

**College Curriculum Committee Meeting Agenda**  
**Tuesday, January 24, 2017**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter</b>
1. Minutes: December 6, 2016	Action	#1/24/17-1	Escoto
2. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. List of Courses not Taught in Four Years	Information	#1/24/17-2—9 #1/24/17-10	Escoto
3. Consent Calendar a. GE Applications	Action	#1/24/17-11—17	Escoto
4. Stand Alone Approval Request: CNSL 8H	2nd Read/ Action	#1/24/17-18	Escoto
5. Stand Alone Approval Request: NCP 400A	2nd Read/ Action	#1/24/17-19	Escoto
6. Stand Alone Approval Request: NCP 400B	2nd Read/ Action	#1/24/17-20	Escoto
7. Stand Alone Approval Request: NCP 401B	2nd Read/ Action	#1/24/17-21	Escoto
8. Stand Alone Approval Request: NCP 400C	1st Read	#1/24/17-22	Escoto
9. Stand Alone Approval Request: NCP 401A	1st Read	#1/24/17-23	Escoto
10. Stand Alone Approval Request: NCP 402A	1st Read	#1/24/17-24	Escoto
11. Stand Alone Approval Request: NCP 402B	1st Read	#1/24/17-25	Escoto
12. Cross-List Request: MUS 11F & MDIA 13	Action	#1/24/17-26	Escoto
13. Adding a Course Discipline	Discussion	#1/24/17-27	Escoto
14. Stand Alone form	Discussion	#1/24/17-28	Escoto & LaManque
15. Program Creation Process	Discussion		Escoto
16. Report Out from Division Reps	Discussion		All
17. Good of the Order			Escoto
18. Adjournment			Escoto

**Consent Calendar:**

Foothill General Education (attachments #1/24/17-11—17)

*Area I—Humanities:* PHIL 4, 11, 12

*Area IV—Social & Behavioral Sciences:* SOC 28

*Area VII—Lifelong Learning:* PHED 15A, 15B, 15C

**Attachments:**

#1/24/17-1     Draft Minutes: December 6, 2016  
#1/24/17-2     New Course Proposal: GID 49  
#1/24/17-3     New Course Proposal: GID 67  
#1/24/17-4     New Course Proposal: GID 68A  
#1/24/17-5     New Course Proposal: GID 68B  
#1/24/17-6     New Course Proposal: MATH 1BHP  
#1/24/17-7     New Course Proposal: MUS 38A  
#1/24/17-8     New Course Proposal: MUS 38B

- #1/24/17-9 New Course Proposal: MUS 38C
- #1/24/17-10 CCC Notification of Proposed Requisites
- #1/24/17-18 Stand Alone Course Approval Request: CNSL 8H
- #1/24/17-19 Stand Alone Course Approval Request: NCP 400A
- #1/24/17-20 Stand Alone Course Approval Request: NCP 400B
- #1/24/17-21 Stand Alone Course Approval Request: NCP 401B
- #1/24/17-22 Stand Alone Course Approval Request: NCP 400C
- #1/24/17-23 Stand Alone Course Approval Request: NCP 401A
- #1/24/17-24 Stand Alone Course Approval Request: NCP 402A
- #1/24/17-25 Stand Alone Course Approval Request: NCP 402B
- #1/24/17-26 Cross-Listed Course Approval Request: MUS 11F & MDIA 13
- #1/24/17-27 ASCCC Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines
- #1/24/17-28 Stand Alone form

### **2016-2017 Curriculum Committee Meetings:**

<u>Fall 2016 Quarter</u>	<u>Winter 2017 Quarter</u>	<u>Spring 2017 Quarter</u>
<del>10/11/16</del>	1/24/17	4/25/17
<del>10/25/16</del>	2/7/17	5/9/17
<del>11/8/16</del>	2/21/17	5/23/17
<del>11/22/16</del>	3/7/17	6/6/17
<del>12/6/16</del>	3/21/17	6/20/17

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

### **2016-2017 Curriculum Deadlines:**

- ~~12/1/16~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/16~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 2/1/17 Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
- 2/15/17 Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- 6/1/17 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/23/17 COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

### **2016-2017 Professional Development Opportunities & Conferences of Interest:**

[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

#### **Distribution:**

Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2016-17

Meeting Date: 1/24/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Mark Anderson	7156	F A	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
<input type="checkbox"/>	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper		BH	coopersara@fhda.edu
<input type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input type="checkbox"/>	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@fhda.edu
<input checked="" type="checkbox"/>	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	K A	rippkaty@fhda.edu
<input type="checkbox"/>	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
<input checked="" type="checkbox"/>	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Basil Farooq	7231	ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Amy Calzaro - Stanford Student, Lee Ann Emanuel,  
Tiffany Rideaux

**College Curriculum Committee  
Meeting Minutes  
Tuesday, December 6, 2016  
2:00 p.m. – 3:30 p.m.  
President's Conference Room**

Item	Discussion
1. Minutes: November 22, 2016	Minutes approved as written. <b>Approved by consent.</b>
2. Announcements a. New Course Proposal  b. Notification of Proposed Requisites	<b>Speaker: Isaac Escoto</b> The following proposal was presented: AHS 60. Current AHS 200 course includes medical terminology but is being revised to remove that content. Bio Health noted course number might change, to avoid confusion with AHS 60A.  Prerequisites for new MUS and THTR courses for 2017-18; also listed is an ongoing requisite, for which a Content Review form was not on file. Please share with your constituents.
3. Consent Calendar a. GE Applications	<b>Speaker: Isaac Escoto</b> The following GE applications were presented: Area VI—ENGL 45A, 45B. Question regarding if courses are new—Language Arts noted courses were previously a three-course sequence and have been changed to two.  Motion to approve <b>M/S</b> (Cooper, Anderson). <b>Approved.</b>
4. Noncredit Subject Codes	<b>Speaker: Isaac Escoto</b> Second read of document. Question as to why noncredit courses can't simply be designated as such in the course title, without having to be listed in a different section of catalog (e.g., EMS). Comment that if goal is to lessen confusion for students, adding "noncredit" to course title is clearer than using different subject code. Question as to whether or not students can search for just noncredit courses online—group is unsure [ <i>note: the online Searchable Class Schedule does not include the option to search for noncredit courses as a course type</i> ]. Escoto will contact A&R to see what is possible. Suggestion to put "NC" at end of subject code instead of beginning, so that codes will be closer to credit versions, alphabetically. Counseling noted the need to frequently explain course numbering system to students; unsure if relying on that as only designation is sufficient. Noted that having all noncredit listed together in department drop-down box (in online search) is convenient when looking at courses with students. Comment that it might be good to get feedback from students. Comment that while some students might be browsing noncredit in general, others (e.g., EMS) might be searching specifically for department and not necessarily noncredit (but would like to see all courses). Bio Health concerned that some EMS students may end up not enrolling for course at all if they don't see noncredit version.  Escoto noted that today's agenda item concerns a specific policy proposal and that, while larger discussion is important and relevant, we should primarily focus on proposed policy. LaManque noted that policy can be revisited; recent push to develop more noncredit courses will probably result in new noncredit disciplines being used, which will need new subject codes—may be good to have a policy in place when those codes/courses are created.  Vanatta noted that new noncredit EMS courses are part of

	<p>recently-approved noncredit EMT certificate, which cannot be submitted to the state for approval until all courses are approved in the state's system; would like to use correct subject code (whether EMS or other) for initial course submission, to prevent further delay of certificate submission.</p> <p>Policy tabled. Did not go to a vote, as there was no motion to act on the item.</p>
<p>5. New Program Application: Humanities Certificate of Achievement</p>	<p><b>Speaker: Isaac Escoto</b>  Second read of new Humanities Certificate of Achievement. Falk Cammin from Humanities department present for discussion. Regarding concern that unit count not high enough for students to receive financial aid—Cammin noted that students pursuing this certificate will be also pursuing an AA degree and, thus, will be eligible for financial aid. Others may already be in the workforce and, Cammin believes, may not have financial aid need. Regarding concern that courses not articulated with USF, which is receiving transfer institution for certificate—Cammin noted grant is not yet approved, and will be submitted, in January, for final approval in April. Pathway with USF cannot be established until grant is approved. Presented letter from USF expressing commitment to working with FHDA district to align courses. Day noted that the state will no longer approve a certificate of achievement marked as transfer (except for CSU GE or IGETC patterns); majority are workforce, but may submit as “other,” with supporting documentation that certificate is part of a transfer partnership with a university. Day contacted the state Chancellor’s office and was told that they don’t think the letter from USF is sufficient to support. Question regarding possibility of offering program outside of official certificate designation—Cammin noted program is the first of its kind here, and certificate has been developed as best option.</p> <p>Escoto noted approval may be given contingent on further steps by USF. Noted that a program should not be sent to the state for approval without our being confident in its approvability. Question regarding ADT for Humanities—Day noted that one has not been developed by the state and no related ADT exists. Unlikely that one will be developed, as ADTs created based on student demand; Humanities as a specific major is not in high demand. BSS noted that all courses listed are currently offered, and creation of the certificate will only add opportunity for students—will not result in any negative consequences for students. If grant is not approved, certificate will not be offered.</p> <p>Motion to approve <b>M/S</b> (Schultz, Lety). <b>Approved, contingent on articulation agreement with USF.</b></p>
<p>6. Stand Alone Approval Request: ALTW 223</p>	<p><b>Speaker: Isaac Escoto</b>  Second read of Stand Alone Approval Request for ALTW 223. Comment regarding Criteria A and whether or not course applies to the mission in offering “lower division level” instruction; as form is written, confusion if course needs to be both academic and vocational (note that comment also applies to other Stand Alone requests). Note that perhaps language on form should be made more clear, to prevent confusion when reviewing. LaManque noted that the point of the review is to ensure that Stand Alone courses support the college mission, since they’re not part of a degree or certificate. Bio Health noted that many programs in division are both vocational and academic.</p>

	Motion to approve. <b>Approved by consent.</b>
7. Stand Alone Approval Request: ALTW 229	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for ALTW 229.  Motion to approve. <b>Approved by consent.</b>
8. Stand Alone Approval Request: NCEL 470	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCEL 470. Criteria B section of application has been updated, based on suggestion at previous meeting.  Motion to approve. <b>Approved by consent.</b>
9. Stand Alone Approval Request: NCEL 471	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCEL 471. Criteria B section of application has been updated, based on suggestion at previous meeting.  Motion to approve. <b>Approved by consent.</b>
10. Stand Alone Approval Request: NCEL 480	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCEL 480.  Motion to approve. <b>Approved by consent.</b>
11. Stand Alone Approval Request: PSE 56	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for PSE 56.  Motion to approve. <b>Approved by consent.</b>
12. Apprenticeship Curriculum Committee Resolution	<b>Speaker: Isaac Escoto</b> First read of proposed Apprenticeship Curriculum Committee Resolution document. Discussion of CC creation at previous meeting, with Bruce McLeod (Foothill faculty liaison) present; resolution first presented then, as a late addition to the agenda. Escoto noted that curriculum is currently on hold due to lack of CC to review. Comment that resolution is a good foundation and can always be revised in the future if changes are necessary. Confusion expressed regarding language in resolution: "Foothill faculty chairperson... [as] a voting member of the [CCC]." Resolution states that chairperson will have a vote, as with all division CCs, but Escoto must first discuss specific issue at senate. As with all division CCs, representative (McLeod, at this time) will attend CCC meetings and submit Apprenticeship CC minutes.  Motion to approve <b>M/S (Francisco, Ziegenhorn). Approved; senate discussion on representation pending.</b>
13. Stand Alone Approval Request: CNSL 8H	<b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for CNSL 8H. Course will be permanently Stand Alone. Question regarding need for honors version of course. Counseling noted course is a seminar focusing on nuances of transfer; intent is to help honors students who are planning to attend highly selective colleges and universities. Honors students focus on taking honors-specific courses and might not enroll in regular version of the course. Day noted that regular CNSL 8 course reviews CSU GE, IGETC, upper division coursework; 8H will focus more on specifics of private and more selective colleges and universities. Concern expressed regarding equity—Escoto noted course not the only venue in which students may learn this information. Can also visit Transfer Center, for example, for information and assistance. Comment

	<p>that course may also help population of students focused on "elite" schools in other regards, such as addressing pressures put on students. Day noted course has been approved for UC transfer. Noted that approximately 1/3 of Foothill students transfer to private and out-of-state schools.</p> <p>Second read and possible action will occur at next meeting.</p>
14. Stand Alone Approval Request: NCP 400A	<p><b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 400A. Course will be permanently Stand Alone. <i>[Note: see item 15 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
15. Stand Alone Approval Request: NCP 400B	<p><b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 400B. Course will be permanently Stand Alone. General comment regarding Criteria B section of form and if an attachment is required, whether it's information from ASSIST or supporting documentation for occupational courses. Escoto noted documentation should be attached and CCC can request further information, if group does not feel that form is sufficiently completed. LaManque noted that, for NCP, division should provide further information regarding need for courses. Question regarding NCP courses relating to Child Development department—Counseling noted that intent of courses is to attract students who will then transition into credit courses here at Foothill, possibly in Child Development. Escoto stated that feedback regarding attaching additional information will be sent to faculty who submitted these forms.</p> <p>Second read and possible action will occur at next meeting.</p>
16. Stand Alone Approval Request: NCP 401B	<p><b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 401B. Course will be permanently Stand Alone. <i>[Note: see item 15 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
17. Adding a Course Discipline	<p><b>Speaker: Isaac Escoto</b> Moved to next meeting, due to time constraint.</p>
18. Timing of List of Courses not Taught in Four Years	<p><b>Speaker: Isaac Escoto</b> Last year was the first for our new process of deactivating courses not taught in four years. The list was sent out on 2/11/16, and the deadline for divisions to submit exemption request forms was 3/10/16. Checking in to see if timing worked for reps. Question regarding possibility of also listing courses not taught in three years, to provide a heads up for the following year. Suggestion to provide list at first CCC meeting in winter quarter. Vanatta noted deadline will probably be in mid-March, as it was last year—based on CCC meeting schedule. List will be shared at 1/24/17 CCC meeting (first of winter quarter); LaManque will look into crafting list of courses not taught in three years, as well.</p>
19. Program Creation Process	<p><b>Speaker: Isaac Escoto</b> Escoto shared draft of new version of Program Creation &amp; Approval Flow Chart documents. When program creation documents were created, all ADTs were mandated by the state, so we allowed them to skip certain steps of regular process. Now that we are developing ADTs that are not mandated, we need to modify documents to note that non-mandated ADTs follow the same process as local degrees. Documents also do not include</p>

	<p>noncredit certificate programs. Escoto noted that noncredit programs would not go to the transfer work group but that early discussion at that step may be useful. Workforce work group could be an option. LaManque noted that many noncredit programs are workforce-related and believes that group makes the most sense. Escoto noted that current documents list Academic &amp; Professional Matters (APM) step (info-only) occurring after Division Dean review, and suggested that APM be moved to follow review by work group. LaManque noted that programs currently are not sent to Operations Planning Committee (OPC), which is currently listed as a step in the process.</p> <p>Escoto noted that CCC review of new programs does not occur until late in the process, and CCC has recently voiced concerns, when reviewing program applications, that were not discussed earlier in the process. Suggested that we consider a way to include CCC getting new program info, early in the process. Comment that division CC should be involved earlier. LaManque clarified that the first part of the process, through Planning &amp; Resource Committee (PARC) review, is supposed to be minimal and occur before the full program is fleshed-out. Review through PARC is to ensure buy-in from those various groups. Stated that faculty have, instead, been creating full program application at the beginning of the process and sending that through all of the steps. Comment regarding a perception among groups early in the process (e.g., PARC) that these groups are approving programs, whereas the process is supposed to be review and endorsement, not approval—this can create perception that CCC is acting as a road block when we present concerns that others have not.</p> <p>Please share thoughts and concerns with your constituents. Discussion will continue next quarter.</p>
20. Report Out from Division Reps	<b>Speaker: All</b> Moved to next meeting, due to time constraint.
21. Good of the Order	
22. Adjournment	<b>3:32 PM</b>

**Attendees:** Mark Anderson (FA), Kathy Armstrong (PSME), Falk Cammin (guest—BSS), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Kurt Huelg (Dean, BSS), Kay Jones (LIBR), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

**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:** Carolyn Brown

**Proposed Number:** GID 49

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours lab

**Proposed Transferability:** UC/CSU

**Proposed Title:** Game Art & Design

**Proposed Catalog Description & Requisites:**

This course introduces the creative and technical aspects of game art & design. Students will learn conceptual and practical skills for bringing a comprehensive artistic vision to the creation of video games including concept art, interface design, storytelling, gameplay, and rules. Projects will emphasize the iterative design processes and digital prototyping for creating 2D and 3D games.

**Proposed Discipline:** Graphic Arts

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

GID

**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**

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**Faculty Author:** Carolyn Brown

**Proposed Number:** GID 67

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours lab

**Proposed Transferability:** CSU

**Proposed Title:** Mobile Game Design

**Proposed Catalog Description & Requisites:**

Learn how to design games for smartphones and mobile device. This class explores the design and development processes for mobile games. The class introduces the concepts of character design, scene design, and asset creation for mobile games. Students will use mobile game design tools and techniques including animation, game mechanics, scalable vector graphics, and sound effects to build interactive game experiences. Professional techniques for game design planning and rapid prototyping, distribution and promotion of mobile games will be presented. Students will develop proficiency with professional software for mobile game design.

**Proposed Discipline:**

Graphic Arts

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

GID

**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**

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**Faculty Author:** Carolyn Brown

**Proposed Number:** GID 68A

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours lab

**Proposed Transferability:** CSU

**Proposed Title:** Introduction to Virtual Reality Design

**Proposed Catalog Description & Requisites:**

Introduction to the core principles and foundations of design for Virtual Reality (VR) and immersive experiences. Students will learn theory, techniques and processes for design and development of successful (VR) and immersive experiences. Hands-on projects provide opportunities for creating VR animation, 3D objects, environments and interfaces while exploring issues in design and development for VR and immersive devices. Students will develop proficiency with professional software for VR design and development.

**Proposed Discipline:**

Graphic Arts

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

GID

**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**

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**Faculty Author:** Carolyn Brown

**Proposed Number:** GID 68B

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours lab

**Proposed Transferability:** CSU

**Proposed Title:** Virtual Reality Game Design

**Proposed Catalog Description & Requisites:**

Learn how to design Virtual Reality (VR) games and immersive experiences. Students will be introduced to conceptual theory, design techniques, and project management skills for building successful VR games and immersive experiences. Topics include ideation, concept development, character design, environment design, 3D animation, and sound and lighting design for VR games and immersive experiences. Students will complete hands-on projects that progress through the phases of designing VR games and immersive experiences, from ideation through to final production while developing proficiency with professional software for VR game and immersive experience design.

**Proposed Discipline:**

Graphic Arts

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

GID

**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:** Zach Cembellin

**Proposed Number:** MATH 1BHP

**Proposed Units:** 1

**Proposed Hours:** 1 hour lecture

**Proposed Transferability:** UC/CSU

**Proposed Title:** Honors Calculus II Seminar

**Proposed Catalog Description:** An honors seminar for MATH 1BH. In this course, students will explore a multitude of advanced problems from the calculus II honors course, including proofs of the fundamental theorems, properties of integrals, integration techniques, and various other theorems and propositions concerning the behavior of integrable functions. As the calculus II honors course will require students to submit typed technical solutions to applied problems, this lab will support students in learning how to use mathematical typesetting software. Best practices for mathematical writing will also be discussed.

Corequisite: MATH 1BH

**Proposed Discipline:** Mathematics

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

AS Degree in Mathematics, AS Degree in General Studies Science, ADT in Mathematics

**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 will be a required 1 unit corequisite for MATH 1BH. By enrolling in this course, students will have the opportunity to further investigate the theory of the concepts from MATH 1BH while collaborating and presenting special projects and proofs.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**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:** Josh Di Chiacchio

**Proposed Number:** MUS 38A

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture, 1 hour laboratory

**Proposed Transferability:** UC/CSU

**Proposed Title:** Guitar Ensemble I

**Proposed Catalog Description & Requisites:**

This course is for the study, rehearsal, and public performance of guitar repertoire (both guitar only ensembles and guitars with other instruments) with emphasis on the development of the skills needed to perform within an ensemble. Students will learn to perform musically, rhythmically and with accurate intonation. Repertoire is contingent upon instrument availability and will include simple duets, trios, quartets from the Renaissance through Contemporary. Students must know how to read notation and possess a basic mastery of the instrument. Students learn to critique both their own and others' performances. Instructor will coach throughout.

**Proposed Discipline:** Music

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

A.A. in Music and A.A. in Music Technology

**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:**

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**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:** Josh Di Chiacchio

**Proposed Number:** MUS 38B

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture, 1 hour laboratory

**Proposed Transferability:** UC/CSU

**Proposed Title:** Guitar Ensemble II

**Proposed Catalog Description & Requisites:**

This course is a continuation of MUS 38A, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar only ensembles and guitars with other instruments) with emphasis on the development of the skills needed to perform within an ensemble. Students concentrate on their musical skill through collaboration and will learn to perform musically, rhythmically and with accurate intonation at a second quarter level. A second quarter level meaning a greater emphasis is placed on unity of attack, timbre, and communication. Students are expected to know how to read notation, possess an intermediate grasp of technique and have ensemble experience. Repertoire from the Renaissance through Contemporary, including Bach, Biberian, Handel, Visee, Diabelli and is contingent upon instrument availability. Students learn to critique both their own and others' performances. Instructor will coach throughout.

**Proposed Discipline:** Music

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

A.A. in Music and A.A. in Music Technology

**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:**

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**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:** Josh Di Chiacchio

**Proposed Number:** MUS 38C

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture, 1 hour laboratory

**Proposed Transferability:** UC/CSU

**Proposed Title:** Guitar Ensemble III

**Proposed Catalog Description & Requisites:**

A continuation of MUS 38B, this course is for the study, rehearsal, and public performance of guitar repertoire (both guitar only ensembles and guitars with other instruments) with emphasis on the development of the skills needed to perform within an ensemble.

Students continue to develop ensemble abilities and will learn to perform musically, rhythmically and with accurate intonation with greater emphasis on dynamics, facility, and performance. Students learn to switch between melodic and accompaniment parts quickly and appropriately. Repertoire includes more intricate pieces by Bach, Pachelbel, and Villa-Lobos, and Paganini and is based upon instrument availability. Students learn to critique both their own and others' performances. Instructor will coach throughout.

**Proposed Discipline:** Music

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

A.A. in Music and A.A. in Music Technology

**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:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:



### CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor(s)	Requisite Course Number & Title	New/Ongoing
ACTG 1BH: Honors Financial Accounting II	J. Nava	Prereq: ACTG 1A (Financial Accounting I); Honors Institute Participant	New course for 2017-18
ACTG 1CH: Honors Managerial Accounting	J. Nava	Prereq: ACTG 1B or 1BH (Financial Accounting II); Honors Institute Participant	New course for 2017-18
ART 47B: Watercolor II	H. Gomes	Prereq: ART 47A (Watercolor I)	Ongoing
CRWR 6: Introduction to Creative Writing	L. Dauer	Prereq: English placement test or ESLL 25 & 249	Ongoing
ENGL 43AH: Honors Survey of British Literature I: Beowulf to the Late 18th Century	K. Svetich	Prereq: ENGL 1A, 1AH, 1S & 1T or ESLL 26; Honors Institute Participant	New course for 2017-18
ENGL 43BH: Honors Survey of British Literature II: The Romantic Period to the Present	K. Svetich	Prereq: ENGL 1A, 1AH, 1S & 1T or ESLL 26; Honors Institute Participant	New course for 2017-18
ENGL 45AH: Honors Survey of American Literature I: Beginnings to 1865	J. Finnegan	Prereq: ENGL 1A, 1AH, 1S & 1T or ESLL 26; Honors Institute Participant	New course for 2017-18
ENGL 45BH: Honors Survey of American Literature II: 1865 to the Present	J. Finnegan	Prereq: ENGL 1A, 1AH, 1S & 1T or ESLL 26; Honors Institute Participant	New course for 2017-18
JAPN 2: Elementary Japanese II	I. Rakow	Prereq: JAPN 1 (Elementary Japanese I)	Ongoing
JAPN 3: Elementary Japanese III	I. Rakow	Prereq: JAPN 2 (Elementary Japanese II)	Ongoing

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: PHIL 4: Introduction to Philosophy

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: PHIL 4: Introduction to Philosophy

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

### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

#### Matching course component(s):

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course component(s):

**Course Description:** Introductory survey of writings, principles and concerns of philosophy. Primarily examines major topics in the study of metaphysics and epistemology through reading and critical examination of the writings of major figures in the history of philosophy. Related topics of concern to include ethics, theology and political philosophy.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course component(s):

##### From Course Content:

2. Mind-body problem.
  - a. Nature of consciousness.
  - b. Functionalism and Identity theory.
3. Free-will v. determinism.
  - a. Freedom and responsibility.
  - b. Hard determinism.
  - c. Compatibilism.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course component(s):

(I am including the description again. In truth the entire course could be said to examine what is significant about human life and philosophy as a whole is one of its creations.)

**Course Description:** Introductory survey of writings, principles and concerns of philosophy. Primarily examines major topics in the study of metaphysics and epistemology through reading and critical examination of the writings of major figures in the history of philosophy. Related topics of concern to include ethics, theology and political philosophy.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

#### Matching course component(s):

##### From Course Content:

A.1.d: Axiology (Ethics and Aesthetics).

##### From Course Objectives:

- analyze a wide range of philosophic topics, particularly those in the study of epistemology and metaphysics.
- evaluate theories put forward by a significant range of historical and contemporary philosophers through examination of primary sources.

##### From section 12b:

- Argumentative essay (term paper) on issues such as logical justification for the existence or otherwise of god, existence of free-will, etc.

## General Education Review Request

### AREA I - HUMANITIES

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course component(s):**

**From Course Objectives:**

- A. examine beliefs critically to determine the assumptions underlying them and the logical arguments used to support them.
- B. analyze a wide range of philosophic topics, particularly those in the study of epistemology and metaphysics.
- C. evaluate theories put forward by a significant range of historical and contemporary philosophers through examination of primary sources.

**From Examples of Writing (section 12):**

- Reading primary sources from relevant philosophers (Plato, Descartes, Locke, Hume etc.)
- Argumentative essay (term paper) on issues such as logical justification for the existence or otherwise of god, existence of free-will, etc.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course component(s):**

**Course Description:** Introductory survey of writings, principles and concerns of philosophy. Primarily examines major topics in the study of metaphysics and epistemology through reading and critical examination of the writings of major figures in the history of philosophy. Related topics of concern to include ethics, theology and political philosophy.

**From section 12a:**

Reading primary sources from relevant philosophers (Plato, Descartes, Locke, Hume etc.)

**From Course Content:**

A1, item a: Logic (Logic is listed first as a topic, but logic is the primary methodology of Philosophy. Hence, every topic on the list of content is an exercise in the analysis of arguments and exploration of the ambiguities, vagaries and value inherent in human language.)

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course component(s):**

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course component(s):**

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course component(s):**

**Representative text:** Kessler, Gary. Voices of Wisdom: A Multicultural Philosophy Reader. eighth edition. Belmont, CA. Wadsworth/Thomson, 2011.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course component(s):**

**From Course Content:** (In truth it is the whole outline of content in that all of this is thinking critically about products of the human intellect and imagination, including analysis of the intellect itself and the nature of imagination as a faculty of the mind)

- Introduction to the nature of philosophy:
  - 1. Overview of the scope of philosophic inquiry and its fields of concern.
    - a. Logic.

## General Education Review Request

### AREA I - HUMANITIES

- b. Epistemology.
  - c. Metaphysics.
  - d. Axiology (Ethics and Aesthetics).
  - e. Political Theory.
- Epistemology: The Problem of Knowledge:
  1. Basic questions of the limits, reliability and sources of knowledge from a historical and theoretical perspective.
    - a. Specifically, investigation of the issues of truth, justification and belief.
  2. Issues and perspectives in epistemology.
    - . Rationalism.
    - a. Empiricism.
    - b. Skepticism.
  3. Philosophy and science.
- Metaphysics: The Nature of Reality
  1. Ontology: The study of Being.
    - a. Materialism.
    - b. Idealism.
    - c. Dualism.
    - d. Non-dualism and process ontology.
  2. Mind-body problem.
    - . Nature of consciousness.
    - a. Functionalism and Identity theory.
  3. Free-will v. determinism.
    - . Freedom and responsibility.
    - a. Hard determinism.
    - b. Compatibilism.
  4. Religion and theology:
    - . Theological concepts and the presuppositions concerning the nature and existence of God.
    - a. Ontological argument.
    - b. Cosmological argument.
    - c. Teleological argument.
    - d. Problem of evil.
- Ethical and political implications.
  1. Exploration of ethical and political implications of all above listed topics to be discussed in conjunction with each as relevant.

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

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

#### Matching course component(s):

##### From section 12:

- A. Reading primary sources from relevant philosophers (Plato, Descartes, Locke, Hume etc.)
- B. Argumentative essay (term paper) on issues such as logical justification for the existence or otherwise of god, existence of free-will, etc.
- C. Examinations including various testing measures including short answer questions and essay.

##### From Methods of Instruction:

- Lecture, Discussion, Cooperative learning exercises.

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

#### Matching course component(s):

## General Education Review Request

### AREA I - HUMANITIES

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**From section 12:**

- A. Reading primary sources from relevant philosophers (Plato, Descartes, Locke, Hume etc.)
- B. Argumentative essay (term paper) on issues such as logical justification for the existence or otherwise of god, existence of free-will, etc.
- C. Examinations including various testing measures including short answer questions and essay.

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

**Matching course component(s):**

**From Course Content:**

- Ethical and political implications.
  - 1. Exploration of ethical and political implications of all above listed topics to be discussed in conjunction with each as relevant.

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

**Matching course component(s):**

Requesting Faculty: Brian Tapia

Date: 1/2/2017

Division Curr Rep: Bill Ziegenhorn

Date: 10/6/16

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Humanities sub-committee- Approved, Kay Thornton, 1/11/17

Comments:

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: PHIL 11: Introduction to the Philosophy of Art and Aesthetics

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: PHIL 11: Introduction to the Philosophy of Art and Aesthetics

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

#### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

#### Matching course component(s):

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course component(s):

**From Course Description:** Engagement with historical and contemporary philosophic literature regarding central topics of aesthetic concern. Topics include the possibility of defining and delineating art from other related fields of endeavor (craft, mass entertainment, video games, etc.); examination of the reasons and qualities that make some sensory experiences specifically artistic; the possibility, or otherwise, for defining objective standards of beauty and taste; the potential for deriving meaning, value and knowledge regarding the human condition from artistic endeavor. Topics illustrated through examples from classical through contemporary visual art, architecture, music, and film.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course component(s):

**From Course Objectives:** Evaluate and discuss the potential for art to express philosophic ideas. In particular, issues of human nature and potential for transformation, expansion and dissemination of knowledge, political and ethical concerns.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course component(s):

**From Course Objectives:** Develop an historical understanding of the development of theories regarding art and aesthetics and how such development can be understood to reflect changes in the overall development of human consciousness.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

#### Matching course component(s):

**From Course Objectives:** Evaluate and discuss the potential for art to express philosophic ideas. In particular, issues of human nature and potential for transformation, expansion and dissemination of knowledge, political and ethical concerns.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

#### Matching course component(s):

##### From Course Objectives:

- Form critical aesthetic judgments in response to a variety of sensory experiences.
- Evaluate and discuss the potential for art to express philosophic ideas. In particular, issues of human nature and potential for transformation, expansion and dissemination of knowledge, political and ethical concerns.

##### From Methods of Evaluation:

- Essays.
- Written examinations.
- Student presentations applying theory to evaluation of artwork.



## General Education Review Request

### AREA I - HUMANITIES

**Depth Map: Additionally, must include at least two of the following:**

**H6. Understanding of the ambiguities, vagaries, and value inherent in human language;**

**Matching course component(s):**

**From Course Content:** While several aspects of the class apply, this section of the course is most significant:

- Roland Barthes.

Art and the concept of text.

- Jean-François Lyotard.

Postmodernism and the sublime.

- Carolyn Korsmeyer.

Contemporary feminist aesthetics.

- Slavoj Žižek.

Post-Marxist psychoanalytic interpretation of cinema.

**H7. Appreciation of nonverbal communication to be found in the visual and performing arts;**

**Matching course component(s):**

**From Course Content:** Again, many aspects apply, but below is a significant section of the content:

- Schopenhauer.

Art as revealing of the universal will.

Aesthetic experience as temporary release from the human condition.

- Nietzsche.

Art as the balance of rational and passionate (Apollonian and Dionysian) aspects of human creativity and experience.

Art as expression of potentiality for transformative change.

- Leo Tolstoy.

Art as communication of feeling.

**H8. Recognition of the variety of valid interpretations of artistic expression;**

**Matching course component(s):**

Please see the entire section of Course Content (section 4). Each entry indicates a distinct theory regarding interpretations of artistic expression.

**H9. Appreciation of our common humanity within the context of diverse cultures;**

**Matching course component(s):**

**From Course Content:**

- Kwame Anthony Appiah.

African art in a postcolonial context.

**H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.**

**Matching course component(s):**

**From section 12 item c:**

Examination of various artistic forms of expression informed by relevant aesthetic theory.

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

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

**Matching course component(s):**

**From Methods of Instruction:**

A. Lecture and discussion.

B. Group work and collaborative learning exercises.

## General Education Review Request

### AREA I - HUMANITIES

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

**Matching course component(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**From Methods of Evaluation, items b and d.**

- Essays.
- Student presentations applying theory to evaluation of artwork.

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

**Matching course component(s):**

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

**Matching course component(s):**

Requesting Faculty: Brian Tapia Date: 1/2/17

Division Curr Rep: Bill Ziegenhorn Date: 10/6/16

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Humanities sub-committee- approved, Kay Thornton, 1/11/17

Comments:

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: PHIL 12: Philosophy of Science

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: PHIL 12: Philosophy of Science

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

### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

### Matching course component(s):

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course component(s):** The following selections from the COR collectively indicate the reading of primary literature from major philosophic thinkers regarding historical and contemporary epistemic theory regarding the development of science.

#### From Course Objectives:

- Critically discuss historical and contemporary theories regarding philosophy of science and the major thinkers who develop those theories.

#### From Methods of Instruction:

- Reading of primary and secondary literature.

#### From Course Content:

- The search for a new method of generating knowledge of the natural world.
  - a. Francis Bacon.
  - b. Rene Descartes.
  - c. Isaac Newton.
- Hume and the problem of induction.
- Karl Popper's non-inductivist method.
- Thomas Kuhn and the structure of scientific revolutions.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

### Matching course component(s):

#### From Course Description:

An investigation of major philosophical issues and problems regarding the nature of science, its importance and its implications for human understanding. In particular, the course will investigate the how scientific knowledge is constructed and how that knowledge influences our contemporary view of reality

**H3.** Develop appreciation for what is significant about human life and its creations;

### Matching course component(s):

(This is duplicated from H2. Science is certainly a significant aspect of human creation and the course as a whole explores how and why that is.)

#### From Course Description:

An investigation of major philosophical issues and problems regarding the nature of science, its importance and its implications for human understanding. In particular, the course will investigate the how scientific knowledge is constructed and how that knowledge influences our contemporary view of reality

## General Education Review Request

### AREA I - HUMANITIES

#### H4. Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course component(s):**

(While the following objectives may not be obviously ethical issues, they do reflect ethics at the deeper level of axiology, the study of value. In particular, they address the questions that arise from issues of verificationism. Is it ethical to believe something on less than sufficient evidence, and what counts as sufficient evidence. Science takes a definitive stand on the matter, and the ethical implications run throughout the discussion of the matter. This is particularly true in the question of demarcation.)

**From Course Objectives:**

- Clearly articulate and apply strategies for demarcation of science from non-scientific and pseudo-scientific modes of inquiry.
- Identify a variety of theories and criteria for a field of inquiry to have scientific status and their benefits and drawbacks.
- Critically discuss historical and contemporary theories regarding philosophy of science and the major thinkers who develop those theories.
- Analyze various concepts and controversies in the philosophy of science.

**From section 12b:**

Argumentative essay (term paper) on issues in philosophy of science (problem of induction, falsification, paradigm shifts, realism-anti-realism, etc.).

#### H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course component(s):****From Methods of Instruction:**

- Reading of primary and secondary literature. (The primary literature in question is, of course, primary readings in Philosophical literature. Such authors would include Aristotle, Bacon, Descartes, Newton, Hume, Popper, Kuhn, Lakatos and others.)
- Discussion.

**From sections 12b and c:**

- Argumentative essay (term paper) on issues in philosophy of science (problem of induction, falsification, paradigm shifts, realism-anti-realism, etc.).
- Examinations including various testing measures including short answer questions and essay.

#### **Depth Map: Additionally, must include at least two of the following:**

#### H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course component(s):**

(These topics are listed in a very jargon-heavy way. However, the nature of these subjects address the role of language in scientific inquiry. In particular they address the nature of scientific discourse and explanations. Are they expressing truth about the universe, or are they expressing an explanatory protocol that tells us more about our own human concerns and less about the fundamental nature of reality.

**From Course Content:**

- Scientific realism.
  - Semantic instrumentalism.
  - Reductive empiricism.
  - Logical positivism.
  - Skepticism and the problem of historical change.
- The problems of theory change for scientific realism.
- The problem of underdetermination.
  - Strong versus weak underdetermination.
  - Objections to underdetermination.
  - Problem of induction as a form of underdetermination.
  - Underdetermination and the social construction of science.
- Contemporary antirealism: van Fraassen's constructive empiricism.

## General Education Review Request

### AREA I - HUMANITIES

Alleged epistemological importance of distinctions between observable and unobservable.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course component(s):**

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course component(s):**

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course component(s):**

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course component(s):**

**From Course Description:**

An investigation of major philosophical issues and problems regarding the nature of science, its importance and its implications for human understanding. In particular, the course will investigate the how scientific knowledge is constructed and how that knowledge influences our contemporary view of reality. Major issues in the course will include how science can be defined and demarcated from pseudoscience (astrology, creationism, new age spiritualism etc.), the concept of paradigms and paradigm shifts in the history of science, the role of inductive reasoning in science and its potential problems, and the importance of falsificationism in the development of scientific theory.

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

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

**Matching course component(s):**

**From Methods of Instruction:**

- Lecture.
- Discussion.

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

**Matching course component(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**From section 12b:**

Argumentative essay (term paper) on issues in philosophy of science (problem of induction, falsification, paradigm shifts, realism-anti-realism, etc.).

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

**Matching course component(s):**

## General Education Review Request

### AREA I - HUMANITIES

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

**Matching course component(s):**

Requesting Faculty: Brian Tapia

Date: 1/2/17

Division Curr Rep: Bill Ziegenhorn

Date: 10/6/16

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Humanities sub-committee- approved, Kay Thornton, 1/11/17

Comments:

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

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: SOC 28, Sociology of Gender

#### Breadth Criteria:

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

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

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

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

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

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** SOC 28, Sociology of Gender

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

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

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course component(s):** The student will be able to:

**Course Objectives**

The student will be able to:

- A. Apply the sociological perspective to the concept of gender.
- B. Evaluate the sociological approach to the study of gender as it compares to individualistic as well as biological determinist approaches.
- C. Analyze the relationship between gender, class, race and sexuality.
- D. Investigate the varieties of masculinities and femininities in different contexts.
- E. Understand and apply the concept of gender as an accomplished performance by “doing gender.”
- F. Understand the concept of gendered institutions and apply it to the family, education, work, media, the economy, politics and religion.
- G. Analyze the varying types of feminism and feminist theory.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course component(s):**

**Course Objectives**

The student will be able to:

- A. Apply the sociological perspective to the concept of gender.
- B. Evaluate the sociological approach to the study of gender as it compares to individualistic as well as biological determinist approaches.
- C. Analyze the relationship between gender, class, race and sexuality.
- D. Investigate the varieties of masculinities and femininities in different contexts.
- E. Understand and apply the concept of gender as an accomplished performance by “doing gender.”
- F. Understand the concept of gendered institutions and apply it to the family, education, work, media, the economy, politics and religion.
- G. Analyze the varying types of feminism and feminist theory.

**Methods of Instruction**

May include, but not limited to:

- C. Oral presentations
- D. Critical essay(s)

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course component(s):**

**Description -**

Application of sociological theories, concepts and perspectives to an understanding of gender.

**Course Objectives -**

The student will be able to:

- A. Apply the sociological perspective to the concept of gender.
- B. Evaluate the sociological approach to the study of gender as it compares to individualistic as well as biological determinist approaches.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course component(s):**

**Course Content**

A. Introduction

1. Feminist Perspectives

5. The Growth of Men's Studies

F. Gender and Families

3. Family Diversity

H. Gender and Religion

1. Sociological Perspectives On Religion

**S5.** Explain world development and global relationships;

**Matching course component(s):**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course component(s):**

**Course Content**

A. Introduction

7. A Sociological Framework for Thinking About Women

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**F. Gender and Families**

5. Families and Social Problems

**H. Gender and Religion**

6. Religion and Social Justice

**K. Gender, Power and Politics**

6. The Women's Movement

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**Course Content**

**E. Gender, Work, And The Economy**

1. Historical Perspectives On Women's Work
2. Economic Restructuring, Class, and Gender Stratification
3. The Contemporary Status Of Women in the Workforce
4. Poverty and Welfare
5. Work Environments
6. Intersections Of Family and Work
7. Policies For Gender Equity

**S8.** Assess the distribution of power and influence;

**Matching course component(s):**

**Course Content**

**K. Gender, Power, And Politics**

1. Defining Power
2. Women and the State
3. Women and the Law
4. Women in Government
5. Women and the Military
6. The Women's Movement

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course component(s):**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course component(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course component(s):**

**Course Content**

**B. Gender, Culture, and Sexuality**

1. The Social Construction of Gender
2. Biology, Culture, and Society
3. Gender Identity
4. Socialization across the Life Course
5. Theoretical Perspectives on the Formation of Gender

**D. Sexuality and Intimate Relationships**

1. The Social Construction of Sexuality
2. The History of Sexuality In The United States
3. Contemporary Sexual Attitudes and Behavior
4. Race, Sexuality, and Power
5. Sexual Development over the Life Cycle
6. Love and Intimate Relationships
7. Lesbian, Gay, Bisexual, and Transgender Experiences

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course component(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course component(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course component(s):**

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

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

**Matching course component(s):**

**Methods of Evaluation -**

May include, but not limited to:

- A. Class discussions

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- B. Active learning exercises
- C. Oral presentations
- D. Critical essay(s)
- E. Examinations or quizzes.

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

**Matching course component(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course component(s):**

**Methods of Evaluation -**

May include, but not limited to:

- A. Class discussions
- B. Active learning exercises
- C. Oral presentations
- D. Critical essay(s)
- E. Examinations or quizzes.

**Course Objectives -**

The student will be able to:

- A. Apply the sociological perspective to the concept of gender.
- B. Evaluate the sociological approach to the study of gender as it compares to individualistic as well as biological determinist approaches.
- C. Analyze the relationship between gender, class, race and sexuality.
- D. Investigate the varieties of masculinities and femininities in different contexts.
- E. Understand and apply the concept of gender as an accomplished performance by “doing gender.”
- F. Analyze the varying types of feminism and feminist theory.

**Types and/or Examples of Required Reading, Writing and Outside of Class Assignments –**

- B. College level writing assignments based on primary and secondary source reflection and / or analysis in the form of critical essays, journal entries, and / or weekly topical discussion responses.

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

**Matching course component(s):**

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

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

**Matching course component(s):**

Requesting Faculty: John Fox

Date: 5/24/16

Division Curr Rep: K. Allison Lenkeit Meezan

Date: 5/24/16

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Social and Behavioral GE sub-committee- approved- Kay Thornton, 1/19/17

Comments:

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

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: PHED 15A Beginning Pickle Ball \_\_\_\_\_

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

### Depth Map: Must include the following:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s): Explore the strategy and competition for both singles and doubles pickle ball play. Emphasis placed on the equipment, rules and etiquette of pickleball.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s): Course content A. Terminology, equipment and rules of pickle which reinforce safety.

L3. Identify current issues and concerns that influence health, communication or learning;

Matching course component(s): Course Objectives B. Practice basic fundamental skills.  
Methods of evaluation C. Critical thinking in competitive game play.

L4. Comprehend and apply health and well-being issues to the individual and to society;

Matching course component(s): Course Description: Strategy and competition for both singles and doubles pickle ball play. Course Objectives A: Identify the equipment, rules and etiquette of pickle ball.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s): Course Objectives A: Identify the equipment, rules and etiquette of pickleball. Course Content A:3. Etiquette and general Play.

### Depth Map: Additionally, must include at least one of the following:

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s): Methods of Evaluation:

Individual and team competitions

Sportsmanship

Critical thinking in competitive game play

Demonstration of rules and etiquette of pickleball

Participation and demonstration of game fundamentals

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course component(s): Methods of Evaluation: B. Sportsmanship

## General Education Review Request AREA VII - LIFELONG LEARNING

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

Matching course component(s): Methods of Evaluation C: Critical thinking in competitive game play

**L9.** Use technology to analyze problems and create solutions.

Matching course component(s):

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

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

Matching course component(s):

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

Matching course component(s):

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s): Course content

Terminology, equipment, and rules of pickleball.

Racquets and types of balls

Dimensions- type of play

Etiquette and general play

Basic skills

Grips

Arm and wrist positioning

Forehand and backhand strokes

Footwork

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

Matching course component(s):

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

Matching course component(s):

Requesting Faculty: Matt Stanley \_\_\_\_\_ Date: 10/3/16 \_\_\_\_\_



**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Division Curr Rep: Barbara Shewfelt \_\_\_\_\_ Date: 10/14/16

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bernie Day, Andrew Lee, Bruce McLeod, Leticia Serna

Comments:

Recommended for approval 1/18/17

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

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: PHED 15B Intermediate Pickle Ball \_\_\_\_\_

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

### Depth Map: Must include the following:

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s): Course Description: Focus on the strategies of singles and doubles play. Includes introduction to serving long and short, forehands smashes, drop shots, angle play, and doubles formations.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s): Course Objectives H: Analyze court awareness with shot selection and placement.

**L3.** Identify current issues and concerns that influence health, communication or learning;

Matching course component(s): Course Objectives F: Increase levels of fitness and hand-eye coordination.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

Matching course component(s): Course Objectives F: Increase levels of fitness and hand-eye coordination. Methods of Evaluation B: Sportsmanship

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s): Methods of Evaluation D: Demonstration of rules and etiquette of pickleball

### Depth Map: Additionally, must include at least one of the following:

**L6.** Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s): Course Content A:

Terminology, equipment, and rules of pickleball

Racquets and types of balls

Dimensions - types of play

Etiquette and general play

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course component(s): Methods of Evaluation B: Sportsmanship

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;**

**Matching course component(s):** Course objectives E: increase levels of fitness and hand-eye coordination.

**L9. Use technology to analyze problems and create solutions.**

**Matching course component(s):** Methods of evaluation F: Video analysis

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

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

**Matching course component(s):**

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

**Matching course component(s):**

**B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

**Matching course component(s):** Methods of evaluation D: Demonstration of Rules and etiquette of Pickleball.

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

**Matching course component(s):**

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

**Matching course component(s):**

Requesting Faculty: Matt Stanley

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

Division Curr Rep: Darlene Skofitsch

Date: 10/14/16

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bernie Day, Andrew Lee, Bruce McLeod, Leticia Serna

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Comments:

Recommended for approval 1/18/17

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

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Course Number & Title: PHED15 C      ADVANCED PICKLEBALL

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

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

**L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;**

Matching course component(s): Focus on the strategies of singles and double play, including serving with a variety of spins, forehand and backhand smashes, drop shots, angle play and doubles formations. Strong emphasis on fitness, flexibility and nutrition. How to design a point, set and match will also be a main focus.

**L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;**

Matching course component(s): Course Objectives: C. Recognize offensive and defensive strategies. H. Analyze court awareness with shot selection and placement. J. Understand how constructing points will lead to winning.

**L3. Identify current issues and concerns that influence health, communication or learning;**

Matching course component(s): Course content I: understand why fitness, flexibility, and nutrition are vital to playing pickle ball at a high level.

**L4. Comprehend and apply health and well-being issues to the individual and to society;**

Matching course component(s): Course content I: understand why fitness, flexibility, and nutrition are vital to playing pickle ball at a high level.

**L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.**

Matching course component(s): Course Objectives A: identify the equipment, rules, and etiquette of pickleball.

**Depth Map: Additionally, must include at least one of the following:**

**L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;**

Matching course component(s): Method of evaluation B. Sportsmanship C: Critical thinking in competitive game play D. Demonstration of rules and etiquette of pickleball.

**L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;**

Matching course component(s): Method of evaluation B. Sportsmanship

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;**

**Matching course component(s):**

Focus on the strategies of singles and double play, including serving with a variety of spins, forehand and backhand smashes, drop shots, angle play and doubles formations. Strong emphasis on fitness, flexibility and nutrition. How to design a point, set and match will also be a main focus.

**L9. Use technology to analyze problems and create solutions.**

**Matching course component(s):**

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

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

**Matching course component(s):**

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

**Matching course component(s):**

**B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

**Matching course component(s): Course content C:**

**Strategy**

- 1 Singles
- 2 Doubles
- 3 Offensive
- 4 Defensive
- 5 Conditioning drills
- 6 Point construction
- 7. Hydration and nutrition

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

**Matching course component(s):**

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

**Matching course component(s):**

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Requesting Faculty: Matt Stanley

Date: 10/6/16

Division Curr Rep:

*Berbury Shepherd*

Date:

10/14/16

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bernie Day, Andrew Lee, Bruce McLeod, Leticia Serna

Comments:

Recommended for approval 1/18/17

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

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** CNSL 8H

**Course Title:** Transfer Readiness for Honors

#### Catalog Description:

Provides a global perspective about the transfer process from a California community college to a four-year university, including transfer exploration, transfer policies, academic requirements, transfer planning and process, and available tools and services in support of transfer goals. Students have the opportunity to broaden their perspectives by examining the role of higher education in society. Guides students to examine their life plan and achievements, and to develop a strong personal statement. Students will complete a university cost analysis as well as explore resources to help fund their education. This honors course includes digging deeper into the pedagogy of higher education, exploring additional highly selective colleges and universities, and requires application of higher-level critical thinking, reading and writing skills.

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

- DL 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:

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

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

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

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

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

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

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



Provided 1 unit of Honors credit for the Honors certification. This course is consistent with the Transfer mission of the college by exposing students to transfer opportunities and processes. As an honors course includes digging deeper into the pedagogy of higher education, exploring additional highly selective colleges and universities, and requires application of higher-level critical thinking, reading and writing skills.

**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.)

N/A

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)**

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

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

       non-degree applicable basic skills course.

X 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)**

DL 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)**

DL 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:** Debra Lew **Date:** 11/1/16

**Division Curriculum Representative:** Leticia Serna **Date:** 11/1/16

**Date of Approval by Division Curriculum Committee:** **Date:** 11/1/16

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

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# Counseling and Student Services

## CNSL 8H HONORS TRANSFER READINESS

[Edit Course Outline](#)**CNSL 8H****HONORS TRANSFER READINESS****Summer  
2017****1 hour lecture.****1 Unit****Total Contact Hours: 12***(Total of All Lecture and Lab hours X 12)***Total Student Learning Hours: 36***(Total of All Lecture, Lab and Out of Class hours X 12)***Lecture Hours: 1****Lab Hours: 0****Weekly Out of Class Hours: 2****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:**

Not Repeatable.

**Status -****Course Status:** Active**Grading:** Pass No Pass**Degree Status:** Applicable**Credit Status:** Credit**Degree or Certificate Requirement:** Stand Alone Course**Foothill GE Status:** Non-GE**Articulation Office Information -****C.I.D. Notation:****Transferability:** UC/CSU**Validation:** 6/2016**Division Dean Information -****Seat Count:**  
30**Load Factor:**  
.022**FOAP Code:**  
114000132003493010**Cross Listed as:****Related ID:**

CNSL 8

**Instruction Office Information -****FSA Code:** 0720 - COUNSELING**Distance Learning:** no

**Stand Alone** no  
**Designation:**  
**Program Title:**  
**Program TOPs Code:**  
**Program Unique Code:**  
**Content Review Date:**  
**Former ID:**

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**Need/Justification -**

This course provides a comprehensive overview on transfer preparation.

**1. Description -**

Provides a global perspective about the transfer process from a California community college to a four-year university, including transfer exploration, transfer policies, academic requirements, transfer planning and process, and available tools and services in support of transfer goals. Students have the opportunity to broaden their perspectives by examining the role of higher education in society. Guides students to examine their life plan and achievements, and to develop a strong personal statement. Students will complete a university cost analysis as well as explore resources to help fund their education. This honors course includes digging deeper into the pedagogy of higher education, exploring additional highly selective colleges and universities, and requires application of higher-level critical thinking, reading and writing skills.

Prerequisite: None

Co-requisite: None

Advisory: One of the following: ENGL 1A, 1AH, 1S & 1T or ESLL 26; not open to students with credit in CNSL 8, 85A, or 85H.

**2. Course Objectives -**

The student will be able to:

- A. Compare and contrast the scope, mission and philosophy of various baccalaureate-granting institutions, including the California State University and University of California systems, private/independent colleges and universities, and out-of-state institutions
- B. Define the various California State University general education transfer course patterns, including IGETC, CSU GE-Breadth, UC College of Letters and Science 7 Course Breadth, the CSU "Golden 4" and UC "Minimum Eligibility"
- C. Utilize online transfer tools such as ASSIST, CSU Mentor, UC Pathways, TAG, Foothill Degree Works, and Eureka in order to determine the appropriate career goals and lower division major requirements
- D. Explain the transfer process, including the university admissions criteria and competitive strategies for college admissions
- E. Develop personal technical tools that outline the important deadlines for different transfer applications including, but not limited to, TAG, TAA, ADT, UC, CSU, and the Common Application
- F. Write an authentic and detailed autobiographical essay that could serve for both college admission and scholarship applications
- G. Evaluate how individual preferences, skills, interests, and values impact the choice of academic major and educational/career goals
- H. Analyze potential barriers to successful transfer and identify strategies to overcome them as they evaluate personal readiness for transfer
- I. Demonstrate awareness of the basic economic principles necessary for creating a personal monthly budget that will account for college expenses sufficient for tuition, housing, food, transportation and books

**3. Special Facilities and/or Equipment -**

- A. When taught on campus: no special facilities or equipment needed.
- B. When taught via Foothill Global Access: ongoing access to computer with email software and capabilities; email address.

#### 4. Course Content (Body of knowledge) -

- A. Overview of higher education
  - 1. California Master Plan
  - 2. The California State University
  - 3. University of California
  - 4. AICCU: Private/independent universities
  - 5. Out-of-state colleges and universities
  - 6. Transfer admission requirements
  - 7. Special transfer programs: TAGs/ADTs
  - 8. Application process and timelines
  - 9. Transfer myths and truths
- B. Goal setting
  - 1. Evaluating and assessing educational goals
  - 2. Identifying potential college majors and minors
  - 3. Understanding one's personal values
  - 4. Identifying social/academic/career interests
  - 5. Academic skills related to college success
  - 6. Socio/economic influences
  - 7. Evaluating career options as related to educational choices
  - 8. Identifying personal, financial and social barriers to success
- C. Educational planning
  - 1. Lower-division major requirements
  - 2. General education requirements
  - 3. CSU General Education-Breath
  - 4. Intersegmental General Education Transfer Pattern
  - 5. Articulation agreements
  - 6. Transfer admission guarantees
  - 7. C-ID (Common course numbering)
  - 8. Upper-division major requirements
  - 9. Associate degree and baccalaureate degree graduation requirements
- D. University admission: practicalities
  - 1. The grade point average
    - a. Cumulative grade point average
    - b. Major grade point average
  - 2. Required versus recommended courses
  - 3. Selective colleges and universities versus rolling admissions
  - 4. Deadlines
  - 5. Becoming a well-rounded student
    - a. Internships and civic engagement
    - b. Extracurricular activities
    - c. Research opportunities
- E. The college application process
  - 1. CSU and UC applications
  - 2. The Common Application
  - 3. Standardized test scores
  - 4. College interviews
  - 5. College visits
  - 6. The college admission essay
  - 7. Appealing admission decisions
- F. College survival tools
  - 1. Understanding learning styles
  - 2. Goal setting: intrinsic versus extrinsic motivational factors
  - 3. Accessing student support services
    - a. Library resources
    - b. Tutoring resources
    - c. Learning Resource Center
    - d. Financial aid and scholarships
    - e. Transfer Center
    - f. Financial aid
    - g. Student health center
    - h. Psychological services
    - i. Internships
  - 4. Time management

- a. Procrastination
  - b. Effective tools for managing time
- G. Internet resources
  - 1. ASSIST
  - 2. EUREKA
  - 3. FAFSA (Free Application for Federal Student Aid)
  - 4. Online catalogs and college videos
  - 5. Occupational Outlook Handbook (Bureau of Labor Statistics)

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation -**

- A. Class Participation
- B. Extra-Curricular Participation
- C. Discussion
- D. Written Assignments
- E. Education Planning
- F. Student Reflections
- G. Student Feedback
- H. Presentations
- I. Pre-Post Tests

**7. Representative Text(s) -**

Foothill College Catalog (current year required).

Supplemental lectures and transfer tools, including, but not limited to: the University of California Office of the President, the California State University, the Association of Independent Colleges and Universities, the National Association of College Admission Advising, the Western Association of College Admission Advising, and the US Department of Education Federal Student Aid Commission.

Additional course materials as appropriate and generated by faculty.

**8. Disciplines -**

Counseling

**9. Method of Instruction -**

- A. Lectures
- B. Class Discussion
- C. Small Group Discussion
- D. Individual and Group Activities
- E. Guest Lecturers
- F. Student Presentations
- G. Readings
- H. Research
  - I. Field Trips (when possible)
- J. Videos and other Multimedia Technology

**10. Lab Content -**

Not applicable.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. College Representative Interview: one page summary
  - B. Complete Transfer Education Plan with Counselor (highlight transfer pattern courses/lower division major classes)
  - C. Attend one or more University Transfer Events (e.g., Transfer Day College Fair, Colleges that Change Lives, college visit)
  - D. Frequent personal reflections related to course content
  - E. Write an autobiographical essay based on educational and career goals
  - F. Write a statement of intent based on the University of California application essay prompts
  - G. Presentation on College of Choice
-

## 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 #:** NCP 400A

**Course Title:** STRONG START FOR CHILDREN I: BIRTH-8 YEARS

#### Catalog Description:

Introduces families and caregivers to stages of child development and best practices in parenting, and links students to resources focused on Early Years Development, birth through 8 years old. Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on young children (birth through 8 years). Helps prepare students for credit classes in Child Development. May be offered bilingually.

**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:

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

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

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

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

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

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

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

This course offers academic instruction in basic instruction for underrepresented student populations to promote continued education and workforce development.

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations and focused in child development.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)

RG \_\_\_\_\_ 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)



## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 12/16/16

**Division Curriculum Representative:** Leticia Serna **Date:** 12/16/16

**Date of Approval by Division Curriculum Committee:** **Date:** 12/16/16

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

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### Counseling and Student Services

#### NCP 400A STRONG START FOR CHILDREN I: BIRTH-8 YEARS

[Edit Course Outline](#)**NCP 400A****STRONG START FOR CHILDREN I: BIRTH-8 YEARS****Summer  
2017****8 hours total.****0 Units****Total Contact Hours: 0***(Total of All Lecture and Lab hours X 12)***Total Student Learning Hours: 0***(Total of All Lecture, Lab and Out of Class hours X 12)***Lecture Hours:****Lab Hours:****Weekly Out of Class Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:**

Unlimited Repeatability.

**Criteria:**

The student gains an expanded educational experience each time the course is repeated.

**Status -****Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Stand Alone Course**Foothill GE Status:** Non-GE**Articulation Office Information -****C.I.D. Notation:****Transferability:****Validation:** 5/31/16**Division Dean Information -****Seat Count:**  
35**Load Factor:**  
.010**FOAP Code:**  
114000152011132013**Instruction Office Information -****FSA Code:****Distance Learning:** no**Stand Alone**

**Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:** Formerly: NCP 400

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to stages of child development and best practices in parenting, and links students to resources focused on Early Years Development, birth through 8 years old. Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on young children (birth through 8 years). Helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. discuss stages of child development
- B. utilize effective methods of communication and discipline with young children ages birth-8 years
- C. promote school and college readiness
- D. identify family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on children from birth through 8 years old:

- A. Child Growth and Development
  - 1. Cognitive-language, social, emotional and physical development
  - 2. Fundamentals of brain development and the effect on learning
  - 3. Developmental assets for healthy growth and development
- B. Discipline and Communication
  - 1. Positive parental role modeling
  - 2. Developmentally appropriate techniques for positive discipline
  - 3. Effective and respectful methods of talking and listening
- C. School and College Readiness
  - 1. Ways to promote language, cognitive and academic, physical and social and emotional development
  - 2. Routines and transitions
  - 3. Signs of readiness
- D. Family, Community and Educational Resources
  - 1. Local family resources and social services
  - 2. Domestic violence prevention agencies and services
  - 3. Agencies and services for children with special needs
  - 4. Family resource centers and provider resources
  - 5. Family and community events
  - 6. Foothill College resources

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation** -

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Representative Text(s)** -

The Early Years: Supporting Your Preschooler (toolkit provided by FEI, at no cost to students); Supporting Your TK - Fifth Grader Toolkits, Handouts, pamphlet, journal articles, instructor-developed materials, online open resources, videos, DVDs.

**8. Disciplines** -

Parent Education: Noncredit

**9. Method of Instruction** -

Lecture, Discussion, Demonstration, Group work

**10. Lab Content** -

Not applicable.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments** -

- A. Example reading assignment: In "Child Development Pamphlet Series (English and Spanish): Kindergarten-Fifth Graders," common developmental characteristics of 4-10 year olds:  
"Understanding developmental stages can help you support your child's learning at home. All children go through developmental stages as they grow. Children go through these stages at different rates. Although there are general characteristics at each developmental stage in any given culture, how quickly a child goes through these stages depends on many things, including personality and environment."
- B. Example writing assignments:
  - 1. Read through pamphlet and highlight the behaviors that are familiar to your child at this particular stage of development. Choose particular behaviors that you are having challenges with, and write down how you might handle the situation differently with keeping in mind developmentally appropriate expectations.
  - 2. Journal how your communication and discipline around your child's behavior has changed over the 4 weeks of the course.

## 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 #:** NCP 400B

**Course Title:** STRONG START FOR CHILDREN II: NAVIGATING MIDDLE SCHOOL

#### Catalog Description:

Introduces families and caregivers to stages of child and adolescent development and best practices in parenting, and links students to resources focused on Middle School Age Development (children ages 10-14 years). Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on Middle School aged children (10-14 years). Helps prepare students for credit classes in Child Development. May be offered bilingually.

**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:

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

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

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

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

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

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

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

This course offers academic instruction in basic instruction for underrepresented student populations to promote continued education and workforce development.

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)

RG \_\_\_\_\_ 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)

## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 12/16/16

**Division Curriculum Representative:** Leticia Serna **Date:** 12/16/16

**Date of Approval by Division Curriculum Committee:** **Date:** 12/16/16

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

## Submissions Course Outline Editor

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### Counseling and Student Services

#### NCP 400B STRONG START FOR CHILDREN II: NAVIGATING MIDDLE SCHOOL

[Edit Course Outline](#)

NCP 400B	STRONG START FOR CHILDREN II: NAVIGATING MIDDLE SCHOOL	Summer 2017
8 hours total.		0 Units

**Total Contact Hours:** 0 (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours:** 0 (Total of All Lecture, Lab and Out of Class hours X 12)

**Lecture Hours:**      **Lab Hours:**      **Weekly Out of Class Hours:**

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** The student gains an expanded educational experience each time the course is repeated.

#### Status -

**Course Status:** Active

**Grading:** No Credit

**Degree Status:** Non-Applicable

**Credit Status:** Non-Credit

**Degree or Certificate Requirement:** Stand Alone Course

**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:**

**Validation:** 5/31/16

#### Division Dean Information -

**Seat Count:**  
35

**Load Factor:**  
.010

**FOAP Code:**  
114000152011132013

#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone**



**Designation:** no  
**Program Title:**  
**Program TOPs Code:**  
**Program Unique Code:**  
**Content Review Date:**  
**Former ID:** Formerly: NCP 400

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to stages of child and adolescent development and best practices in parenting, and links students to resources focused on Middle School Age Development (children ages 10-14 years). Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on Middle School aged children (10-14 years). Helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. discuss stages of child and adolescent development
- B. utilize effective methods of communication and discipline of children ages 11-14 years
- C. promote school and college readiness
- D. identify family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on 11-14 year old children:

- A. Child Growth and Development
  - 1. Cognitive-language, social, emotional and physical development
  - 2. Fundamentals of brain development and the effect on learning
  - 3. Developmental assets for healthy growth and development
- B. Discipline and Communication
  - 1. Positive parental role modeling
  - 2. Developmentally appropriate techniques for positive discipline
  - 3. Effective and respectful methods of talking and listening
- C. School and College Readiness
  - 1. Ways to promote language, cognitive and academic, physical and social and emotional development
  - 2. Routines and transitions
  - 3. Signs of readiness
- D. Family, Community and Educational Resources
  - 1. Local family resources and social services
  - 2. Domestic violence prevention agencies and services
  - 3. Agencies and services for children with special needs
  - 4. Family resource centers and provider resources
  - 5. Family and community events
  - 6. Foothill College resources
  - 7. Opportunities in the field of early childhood education and child care through Foothill College

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation** -

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Representative Text(s)** -

Supporting Your 6th - 8th Grader Toolkit (provided by FEI, at no cost to student), Handouts, pamphlet, journal articles, instructor-developed materials, on-line open resources, videos, DVDs.

**8. Disciplines** -

Parent Education: Noncredit

**9. Method of Instruction** -

Lecture, Discussion, Demonstration, Group work

**10. Lab Content** -

Not applicable.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments** -

- A. Example reading assignment: In "Child Development Pamphlet Series (English and Spanish): Fifth-Eighth Graders," common developmental characteristics of 11- 4 year olds: "Understanding developmental stages can help you support your middle school child's learning at home. All children go through developmental stages as they grow. Children go through these stages at different rates. Although there are general characteristics at each developmental stage in any given culture, how quickly a child goes through these stages depends on many things, including personality and environment."
- B. Example writing assignments:
  - 1. Read through pamphlet and highlight the behaviors that are familiar to your child at this particular stage of development. Choose particular behaviors that you are having challenges with, and write down how you might handle the situation differently with keeping in mind developmentally appropriate expectations.
  - 2. Journal how your communication and discipline around your middle school child's behavior has changed over the 4 weeks of the course.

## 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 #:** NCP 401B

**Course Title:** NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS

#### Catalog Description:

Introduces families and caregivers to healthy feeding and eating practices and best practices in parenting, and links students to resources. Emphasis placed on family wellness, nutrition and healthy feeding dynamics as related to the child and youth developmental stages. This course helps prepare students for credit classes in Child Development. May be offered bilingually.

#### 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:

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

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

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

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

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

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

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

This course offers academic instruction in basic instruction for underrepresented student populations to promote continued education and workforce development.

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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.

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

RG \_\_\_\_\_ 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)

## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 11/2/16

**Division Curriculum Representative:** Leticia Serna **Date:** 11/2/16

**Date of Approval by Division Curriculum Committee:** **Date:** 11/2/16

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

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### Counseling and Student Services

#### NCP 401B NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS

[Edit Course Outline](#)**NCP 401B****NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS****Summer  
2017****8 hours total.****0 Units****Total Contact Hours: 0** (Total of All Lecture and Lab hours X 12)**Total Student Learning Hours: 0** (Total of All Lecture, Lab and Out of Class hours X 12)**Lecture Hours:      Lab Hours:      Weekly Out of Class Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

#### Repeatability -

**Statement:** Unlimited Repeatability.**Criteria:** The student gains an expanded educational experience each time the course is repeated.

#### Status -

**Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Stand Alone Course**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:****Transferability:****Validation:** 5/31/16

#### Division Dean Information -

**Seat Count:**  
35**Load Factor:**  
.010**FOAP Code:**  
114000152011132013

#### Instruction Office Information -

**FSA Code:****Distance Learning:** no**Stand Alone**

**Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:** Formerly: NCP 401

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to healthy feeding and eating practices and best practices in parenting, and links students to resources. Emphasis placed on family wellness, nutrition and healthy feeding dynamics as related to the child and youth developmental stages. This course helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. describe appropriate health and wellness practices to promote child and family wellness
- B. identify basic nutritional information
- C. use developmentally appropriate feeding and eating practices with children and adolescents
- D. identify family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas:

- A. Health and Wellness
  - 1. Immunizations, children's health and wellness doctor visits
  - 2. Exercise and physical activity in daily routines
  - 3. Oral health
- B. Nutritional Information
  - 1. Sugars, fats and whole grains
  - 2. Reading food labels
  - 3. Portion sizes
- C. Feeding Practices for Healthy Eating
  - 1. 5 Keys to Raising Healthy Eaters: Division of responsibility for adult and child
  - 2. Developmental stages guiding feeding practices
  - 3. Healthy, affordable and culturally appropriate snacks and family meals
- D. Family, Community and Educational Resources
  - 1. Local health agencies and services
  - 2. Food banks and food programs - Women, Infants and Children (WIC)
  - 3. Health and nutrition websites
  - 4. Children's health insurance
  - 5. Family and community events

**5. Repeatability -** Moved to header area.

## **6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

## **7. Representative Text(s) -**

Handouts, articles, instructor-developed materials, online open resources, videos, DVDs.

## **8. Disciplines -**

Parent Education: Noncredit

## **9. Method of Instruction -**

Lecture, Discussion, Demonstration, Group work

## **10. Lab Content -**

Not applicable.

## **11. Honors Description -** No longer used. Integrated into main description section.

## **12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. Example reading assignment: In "Champions For Change Network For A Healthy California" - Guidelines and Activities for Childhood Obesity Prevention: "Fruit and Vegetable Community Assessment - Take a walk through your community and fill out the Fruit and Vegetable Community Assessment. After you have completed the assessment, you can use the information to educate your friends, family members, neighbors, and local government officials about what is needed in your community to make it easier to get and eat more fruits and vegetables."
  - B. Example writing assignment: Read article and write about an activity you can do with your family that promotes healthy eating in your community.
-



## 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 #:** NCP 400C

**Course Title:** STRONG START FOR CHILDREN III: PATHWAYS TO COLLEGE

#### Catalog Description:

Introduces families and providers to stages of youth and adolescent development, best practices in parenting and links students to resources focused on High School Age Development (Children Ages 15-18+ years). Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on High School Age Youth (15 - 18+ years). Helps prepare students for credit classes in Child Development. May be offered bilingually (English/ Spanish).

#### 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:

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

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

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

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

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

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

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

This course offers academic instruction in basic child development for underrepresented student populations to promote continued education and workforce development.

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

#### **Criteria B. – Need**

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)**

RG 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)**

## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 11/2/16

**Division Curriculum Representative:** Leticia Serna **Date:** 11/2/16

**Date of Approval by Division Curriculum Committee:** **Date:** 11/2/16

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

## Submissions Course Outline Editor

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### Counseling and Student Services

## NCP 400C STRONG START FOR CHILDREN III: PATHWAYS TO COLLEGE

[Edit Course Outline](#)**NCP 400C****STRONG START FOR CHILDREN III: PATHWAYS TO COLLEGE****Summer  
2017****8 hours total.****0 Units****Total Contact Hours: 0***(Total of All Lecture and Lab hours X 12)***Total Student Learning Hours: 0***(Total of All Lecture, Lab and Out of Class hours X 12)***Lecture Hours:****Lab Hours:****Weekly Out of Class Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

#### Repeatability -

**Statement:**

Unlimited Repeatability.

**Criteria:**

The student gains an expanded educational experience each time the course is repeated.

#### Status -

**Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Stand Alone Course**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:****Transferability:****Validation:** 5/31/16

#### Division Dean Information -

**Seat Count:**  
35**Load Factor:**  
.010**FOAP Code:**  
114000152011132013

#### Instruction Office Information -

**FSA Code:****Distance Learning:** no**Stand Alone**

**Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:** Formerly: NCP 400

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to stages of youth and adolescent development and best practices in parenting, and links students to resources focused on High School Age Development (children ages 15-18+ years). Emphasis placed on child development, effective communication and discipline, and school and college readiness focused on High School aged youth (15-18+ years). Helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. discuss stages of youth and adolescent development
- B. utilize effective methods of communication and discipline of children ages 15-18+ years
- C. promote school and college readiness
- D. identify family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on 15-18+ year old adolescents:

- A. Adolescent Growth and Development
  - 1. Cognitive-language, social, emotional and physical development
  - 2. Fundamentals of brain development and the effect on learning
  - 3. Developmental assets for healthy growth and development
- B. Discipline and Communication
  - 1. Positive parental role modeling
  - 2. Developmentally appropriate techniques for positive discipline
  - 3. Effective and respectful methods of talking and listening
- C. School and College Readiness
  - 1. Ways to promote language, cognitive and academic, physical and social and emotional development
  - 2. Routines and transitions
  - 3. Signs of readiness
- D. Family, Community and Educational Resources
  - 1. Local family resources and social services
  - 2. Domestic violence prevention agencies and services
  - 3. Agencies and services for children with special needs
  - 4. Family resource centers and provider resources
  - 5. Family and community events
  - 6. Foothill College resources
  - 7. Opportunities in the field of education through Foothill College Department of Child

## Development

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation** -

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Representative Text(s)** -

Supporting Your High School and College Student (toolkit provided by FEI, at no cost to students); handouts, pamphlet, journal articles, instructor-developed materials, on-line open resources, videos, DVDs.

**8. Disciplines** -

Parent Education: Noncredit

**9. Method of Instruction** -

Lecture, Discussion, Demonstration, Group work

**10. Lab Content** -

Not applicable.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments** -

- A. Example reading assignments: In "Tips To Get Into College For Both Parents and Students":
  - 1. "Parents: Meet with your child's high school counselor to go over the classes that will best prepare him/her for high school success (A-G Requirements); Make a plan and learn the necessary steps for college; Help your child explore college and careers."
  - 2. "Students: Fine tune your study and time management skills; Meet with your high school counselor to make sure you are taking the required courses; Visit your counselor regularly for new information, financial aid and scholarship opportunities. Understanding the educational system can help you support your high school child's learning, development and plan and prepare for college."
- B. Example writing assignments:
  - 1. Read through pamphlet with your adolescent and highlight the action steps necessary for you both to prepare and plan for high school and college with keeping in mind developmentally appropriate expectations, roles and responsibilities.
  - 2. Journal how your communication and discipline around your high school child's behavior has changed over the 4 weeks of the course.

## 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 #:** NCP 401A

**Course Title:** NURTURING HEALTHY CHOICES I: EARLY YEARS

#### Catalog Description:

Introduces families and providers to healthy feeding and eating practices, best practices in parenting, and links students to resources focused on the Early Years (Birth through 8 Years). Emphasis placed on family wellness, nutrition and healthy feeding dynamics as related to the child's developmental stages. This course helps prepare students for credit classes in Child Development. May be offered bilingually. (English/ Spanish).

#### 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:

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

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

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

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

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

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)

RG \_\_\_\_\_ 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)



## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 12/16/16

**Division Curriculum Representative:** Leticia Serna **Date:** 12/16/16

**Date of Approval by Division Curriculum Committee:** **Date:** 12/16/16

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

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### Counseling and Student Services

#### NCP 401A NURTURING HEALTHY CHOICES I: EARLY YEARS

[Edit Course Outline](#)**NCP 401A****NURTURING HEALTHY CHOICES I: EARLY YEARS****Summer  
2017****8 hours total.****0 Units****Total Contact Hours: 0** (Total of All Lecture and Lab hours X 12)**Total Student Learning Hours: 0** (Total of All Lecture, Lab and Out of Class hours X 12)**Lecture Hours:      Lab Hours:      Weekly Out of Class Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:** Unlimited Repeatability.**Criteria:** The student gains an expanded educational experience each time the course is repeated.**Status -****Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Stand Alone Course**Foothill GE Status:** Non-GE**Articulation Office Information -****C.I.D. Notation:****Transferability:****Validation:** 5/31/16**Division Dean Information -****Seat Count:**  
35**Load Factor:**  
.010**FOAP Code:**  
114000152011132013**Instruction Office Information -****FSA Code:****Distance Learning:** no**Stand Alone**

**Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:** Formerly: NCP 401

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to healthy feeding and eating practices and best practices in parenting, and links students to resources focused on the Early Years (birth through 8 years). Emphasis placed on family wellness, nutrition and healthy feeding dynamics as related to the child's developmental stages. This course helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. describe appropriate health and wellness practices to promote child and family wellness
- B. identify basic nutritional information
- C. use developmentally appropriate feeding and eating practices with children
- D. identify family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on the Early Years of Development:

- A. Health and Wellness
  - 1. Immunizations, children's health and wellness doctor visits
  - 2. Exercise and physical activity in daily routines
  - 3. Oral health
- B. Nutritional Information
  - 1. Sugars, fats and whole grains
  - 2. Reading food labels
  - 3. Portion sizes
- C. Feeding Practices for Healthy Eating
  - 1. 5 Keys to Raising Healthy Eaters: Division of responsibility for adult and child
  - 2. Developmental stages guiding feeding practices
  - 3. Healthy, affordable and culturally appropriate snacks and family meals
- D. Family, Community and Educational Resources
  - 1. Local health agencies and services
  - 2. Food banks and food programs - Women, Infants and Children (WIC)
  - 3. Health and nutrition websites
  - 4. Children's health insurance
  - 5. Family and community events

**5. Repeatability -** Moved to header area.

## **6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

## **7. Representative Text(s) -**

Handouts, articles, instructor-developed materials, online open resources, videos, DVDs.

## **8. Disciplines -**

Parent Education: Noncredit

## **9. Method of Instruction -**

Lecture, Discussion, Demonstration, Group work

## **10. Lab Content -**

Not applicable.

## **11. Honors Description -** No longer used. Integrated into main description section.

## **12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. Example reading assignment: In "Division of Responsibility in Feeding: 5 Keys to Healthy Eating," Ellyn Satter Toolkit Article: "Parents/Adults are responsible for: 1). What Food Is Served; 2). When Food Is Served; 3). Where Food Is Served. Children are responsible for: 4). How Much To Eat; 5). Whether To Eat or Not."
- B. Example writing assignment: Read article, practice the 5 Keys to Healthy Eating, and reflect in writing about how it promoted healthy eating in your family.

## 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 #:** NCP 402A

**Course Title:** THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN I: EARLY YEARS

#### Catalog Description:

Introduces families and providers to the importance of family in the lives of children, best practices in parenting and linking students to resources. Emphasis placed on family engagement linked to learning and student success; leadership; accessing resources; and navigating systems in multicultural communities. This course helps prepare students for credit classes in child development. May be offered bilingually (English / Spanish).

#### 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:

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

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

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

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

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

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

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

This course offers academic instruction in basic child development for underrepresented student populations to promote continued education and workforce development

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)

RG \_\_\_\_\_ 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)

## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 11/2/16

**Division Curriculum Representative:** Leticia Serna **Date:** 11/2/16

**Date of Approval by Division Curriculum Committee:** **Date:** 11/2/16

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

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### Counseling and Student Services

#### NCP 402A THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN I: EARLY YEARS

[Edit Course Outline](#)

NCP 402A	THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN I: EARLY YEARS	Summer 2017
8 hours total.		0 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: Lab Hours: Weekly Out of Class Hours:

Note: If Lab hours are specified, the item 10. Lab Content field must be completed.

#### Repeatability -

Statement: Unlimited Repeatability.

Criteria: The student gains an expanded educational experience each time the course is repeated.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/31/16

#### Division Dean Information -

Seat Count: 35 Load Factor: .010

FOAP Code: 114000152011132013

#### Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone



**Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:** Formerly: NCP 402

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to the importance of family in the lives of children and best practices in parenting, and links students to resources. Emphasis placed on family engagement linked to learning and student success; leadership; accessing resources; and navigating systems in multicultural communities. This course helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. discuss the importance of family in the lives of children
- B. identify ways for parents to be involved and leaders in their children's lives
- C. utilize family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on the young and school aged child:

- A. The Importance of Family
  - 1. Values, goals and dreams
  - 2. Cultural identity and traditions
  - 3. Family strengths
- B. Parent Involvement and Leadership
  - 1. Importance of fathers and male role models
  - 2. Supporting child's learning and education, Common Core, STEAM, Parent-Teacher Conferences, IEPs
  - 3. Building community-support networks for parents and families
- C. Accessing Family, Community and Educational Resources and Navigating Systems
  - 1. Family literacy resources and local libraries
  - 2. Agencies and services for children with special needs
  - 3. Career and professional growth opportunities
  - 4. Navigating the California education system through Foothill College Student Services
  - 5. Educational opportunities - ESL, GED, CD Academy, STEM Camp
  - 6. Family and community events

**5. Repeatability -** Moved to header area.

**6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Representative Text(s) -**

Handouts, journal articles, instructor-developed materials, online open resources, videos, DVDs.

**8. Disciplines -**

Parent Education: Noncredit

**9. Method of Instruction -**

Lecture, Discussion, Demonstration, Group work

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. Example reading assignment: In "What Makes Your Family Strong? The Five Protective Factors" handout (English and Spanish): "The reality is hard times, adversity, misfortune, difficulties...whatever you call it, your family is sure to face it at one time or another. The good news is the risks you and your children face DO NOT define you as a family - Five Protective Factors DO!" Read handout, consider the protective factors in your family and be prepared to discuss them within small groups.
- B. Example writing assignment: Journal how you as a parent have become more engaged with your child over the 4 weeks of the course.

## 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 #:** NCP 402B

**Course Title:** THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN II: ADOLESCENT YEARS

#### Catalog Description:

Introduces families and providers to the importance of family in the lives of adolescents, best practices in parenting and linking students to resources. Emphasis placed on family engagement linked to learning and student success; leadership; accessing resources; and navigating systems in multicultural communities. This course helps prepare students for credit classes in child development. May be offered bilingually (English / Spanish).

#### 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:

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

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

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

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

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

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

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

This course offers academic instruction in basic child development for underrepresented student populations to promote continued education and workforce development.

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

### Criteria B. – Need

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

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

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

#### Noncredit Parenting (NCP) Demonstration of Need

*California Demographics* – According to the 2016 California Children's Report Card, Children Now, <https://www.childrennow.org/reports-research/2016cacchildrensreportcard/> and [www.kidsdata.org](http://www.kidsdata.org)

California is home to 9.1 million children ages birth to 18 years old. Of those children:

- 4.4 million, or nearly half, live in immigrant families
- 2 million, or more than 1 in 5 children, live in poverty
- 1 in every 2 children, or 51 percent, are Latino
- 36 percent of Latino children live in poverty
- 22 percent of California children are English Learners (EL)
- 84 percent of EL students are Spanish speakers

The Noncredit Parenting courses serve as a college bridge, Multi-Generational Model – Pathways to College For Two Generations Model. In order to break the cycle of poverty and cultivate a college going identity among all students, opportunities of continued education are provided to underserved families where parents and providers enroll as community college students, an open access public institution.

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)

RG \_\_\_\_\_ 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)

## FOOTHILL COLLEGE

RG 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)**

RG 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:** Robin Galas **Date:** 11/2/16

**Division Curriculum Representative:** Leticia Serna **Date:** 11/2/16

**Date of Approval by Division Curriculum Committee:** **Date:** 11/2/16

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

## Submissions Course Outline Editor

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### Counseling and Student Services

#### NCP 402B THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN II: ADOLESCENT YEARS

[Edit Course Outline](#)

NCP 402B	THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN II: ADOLESCENT YEARS	Summer 2017
8 hours total.		0 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: Lab Hours: Weekly Out of Class Hours:

Note: If Lab hours are specified, the item 10. Lab Content field must be completed.

#### Repeatability -

Statement: Unlimited Repeatability.

Criteria: The student gains an expanded educational experience each time the course is repeated.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/31/16

#### Division Dean Information -

Seat Count: 35 Load Factor: .010 FOAP Code: 114000152011132013

#### Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone  
Designation: no

**Program Title:**

**Program TOPs Code:**

**Program Unique  
Code:**

**Content Review  
Date:**

**Former ID:** Formerly: NCP 402

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**Need/Justification -**

This course is community focused and supports the college mission of student equity and workforce development to promote continued education for traditionally underrepresented student populations.

**1. Description -**

Introduces families and caregivers to the importance of family in the lives of adolescents and best practices in parenting, and links students to resources. Emphasis placed on family engagement linked to learning and student success; leadership; accessing resources; and navigating systems in multicultural communities. This course helps prepare students for credit classes in Child Development. May be offered bilingually.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. discuss the importance of family in the lives of adolescents
- B. identify ways for parents to be involved and leaders in their adolescents' lives
- C. utilize family, community and educational resources

**3. Special Facilities and/or Equipment -**

None.

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

This course will encompass several parenting education areas focused on the adolescent years:

- A. The Importance of Family
  - 1. Values, goals and dreams
  - 2. Cultural identity and traditions
  - 3. Family strengths
- B. Parent Involvement and Leadership
  - 1. Importance of fathers and male role models
  - 2. Supporting adolescent's learning and education, Common Core, STEAM, Parent-Teacher Conferences, IEPs
  - 3. Building community-support networks for parents and families
- C. Accessing Family, Community and Educational Resources and Navigating Systems
  - 1. Family literacy resources and local libraries
  - 2. Agencies and services for children with special needs
  - 3. Career and professional growth opportunities
  - 4. Navigating the California education system through Foothill College Student Services
  - 5. Educational opportunities - ESL, GED, CD Academy, STEM Camp
  - 6. Family and community events

**5. Repeatability -** Moved to header area.

**6. Methods of Evaluation -**

- A. Student participation in discussions and activities
- B. Journal writing and reflections
- C. Individual, team and small group demonstrations and role plays
- D. In class writing assignments

**7. Representative Text(s) -**

Handouts, journal articles, instructor-developed materials, online open resources, videos, DVDs.

**8. Disciplines -**

Parent Education: Noncredit

**9. Method of Instruction -**

Lecture, Discussion, Demonstration, Group work

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. Example reading assignment: In "What Makes Your Family Strong? The Five Protective Factors" handout (English and Spanish): "The reality is hard times, adversity, misfortune, difficulties...whatever you call it, your family is sure to face it at one time or another. The good news is the risks you and your children face DO NOT define you as a family - Five Protective Factors DO!" Read handout, consider the protective factors in your family and be prepared to discuss them within small groups.
- B. Example writing assignment: Journal how you as a parent have become more engaged with your adolescent over the 4 weeks of the course.



**Foothill College**  
**College Curriculum Committee**  
**Cross-Listed Course Approval Request**

*Per the [Cross-Listing Course Policy](#), approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.*

**Course A Information**

**Course Number:** MUS 11F

**Course Title:** Video Games & Popular Culture

**Total Units:** 4

*Note: all information on COR, including units, must match Course B.*

**Division:** Fine Arts

**This course is:** ☒ Already listed in the catalog    ☐ New

**Course B Information**

**Course Number:** MDIA 13

**Course Title:** Video Games & Popular Culture

**Total Units:** 4

*Note: all information on COR, including units, must match Course A.*

**Division:** Fine Arts

**This course is:** ☐ Already listed in the catalog    ☒ New

**Please briefly explain how the course content fits in the curriculum of each department:**

This course fits within the Music department because it discusses not only the musical scores and sound design of historically significant video games, but also the influence of game soundtracks on popular music. This course fits within the MDIA department because it discusses the impact of games on popular culture in general, and specifically how games have affected the fields of film, television, and literature.

**Please briefly explain how the course content crosses over two disciplines:**

As mentioned above, this course discusses the broader cultural impact of historically significant video games. This impact includes topics relevant to both disciplines including the artistic and technical aspects of video games themselves, as well as the connection between video games and other disciplines including film, television, literature, music, and popular culture in general.

**Please briefly explain how cross-listing these courses will benefit our students:**

This course is unique but complementary to existing Media Studies courses, and will offer those students another option for an engaging, relevant course that offers GE credit for Foothill/CSU/IGETC. Existing Media Studies students may have a difficult time finding this course in its current listing in the Music department, and may assume that the course

is primarily about the musical component of video games without realizing that there is significant course content from other disciplines including film, television, and literature.

**Comments & other relevant information for discussion:**

**Course A Signatures**

Faculty Requestor: Eric Kuehl Date: 1/9/2017

Division Dean: Simon Pennington Date: 1/9/17

Division Curriculum Representative: Mark Anderson Date: 1/18/17

Date of Approval by Division Curriculum Committee: 1/18/17

**Course B Signatures**

Faculty Requestor: Eric Kuehl Date: 1/9/2017

Division Dean: Simon Pennington Date: 1/9/2017

Division Curriculum Representative: Mark Anderson Date: 1/18/17

Date of Approval by Division Curriculum Committee: 1/18/17

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### Fine Arts and Communication

#### MUS 11F VIDEO GAMES & POPULAR CULTURE

[Edit Course Outline](#)

MUS 11F

VIDEO GAMES & POPULAR CULTURE

Summer  
2016

4 hours lecture, 1 hour laboratory.

4 Units

Total Contact Hours: 60

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 156

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4

Lab Hours: 1

Weekly Out of Class Hours: 8

Note: If Lab hours are specified, the item 10. Lab Content field must be completed.

#### Repeatability -

Statement:

Not Repeatable.

#### Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: AA Degree, Certificate of Achievement, Foothill GE

Foothill GE Status: Humanities

#### Articulation Office Information -

C.I.D. Notation:

Transferability: CSU; UC  
Pending

Validation: 11/16/13; 6/2015

#### Division Dean Information -

Seat Count:  
50

Load Factor:  
.116

FOAP Code:  
114000143051100400

#### Instruction Office Information -

FSA Code: 3380 - MUSIC

Distance Learning: yes

Stand Alone  
Designation: no

Program Title: Music Technology

Program TOPs Code: 100500

**Program Unique Code:** 11058  
**Content Review Date:** 0000-00-00  
**Former ID:**

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**Need/Justification -**

This course is a support course for the AA degree and Certificate of Achievement in Music Technology, and it satisfies the Foothill GE Requirement for Area I, Humanities.

**1. Description -**

The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Describe and discuss the history of video game design from its origins to the present.
- B. Analyze video game technology and how it affected game content and aesthetics.
- C. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.
- D. Write comprehensive analyses of the impact of video games on popular culture.

**3. Special Facilities and/or Equipment -**

- A. When taught on campus: classroom sound equipment for compact discs, audiotape and records, screen, overhead projector, digital projector, VCR and DVD.
- B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

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

A. Early History

1. The end of World War II results in the first video games.
2. Early attempts to create artificial intelligence with simple computers.
3. Mainstream society initially fears and rejects games.
4. The first hobbyist game designers and the emergence of collective play.
5. Important figures might include:
  - a. Thomas Goldsmith
  - b. Alan Turing
  - c. William Higinbotham

B. Video Arcade Games

1. College students secretly use campus computer resources to develop the first computer-based video games.
2. The first video game companies attempt to perfect the user experience.
3. The initial success of the industry spawns copycats and results in numerous lawsuits.
4. Attempts to legitimize video arcades by creating a family-friendly atmosphere.
5. The rapid growth and sudden crash of the industry.
6. Important figures might include:

- a. Steve Russell
  - b. Nolan Bushnell
- C. Home Video Game Consoles
  - 1. The struggle to achieve commercial acceptance of the first home game consoles.
  - 2. The first video game entrepreneurs and the building of a multi-billion dollar industry.
  - 3. Media conglomerates attempt to control game distribution using the same model as music and film distribution.
  - 4. The creation of new control interfaces to attract underrepresented gamer demographics like women, children, and the elderly.
  - 5. Important figures might include:
    - a. Ralph Baer
    - b. Steve Ross
    - c. Howard Marks
- D. Home Computer Games
  - 1. A grassroots movement results in the text game genre.
  - 2. The rise of third-party developers and the promotion of game designers as stars.
  - 3. The first person shooter brings players closer to living in a virtual reality.
  - 4. Important figures might include:
    - a. Will Crowther
    - b. Jack Tramiel
    - c. Trip Hawkins
    - d. Rand and Robyn Miller
    - e. Jon Romero
- E. Handheld Video Games
  - 1. Advances in miniaturization enable game designers to create engaging handheld games.
  - 2. The convergence of children's film and television entertainment with video games.
  - 3. The rise of the smart phone and the democratization of game creation and consumption.
  - 4. Important figures might include:
    - a. Michael Katz
    - b. Gunpei Yojo
    - c. Steve Jobs
- F. Online Video Games
  - 1. Widespread availability of computer modems allows users to interact online.
  - 2. The massively multiplayer game leads to game addicts living their entire lives virtually.
  - 3. Online gaming propels the game industry past films to the top of the entertainment industry.
  - 4. The rise of casual gaming and the science of user experience.
  - 5. Important figures might include:
    - a. Steve Case
    - b. Brad McQuaid
    - c. Harold Ryan
- G. Controversy
  - 1. Violence in gaming becomes one of the nation's hottest political issues.
  - 2. Warner Brothers discards millions of game cartridges in the New Mexico desert.
  - 3. The introduction of the sandbox game and concerns about virtual representations of drugs and prostitution.
  - 4. Important figures might include:
    - a. Jack Thompson
    - b. Steven Spielberg
    - c. Davis Jones
- H. Gaming Around The World
  - 1. A culture of gaming perfection in Japan.
  - 2. Game development behind the Iron Curtain.
  - 3. Important figures might include:
    - a. Tomohiro Nishikado and Space Invaders
    - b. Toru Iwatani and Pac-Man
    - c. Shigeru Miyamoto: From Donkey Kong to Mario
    - d. Alexey Pajtinov and Tetris
- I. Games in Film, Television, Music and Print
  - 1. Films about games, artificial intelligence, and fear of technology.
  - 2. Books about games, virtual reality, and their impact on popular culture.
  - 3. Music inspired by games and game characters.
  - 4. Important topics might include:
    - a. Kubrick's 2001 and Computer Paranoia
    - b. Pac Man Fever: Integrated Marketing Pays Off
    - c. Tron: The First Film about Games

- d. William Gibson's Cyberpunk Revolution
- e. 80s Gaming Blockbusters: WarGames, The Last Starfighter, and Cloak & Dagger
- f. Genre Innovation: Ender's Game and Snow Crash
- g. Why are movies about games so bad?
- h. Coming Full Circle: Ernest Cline and Ready Player One

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation** -

- A. Module quizzes on each of the topic areas.
- B. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or game reviews.
- C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

**7. Representative Text(s)** -

Bissell, Tom, Why Video Games Matter, London, Vintage, 2011.

Goldberg, Harold, All Your Base Are Belong to Us: How Fifty Years of Videogames Conquered Pop Culture, London, Three Rivers Press, 2011.

Kent, Steven, The Ultimate History of Video Games, London, Three Rivers Press, 2011.

Although these texts are older than the suggested "5 years or newer" standard, they still remain seminal texts in this area of study.

**8. Disciplines** -

Music or Commercial Music

**9. Method of Instruction** -

- A. Lecture presentations and classroom discussion of the impact of video games on popular culture.
- B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**10. Lab Content** -

- A. Laboratory activities are provided for students to gain a theoretical knowledge regarding video game characteristics (story, graphics, sound), genre, and style. The lab content includes:
  - 1. In-depth, guided study of video game examples.
  - 2. Additional opportunities are provided through critical analysis of music, films, books, and documentaries.
  - 3. Learning is assessed in module quizzes and essays.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments** -

- A. Reading Assignments: Reading of modules for each of the module topics plus online summary.
- B. Writing Assignments: Essays responding to a prompt.

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### Fine Arts and Communication

#### MDIA 13 VIDEO GAMES & POPULAR CULTURE

[Edit Course Outline](#)**MDIA 13****VIDEO GAMES & POPULAR CULTURE****Summer  
2017****4 hours lecture, 1 hour laboratory.****4 Units****Total Contact Hours: 60***(Total of All Lecture and Lab hours X 12)***Total Student Learning Hours: 156***(Total of All Lecture, Lab and Out of Class hours X 12)***Lecture Hours: 4****Lab Hours: 1****Weekly Out of Class Hours: 8****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:**

Not Repeatable.

**Status -****Course Status:** Active**Grading:** Letter Grade with P/NP option**Degree Status:** Applicable**Credit Status:** Credit**Degree or Certificate Requirement:** AA Degree, Certificate of Achievement, Foothill GE**Foothill GE Status:** Humanities**Articulation Office Information -****C.I.D. Notation:****Transferability:** UC/CSU**Validation:** 9/2016**Division Dean Information -****Seat Count:**  
50**Load Factor:**  
.105**FOAP Code:**  
114000143111061410**Cross Listed as:**

MUS 11F

**Related ID:****Instruction Office Information -****FSA Code:****Distance Learning:**

no

**Stand Alone** no  
**Designation:**  
**Program Title:**  
**Program TOPs Code:**  
**Program Unique Code:**  
**Content Review Date:**  
**Former ID:**

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**Need/Justification -**

This course is a restricted support course for the AA degree and Certificate of Achievement in Music Technology, and it satisfies the Foothill GE Requirement for Area I, Humanities.

**1. Description -**

The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in MUS 11F.

**2. Course Objectives -**

The student will be able to:

- A. Describe and discuss the history of video game design from its origins to the present.
- B. Analyze video game technology and how it affected game content and aesthetics.
- C. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.
- D. Write comprehensive analyses of the impact of video games on popular culture.

**3. Special Facilities and/or Equipment -**

- A. When taught on campus: classroom sound equipment for compact discs, audiotape and records, screen, overhead projector, digital projector, VCR and DVD.
- B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

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

A. Early History

- 1. The end of World War II results in the first video games.
- 2. Early attempts to create artificial intelligence with simple computers.
- 3. Mainstream society initially fears and rejects games.
- 4. The first hobbyist game designers and the emergence of collective play.
- 5. Important figures might include:
  - a. Thomas Goldsmith
  - b. Alan Turing
  - c. William Higinbotham

B. Video Arcade Games

- 1. College students secretly use campus computer resources to develop the first computer-based video games.



2. The first video game companies attempt to perfect the user experience.
3. The initial success of the industry spawns copycats and results in numerous lawsuits.
4. Attempts to legitimize video arcades by creating a family-friendly atmosphere.
5. The rapid growth and sudden crash of the industry.
6. Important figures might include:
  - a. Steve Russell
  - b. Nolan Bushnell

#### C. Home Video Game Consoles

1. The struggle to achieve commercial acceptance of the first home game consoles.
2. The first video game entrepreneurs and the building of a multi-billion dollar industry.
3. Media conglomerates attempt to control game distribution using the same model as music and film distribution.
4. The creation of new control interfaces to attract underrepresented gamer demographics like women, children, and the elderly.
5. Important figures might include:
  - a. Ralph Baer
  - b. Steve Ross
  - c. Howard Marks

#### D. Home Computer Games

1. A grassroots movement results in the text game genre.
2. The rise of third-party developers and the promotion of game designers as stars.
3. The first person shooter brings players closer to living in a virtual reality.
4. Important figures might include:
  - a. Will Crowther
  - b. Jack Tramiel
  - c. Trip Hawkins
  - d. Rand and Robyn Miller
  - e. Jon Romero

#### E. Handheld Video Games

1. Advances in miniaturization enable game designers to create engaging handheld games.
2. The convergence of children's film and television entertainment with video games.
3. The rise of the smart phone and the democratization of game creation and consumption.
4. Important figures might include:
  - a. Michael Katz
  - b. Gunpei Yojo
  - c. Steve Jobs

#### F. Online Video Games

1. Widespread availability of computer modems allows users to interact online.
2. The massively multiplayer game leads to game addicts living their entire lives virtually.
3. Online gaming propels the game industry past films to the top of the entertainment industry.
4. The rise of casual gaming and the science of user experience.
5. Important figures might include:
  - a. Steve Case
  - b. Brad McQuaid
  - c. Harold Ryan

#### G. Controversy

1. Violence in gaming becomes one of the nation's hottest political issues.
2. Warner Brothers discards millions of game cartridges in the New Mexico desert.
3. The introduction of the sandbox game and concerns about virtual representations of drugs and prostitution.
4. Important figures might include:
  - a. Jack Thompson
  - b. Steven Spielberg
  - c. Davis Jones

#### H. Gaming Around The World

1. A culture of gaming perfection in Japan.
2. Game development behind the Iron Curtain.
3. Important figures might include:
  - a. Tomohiro Nishikado and Space Invaders
  - b. Toru Iwatani and Pac-Man
  - c. Shigeru Miyamoto: From Donkey Kong to Mario
  - d. Alexey Pajtinov and Tetris

#### I. Games in Film, Television, Music and Print

1. Films about games, artificial intelligence, and fear of technology.
2. Books about games, virtual reality, and their impact on popular culture.

3. Music inspired by games and game characters.
4. Important topics might include:
  - a. Kubrick's 2001 and Computer Paranoia
  - b. Pac Man Fever: Integrated Marketing Pays Off
  - c. Tron: The First Film about Games
  - d. William Gibson's Cyberpunk Revolution
  - e. 80s Gaming Blockbusters: WarGames, The Last Starfighter, and Cloak & Dagger
  - f. Genre Innovation: Ender's Game and Snow Crash
  - g. Why are movies about games so bad?
  - h. Coming Full Circle: Ernest Cline and Ready Player One

**5. Repeatability** - Moved to header area.

## **6. Methods of Evaluation -**

- A. Module quizzes on each of the topic areas.
- B. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or game reviews.
- C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

## **7. Representative Text(s) -**

Bissell, Tom. Why Video Games Matter. London: Vintage, 2011.

Goldberg, Harold. All Your Base Are Belong to Us: How Fifty Years of Videogames Conquered Pop Culture. London: Three Rivers Press, 2011.

Kent, Steven. The Ultimate History of Video Games. London: Three Rivers Press, 2011.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

## **8. Disciplines -**

Music  
Commercial Music  
History

## **9. Method of Instruction -**

- A. Lecture presentations and classroom discussion of the impact of video games on popular culture.
- B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

## **10. Lab Content -**

- A. Laboratory activities are provided for students to gain a theoretical knowledge regarding video game characteristics (story, graphics, sound), genre, and style. The lab content includes:
  1. In-depth, guided study of video game examples.
  2. Additional opportunities are provided through critical analysis of music, films, books, and documentaries.
  3. Learning is assessed in module quizzes and essays.

**11. Honors Description** - No longer used. Integrated into main description section.

## **12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -**

- A. Reading Assignments: Reading of modules for each of the module topics plus online summary.
- B. Writing Assignments: Essays responding to a prompt.



ACADEMIC SENATE  
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# Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines

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Assigning courses to disciplines is designated as an academic and professional matter under the purview of academic senates in Title 5 §53200(c): “(1) Curriculum, including establishing prerequisites and placing courses within disciplines.” While the vast majority of courses at California community colleges were assigned to disciplines following the passage of AB 1725, changes to college curriculum and to the Disciplines List often necessitate the need for local senates to review the decisions they have made locally in this area. However, misconceptions often arise regarding what it means to assign courses to disciplines. Sometimes this process is confused with equivalency, and sometimes it is incorrectly perceived as being the same as granting single-course equivalency. Other times faculty and colleges are confused about what to do if no corresponding discipline for a course appears in the Disciplines List<sup>[1]</sup> and how to appropriately use the interdisciplinary studies option. It is important that local senates and curriculum committees understand these issues in order to make effective and appropriate decisions regarding the assignment of courses to disciplines.

In order to teach credit and noncredit courses at a California community college, faculty must meet the required minimum qualifications for the discipline or disciplines to which a course is assigned. Minimum qualifications for faculty are established and revised by the Board of Governors upon recommendation of the Academic Senate for California Community Colleges. Title 5 §53407 and §53410 require that faculty who teach credit courses must meet the minimum qualifications as stated in the Disciplines List, while for noncredit courses faculty must meet either the minimum qualifications in the Disciplines List or the noncredit minimum qualifications stated in Title 5 §53412.<sup>[2]</sup>

While minimum qualifications for disciplines are established at the state level, the assignment of courses to disciplines is locally determined and is primarily the responsibility of local academic senates, with the specific work of assigning courses to disciplines typically delegated to curriculum committees. While the criteria for assigning courses to disciplines are locally determined, the ASCCC established the following principles in its paper *Qualifications for Faculty Service in the*

*California Community Colleges*, which was adopted Spring 2004<sup>[3]</sup> :

*A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are [sic] likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.*

Thus, local senates have a responsibility to establish criteria that ensure that faculty assigned to teach a course will have the proper academic preparation needed to teach that course with the scope and rigor expected of all college instruction. The assignment of courses to disciplines for reasons other than proper academic preparation may result in students completing courses that inadequately prepare them for transfer or employment, loss of articulation, and accreditation sanctions.

Standard practice is to assign each course to a single discipline from the Disciplines List. This practice is preferred because it clearly demonstrates to the students, the public, accreditors, transfer institutions, and employers that the courses are taught by faculty with appropriate academic preparation. An example of the differing applications of this process might involve a case in which a college decides to expand its curriculum to offer courses in geography, geology, and oceanography. As part of the curriculum approval process, the curriculum committee should recommend the disciplines to which those courses would be assigned. In the case of the geography courses, the assignment to a discipline is straightforward: geography is a discipline listed in the Disciplines List, and therefore the curriculum committee should assign the geography courses to the geography discipline. The decisions regarding the geology and oceanography classes are less obvious because the Disciplines List does not include specific listings for geology and oceanography. However, if one reads the Disciplines List carefully, one notices that the earth sciences discipline encompasses geology and oceanography:

*Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology*

*OR*

*bachelor's in geology*

*AND*

*master's in geography, physics, or geochemistry*

*OR*

*the equivalent.*

Based on the detail and listed degrees in the earth sciences description, the curriculum committee can logically conclude that courses in subjects such as geology and oceanography should logically be assigned to this discipline.

While standard practice involves assigning a course to a single discipline, colleges do have the option to assign a specific course to more than one discipline, and doing so may be appropriate provided that valid curricular reasons exist. For example, faculty in the African-American studies<sup>[4]</sup> and English departments at a college might propose to the curriculum committee that a course in African-American literature be assigned to both the African-American studies and English

disciplines, given that a person with expertise in either discipline might legitimately be considered properly trained to teach the subject matter of the course. The curriculum committee must then critically review the proposal and consider possible unintended consequences and potential harm to students if the assignment to both disciplines is approved. If the African–American literature course is assigned to both the English and African–American studies disciplines, then any faculty member who meets the minimum qualifications for either discipline may teach the course, including an English faculty member with no background in African–American literature.

This situation can become especially problematic in climates that involve class cancellations or reductions in the work force and faculty seniority or bumping rights. The supervising administrator has the right of assignment of faculty to teach courses and is responsible for ensuring that the requirements of the local collective bargaining agreement regarding faculty teaching load, seniority, and part-time faculty rehiring rights are met. Thus, an unintended consequence of assigning the African–American literature course to both disciplines may be that an English faculty with no expertise in African–American literature is assigned to teach the course in lieu of a faculty member who has a master’s degree in African–American studies and who is expert in African–American literature. Such a decision might be perceived as a disservice to the students. Therefore, the assignment of courses to multiple disciplines should be done judiciously, and care must be taken to ensure that assignment of a course to multiple disciplines does not adversely affect the rigor of courses, is done for valid curricular reasons, and does not harm students.

A common misconception about assigning a specific course to multiple disciplines is that it is somehow the same as granting single course equivalency, but such is not the case. Assigning courses to disciplines is the means by which a district determines the specific minimum qualifications faculty must meet to teach each of its courses, and whereas equivalency involves the decision as to whether an individual person meets those qualifications. If the African–American literature course is assigned only to the African–American studies discipline, then only faculty who meet the African–American studies minimum qualifications can teach that course. If that same African–American literature course is instead assigned to both the African–American studies and English disciplines, then the faculty who teach that course must meet either the African–American studies or the English minimum qualifications. If a person who meets the English minimum qualifications is hired by the college to teach the African–American literature course, that person is not only qualified to teach that particular course but is also qualified to teach any course assigned to the English discipline. This situation does not constitute single course equivalency because the faculty member not only meets the minimum qualifications required to teach the African–American literature course but also meets the minimum qualifications to teach all of the other courses assigned to the English discipline.

Courses that are commonly assigned to multiple disciplines are those that do not have a corresponding discipline in the Disciplines List. For example, many colleges offer courses in environmental science, and four-year institutions offer degrees in environmental science, yet the Disciplines List does not include a listing for an environmental science discipline. Therefore, the curriculum committee must assign environmental science courses to appropriate disciplines listed in the Disciplines List. For example, based on the content and objectives of the courses, a curriculum committee might decide to assign an environmental science – physical processes course to the chemistry and geology disciplines and to assign an environmental science –environmental biology course to the biological sciences and ecology disciplines. The drawback to this practice is that a person with a master’s degree in environmental science would be prevented from teaching an environmental science course at that college unless he or she is granted equivalency to one of the disciplines to which that environmental science course is assigned. An alternative approach is for the curriculum committee to assign all of the

environmental science courses to the Interdisciplinary Studies discipline. The minimum qualifications for interdisciplinary studies are as follows:

*Master's in the Interdisciplinary area*

OR

*master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline(s).*

If environmental science is the interdisciplinary area in question, a person with a master's degree in environmental science is qualified to teach all of the environmental science courses offered by the college. The benefit to students is clear because the environmental science courses they take are taught by faculty with academic preparation in environmental science and who are thus subject matter experts in that discipline. The curriculum committee also needs to assign the environmental science courses to constituent disciplines from the Disciplines List. However, a person with a master's degree in one of those constituent disciplines still needs to have completed the requisite upper division or graduate coursework, as determined locally, in another one of the constituent disciplines in order to be qualified to teach the environmental sciences courses.

In summary, all courses must be assigned to a discipline in the Disciplines List. Education Code and Title 5 provide a fair amount of flexibility to local senates in recommending how courses are assigned to disciplines. In most cases courses are assigned to a single discipline, while in other cases it might be appropriate to assign courses to more than one discipline or to assign courses to interdisciplinary studies. Furthermore, as the Disciplines List is revised local senates should review the assignment of courses to disciplines as appropriate to ensure that students take courses that are taught by faculty with the appropriate academic preparation. In each case faculty leadership and professional expertise through local senates is critical for ensuring that assignment of courses to disciplines is done for sound curricular reasons so that students are enrolled in courses taught by qualified faculty with the academic preparation and knowledge necessary to allow the students to succeed not only in the courses offered at the college but also after transfer or joining the workforce.

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[1] The Disciplines List is incorporated in the publication *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* published by the California Community Colleges Chancellor's Office. The Disciplines List is available at <http://www.asccc.org/sites/default/files/2014MinimumQualifications.pdf> (<http://www.asccc.org/sites/default/files/2014MinimumQualifications.pdf>).

[2] The noncredit minimum qualifications are also listed in the Disciplines List for convenience. However, changes to these minimum qualifications still require changes to Title 5 §53412 by the Board of Governors.

[3] *Qualifications for Faculty Service in the California Community Colleges* is available at [http://asccc.org/sites/default/files/publications/FacultyQuals\\_0.pdf](http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf) ([http://asccc.org/sites/default/files/publications/FacultyQuals\\_0.pdf](http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf)).

[4] The African-American Studies discipline was approved by the Board of Governors in 2015 for incorporation into the 2016 edition of *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However, the 2016 edition has not yet been published.

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Catalog Description:**

**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:

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

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

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

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

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

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

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

**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.)

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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)

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

### Criteria E. – Compliance (please initial as appropriate)

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

**Faculty Requestor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Curriculum Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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