public Health for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to California State Universities (CSUs). Students who complete the Associate in Science in Public Health for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Public Health majors and majors in related disciplines. The Associate in Science in Public Health for Transfer Degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

Item 2. Catalog Description

The Associate in Science in Public Health for Transfer degree prepares students for transfer to California State Universities (CSUs). Students who complete the Associate in Science in Public Health for Transfer degree will be ensured preferential transfer status to CSUs for Public Health majors and majors in related disciplines. The Associate in Science in Public Health for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to determine the lower division course requirements for specific CSUs. This degree may also provide excellent preparation for other majors.

The major in Public Health prepares students for careers in the health professions, local state and federal agencies, health departments, educational institutions, healthcare organizations and health insurance companies, research organizations, crisis agencies, and many other fields. This degree is designed to prepare graduates for public health and related programs at the bachelor's degree level.

In addition, the student must complete the following:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis
- (2) Obtainment of a minimum grade point average of 2.0.
- (3) Earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Transfer Model Curriculum (TMC) Template for Public Health Science

CCC Major or Area of Emphasis: Public Health Science

TOP Code: 1201.00

CSU Major(s): Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention and Collaborative Health and Human Services with Community Health option.

Total Units: 30 (all units are minimum semester units)

Template # 2015

Original: 02/01/16

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Public Health Science for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (27-29 units)						
Personal Health and Wellness (3)	PHS 100	HLTH 21	Contemporary Health Concerns	4	E	
Introduction to Public Health (3)	PHS 101	HLTH 20	Introduction to Public Health	5	D7	4G
Introduction to Statistics (3)	MATH 110	MATH 10	Elementary Statistics	5	B4	2
Introduction to Biology (3) OR Introduction to Biology with Lab (4) (See examples on TMC)	AAM OR AAM	BIOL 10 OR BIOL 1A	General Biology: Basic Principles OR Principles of Cell Biology	5 OR 6	B2; B3 OR B2; B3	5B; 5C OR 5B; 5C

Introduction to Chemistry (4) OR General Chemistry for Science Majors I, with Lab (5)	CHEM 101 OR CHEM 110	CHEM 25 OR CHEM 1A	Fundamentals of Chemistry OR General Chemistry	5 OR 5	B1; B3 OR B1; B3	5A; 5C OR 5A; 5C
Introductory Psychology (3)	PSY 110	PSYC 1	General Psychology	5	D	4
Human Anatomy with Lab (4) AND Human Physiology with Lab (4) OR Human Anatomy and Physiology with Lab (8)	BIOL 110B AND BIOL 120B OR BIOL 115S	BIOL 40A BIOL 40B BIOL 40C	Human Anatomy & Physiology I AND Human Anatomy & Physiology II & Human Anatomy & Physiology III	5 AND 5 AND 5	B2; B3	5B; 5C
LIST A: Select one (3 units)						
Principles of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	D	4
Principles of Macroeconomics (3)	ECON 202	ECON 1A	Principles of Macroeconomics	5	D	4
Introduction to Nutrition Science (3)	NUTR 110	BIOL 45	Introduction to Human Nutrition	4	B2	5B
Introduction to Human Sexuality (3)	PSY 130	PSYC 49	Human Sexuality	4	D	4
Health and Social Justice (3)	PHS 102					
Drugs, Health, and Society (3)	PHS 103					
Introduction to Sociology (3)	SOCI 110	SOC 1 or SOC 1H	Introduction to Sociology OR Honors Introduction to Sociology	5 or 5	D	4
Any course articulated as lower division preparation in the Public Health Science, Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention and Collaborative Health and Human Services with Community Health option major at a CSU.	AAM	ACTG 1A & 1B OR PSYC 40 OR PHYS 2A OR PHYS 2B OR PHYS 12 OR BIOL 41 OR KINS 1	Financial Accounting I & II OR Human Development OR General Physics OR General Physics OR General Physics OR Introduction to Modern Physics OR Microbiology OR Introduction to Kinesiology	5,5 OR 5 OR 5 OR 5 OR 5 OR 5 OR 6 OR 5	D B1; B3 B1; B3 B1	4 5A; 5C 5A; 5C 5A 5B; 5C
Total Units for the Major:	30	Total Units for the Major:		48-		

		51	
	Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	33- 34	32
	General Education (CSU-GE or IGETC) Units	39	37
	Elective (CSU Transferable) Units	13- 17	18- 20
	Total Degree Units (maximum)	60	

CSU Programs List

CSUC – B.S.

CSUN – H. Admin

LB – B.S.

SFSU – B.S.

SB – B.S.

Full – B.S.

LA – B.S.

Sac – B.S.

SJSU – B.S.

Fresno – B.S.

DH – B.S.

EB – B.S.

Sonoma – B.S.

SM - Kin B.S.

CCC Major or Area of Emphasis: Public Health Science

CSU Major or Majors: Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option.

UC Programs List

Berkeley – Public Health, BA

Irvine - Public Health Policy, B.A. and Public Health Sciences, B.S

Merced - Public Health, B.A.

SanDiego Public Health, B.A.

Completer Projections:

The last data the articulation office received from the CSU indicated we have an average of 11 students transferring to CSU in health related majors. There are a large number of applicants to our Allied Health Programs who need to complete most of the courses required for this degree prior to entry into their selected Allied Health program. It appears there could be many of these applicants that do not get into their respective Allied Health Program who would be able to use their pre-requisite work to complete the requirements of this degree if they take just a couple more courses.

Policy and Procedures for Providing Academic Adjustments for Students with Disabilities

POLICY

Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The District is thus responsible to make modifications to academic requirements and practices as necessary-without any fundamental alternation of academic standards, courses, educational programs or degrees-to ensure that it does not discriminate against qualified students with disabilities. In addition, each district is required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments.

Background

This policy is based on federal and state legislation, which requires community college districts receiving funding to establish programmatic access as well as physical access to its academic offerings. Two of these regulations are: **34 Code of Federal Regulations 104.44 implementing Section 504 of 1973 Rehabilitation Act:**

“(a)Academic requirements. A recipient to this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.”

Title 5 California Code of Regulations 56027:

“Each community college district receiving funding pursuant to this subchapter shall... establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustment. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.”

Accommodations

Accommodations of two levels are available. Accommodations may be made 1) in the manner of presentation of the course to permit the student to complete the required course; 2) by substitutions of another course for the required course.

*Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements will not be regarded as discriminatory.*³⁴ C.F.R. 104.44

Level I Special Course Accommodations:

Foothill- De Anza Community College District intends all of its graduates to master the competencies required by Title 5 of the California Education Code. The course requirements are established to meet that requirement and students should, where possible, complete courses required for graduation. The District recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence. Therefore, for most students with disabilities, the first level of accommodation will involve an attempt to complete the course with additional or altered means of delivery.

Level II Course Substitution:

Course substitution will be considered for those students with a verified disability in two circumstances:

1. When the student has attempted and exhausted Level I accommodations and for whom Level I accommodations are not adequate to enable them to complete the course; and
2. When the student can show that his/her disability is of a type or magnitude that any attempt at completing the course would be futile.

Any course substitution granted by Foothill College is for the purpose of the College's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

Note: By law, a student is not required to go through DRC to receive academic adjustments and auxiliary aids. Separate procedures are noted below for students exercising this option at Level I, II. Recent verification of the disability and special education limitations is required whether or not a student chooses to use DRC services.

Verification of the Disability

1. Where the nature or extent of the disability is not apparent, the student bears the responsibility of presenting recent professional documentation of specific educational limitations to the college before an academic accommodation will be granted.
2. If the student does not have appropriate verification of a disability, the student may request an assessment from Disability Resource Center (DRC) to determine and document the disability if it is within the scope of services provided by DRC. Where possible, DRC may provide referrals for assessment or documentation of those disabilities beyond the scope of services provided by the college.

For Students Using DRC Services

Level I Course Accommodation Procedures

1. Requests for course accommodation should be presented to the DRC specialist.
2. The student, in collaboration with the DRC professional staff, will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The student will submit to his/her instructors the accommodations authorization forms completed by the DRC professional.
3. If the student disagrees with the academic accommodations authorized by the DRC professional staff, he/she should discuss his/her concern with the professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the appropriate immediate supervisor of DRC. Every attempt should be made to resolve the disagreement with the immediate supervisor. If the disagreement continues to be unresolved, the student's next step is to contact the ADA Compliance Officer. The ADA Compliance Officer will investigate the matter and provide the student with a determination within five (5) business days. If the student is not in agreement with the decision, the student may file a formal discrimination complaint.
4. If the instructor has questions about an accommodation requested by a student with verified disability, or if the instructor disagrees about the accommodation, the instructor should promptly contact the DRC professional who authorized the accommodation(s).
5. The instructor and DRC and any appropriate college staff will begin the ADA Review Process immediately. During this time the instructor will be notified that he/she must continue to provide your accommodations until a final determination has been made. If DRC cannot reach a solution with the instructor and/ or Dean, the matter will be referred to the Vice President of Instruction for review and decision. The faculty may appeal this decision to the President, however the accommodation(s) will remain in place even through the appeal. The

student will be notified of the results within ten(10) business days. If the student is not in agreement with the decision, a formal discrimination complaint may be filed with the college.

Level II - Course Substitution

1. Requests for Course substitution or waiver shall be submitted by the student to the director of DRC. Course substitutions or waivers shall be determined by the Academic Council. The Academic Council shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort (what is good faith?) to complete the required course in question by availing themselves of the accommodations recommended by DRC professional staff, has been unable to satisfactorily complete the required course.
 - b. The student and the DRC professional staff member agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal a DRC professional staff member's assessment that the educational implications of his/her disability is not sufficient to warrant a substitution.
2. First the Academic Council will form a committee consisting of the following members:
 - a. Members of the Academic Council
 - b. DRC professional staff member
 - c. Faculty representative from the student's declared major course of study
 - d. Faculty representative from the department whose course is being substituted; ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.

3. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:
 - a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
 - b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
4. The Committee will forward its decision, in writing, to the student and the Director of DRC within ten (10) instructional days.
5. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, or II.
2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution.

This decision remains in place while the final determination is being made.

3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

Procedures for students not using DRC services

Level I Course Accommodation

Requests for course accommodation should be presented to the ADA Compliance Officer.

1. ADA Compliance Officer will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The ADA Compliance Officer may consult with a DRC counselor/specialist regarding ways in which to implement academic adjustments and/or auxiliary aids.
2. The student must provide an official verification of disability or any other disability documentation signed by an appropriate professional.
3. The ADA Compliance Officer will make a decision regarding the accommodation within five (5) instructional days of having received the matter.
4. If the student disagrees with the academic accommodations authorized by ADA Compliance Officer, the student or instructor may file a formal discrimination complaint with the college via the Vice President of Student Services.

Level II -Course Substitution for Students

1. Requests for Course substitution or waiver shall be submitted by the student to the Academic Council. The Academic Council shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort (what is good faith?) to complete the required course in question by availing themselves of accommodations has been unable to satisfactorily complete the required course.
 - b. The student and the ADA Compliance Officer agree that, due to the nature of the educational implications of their disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal the 504 Coordinator's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.

6. First the Academic Council will form a committee consisting of the following members:
 - a. Members of the Academic Council
 - b. ADA Compliance Officer
 - c. Faculty representative from the student's declared major course of study
 - d. Faculty representative from the department whose course is being substituted, ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.

7. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:
 - a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the

integrity of the program of study and to protect the student's best interest in pursuing that program.

- b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
8. The Committee will forward its decision, in writing, to the student and the ADA Compliance Officer within ten (10) instructional days.
 9. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.
2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution. This decision remains on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

Cross-Listing Course Policy **Foothill College Curriculum Committee**

Courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. A rationale for it being necessary to cross-list a course will explain the following (while making evident in the course outline of record):

- How the course fits in the curriculum of each department.
- How course content crosses over two disciplines.
- How cross-listing particular courses will benefit our students.

Where applicable, the initiator will indicate the following:

- Necessary minimum qualifications for faculty in each discipline.
- Shared teaching responsibilities.
- How seat counts will be shared.

In order for successful implementation of cross-listed courses to occur, it is imperative that clear communication takes place between departments/divisions. For this reason, we ask that faculty from both departments/divisions as well as deans from both departments/divisions provide a signature, confirming conversation has taken place regarding the considerations listed above.

General Information and Procedure:

Students may only receive course credit for one of the cross-listed courses. Unless otherwise noted, a cross-listed course will not be open to a student with credit in the course's counterpart in another department/division. This information will be noted on the college catalog, as well as course schedule (e.g., SOC 10: not open to students with credit in PSYC 10).

It is best practice for courses to share the same course number, so as to be clear to students when a course is cross-listed. Cross-listed courses share the same course title, units, hours, course description, transfer and degree status, and general education status.

Cross-listing proposals will be submitted to the curriculum coordinator for inclusion in the following College Curriculum Committee (CCC) meeting agenda. If through prior discussion, an agreement on which department will be the "primary department" for the course has not been reached, this will be determined by the CCC. Final approval of course cross-listing will be determined by the CCC.

Cross-listing proposal form will include:

May 16, 2016

Date of approval by division CC(s)
Which courses are to be considered
Who the initiator is (faculty, department/division)
Signatures from faculty under both division/departments
Signatures from deans of both division/departments
Date when submitted to curriculum coordinator

Questions we need to figure out:

When in the year should this be due?

Should the same instructor teach both classes at the same time in the same place?

DRAFT

Curriculum Review Options for Apprenticeship

Foothill College Curriculum Committee, May 15, 2016, **DRAFT FOR DISCUSSION**

Background

The Business and Social Science Division Curriculum Committee has asked that the college examine options for the review of Apprenticeship program curriculum. The Academic Senate has charged the College Curriculum Committee with developing a recommendation. Apprenticeship is a program run jointly with local trade union centers following federal and state rules covering apportionment / funding and instruction. The Apprenticeship program at Foothill College is one of the largest in the state and fulfills our mission to “empower students to achieve their goals as members of the workforce ...”. The program offers several degrees and certificates leading to a Foothill College award.

The BSSCC has shared several concerns, including:

1. The volume of Apprenticeship curriculum creates additional workload for the team as compared to other Division CCs since the number of active Apprenticeship courses is greater than the number of active courses for the rest of the division combined.
2. It seems that Apprenticeship center faculty may be less familiar with our Course Outline of Record (COR) requirements, as the CORs are often submitted with a higher number of errors compared to other curriculum, requiring additional rounds of editing and review.
3. The representatives of the Apprenticeship curriculum are located off site and not always able to attend college meetings. Since BSSCC faculty do not have expertise in the content area, the absence of content experts at meetings often results in the need to spend additional time (when compared to other college curriculum) reviewing the curriculum to determine whether it meets state requirements and Foothill College standards.

It should be noted that BSSCC is not the only division curriculum committee that reviews specialized curriculum involving partnerships with organizations that serve students mostly off campus. Other examples include Fine Arts / LINC, BHS/Fire Science, and Counseling / Transition to work, Home Health Aide.

The College Curriculum Committee discussed the options listed below and recommends Option # _____ be considered for further delineation as the best alternative for addressing the BSSCC concerns at this time.

Options

1. The college forms a **Technical Review Team (TRT)** for Apprenticeship to address #2 and #3 above over the next year and then revisit the options for addressing #1 if needed in spring 2017. The TRT would be made up of faculty from each of the five apprenticeship centers, the apprenticeship senior program director, the apprenticeship non-instructional faculty consultant, the College Curriculum Coordinator, and a college administrator. The TRT would review the curriculum from a technical rather perspective to correct grammatical errors and missing data elements. BSSCC would continue to serve as the curriculum committee (representing college faculty) for apprenticeship courses and programs.
2. Create a separate **Apprenticeship Division Curriculum Committee** with representation from the apprenticeship program (similar to that for the TRC). This committee would have the same authority as other division curriculum committees to recommend approval of courses and programs. Representative faculty from the Apprenticeship Division Curriculum Committee would need to attend CCC meetings and could be given a vote at CCC. Administrative oversight for the curriculum could stay with the Dean of BSS or move to another academic administrator.
3. Create an **Interdisciplinary Division Curriculum Committee**. This committee would be made up of faculty representatives from each of the instructional divisions. The committee could review specialized curriculum including Apprenticeship, LINC, Fire Science, TTW, and other pre-designated curriculum such as interdisciplinary courses / programs, and honors. Representative faculty from the Interdisciplinary Division Curriculum Committee would need to attend CCC meetings and could be given a vote at CCC. Administrative oversight for the curriculum would need to be assigned to an academic administrator.
4. **Designate the College Curriculum Committee (CCC) as providing faculty oversight for Apprenticeship curriculum.** Apprenticeship curriculum could be added as a standing agenda item with one of the Co-Charis or the College Curriculum Coordinator implementing the decisions of the CCC in the curriculum system. Representatives from the Apprenticeship program could attend CCC meetings. Administrative oversight for the curriculum would need to be assigned to an academic administrator.