

**College Curriculum Committee Meeting Agenda**  
**Tuesday, February 7, 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: January 24, 2017	Action	#2/7/17-1	Escoto
2. Announcements a. Title 5 List Timing b. Courses not Taught in Four Years— clarification c. Baccalaureate Degree Visit	Information		Escoto
3. New Course Families: Acting, Voice, Production-Performance, Production- Technical (Theatre Arts)	Action	#2/7/17-2	Escoto
4. Addition to Course Family: Individual Sports (Kinesiology)	Information		Escoto
5. Stand Alone Approval Request: NCP 400C	2nd Read/ Action	#2/7/17-3	Escoto
6. Stand Alone Approval Request: NCP 401A	2nd Read/ Action	#2/7/17-4	Escoto
7. Stand Alone Approval Request: NCP 402A	2nd Read/ Action	#2/7/17-5	Escoto
8. Stand Alone Approval Request: NCP 402B	2nd Read/ Action	#2/7/17-6	Escoto
9. Adding a Course Discipline	Discussion	#2/7/17-7	Escoto
10. COR Review Checklist for Curriculum Reps	Discussion	#2/7/17-8	Escoto
11. Grade Requirements for Major Courses	Discussion		Escoto
12. Report Out from Division Reps	Discussion		All
13. Good of the Order			Escoto
14. Adjournment			Escoto

**Attachments:**

- #2/7/17-1 Draft Minutes: January 24, 2017
- #2/7/17-2 Proposal to create new course families in Theatre Arts
- #2/7/17-3 Stand Alone Course Approval Request: NCP 400C
- #2/7/17-4 Stand Alone Course Approval Request: NCP 401A
- #2/7/17-5 Stand Alone Course Approval Request: NCP 402A
- #2/7/17-6 Stand Alone Course Approval Request: NCP 402B
- #2/7/17-7 New Course Proposal form - draft revision
- #2/7/17-8 COR Review Checklist for Curriculum Reps

**2016-2017 Curriculum Committee Meetings:**

<u>Fall 2016 Quarter</u>	<u>Winter 2017 Quarter</u>	<u>Spring 2017 Quarter</u>
10/11/16	1/24/17	4/25/17
10/25/16	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	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), LeeAnn Emanuel (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), Tiffany Rideaux (BSS), Katy Ripp (KA), 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: 2/7/17Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
✓	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Mark Anderson	7156	F A	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
✓	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
✓	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
✓	Sara Cooper		BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
✓	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
✓	Valerie Fong	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@fhda.edu
✓	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
—	Don MacNeil	6967	K A	macneildon@fhda.edu
—	Tiffany Rideaux (W)		BSS	rideauxtiffany@fhda.edu
✓	Katy Ripp	7355	K A	rippkaty@fhda.edu
—	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
—	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
—	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

✓	Basil Farooq	7231	ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
—	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
—			SLO Coordinator	

Visitors


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

Item	Discussion
1. Minutes: December 6, 2016	Motion to approve <b>M/S</b> (Armstrong, Anderson). <b>Approved by consent.</b> 4 abstentions.
2. Announcements  a. New Course Proposals  b. Notification of Proposed Requisites  c. List of Courses not Taught in Four Years	<p><b>Speaker: Isaac Escoto</b> Stanford chemical engineering graduate student, Amy Calgaro, introduced by Armstrong as guest; participating in program to shadow faculty.</p> <p>Escoto reminded the group that his current term as CCC co-chair ends at the end of this academic year. Please contact him if interested or would like to discuss.</p> <p>The following proposals were presented: GID 49, 67, 68A, 68B; MATH 1BHP; MUS 38A, 38B, 38C. Please share with your constituents.</p> <p>Prerequisites for new ACTG and ENGL courses for 2017-18; also listed are ongoing requisites, for which a Content Review form was not on file. Please share with your constituents.</p> <p>List was emailed to reps earlier today. Deadline for Exemption Request forms to be submitted to Vanatta for CCC approval will be the same as last year—March 10th. List includes courses approved for an extension last year that have not yet been taught again. Question regarding need to resubmit for an extension if course was approved to be taught during a term that hasn't yet occurred, for example, spring 2017. Question regarding courses approved for an extension that were not taught during proposed term (e.g., fall 2016). Clarification requested regarding course being “offered” vs. “taught”—consensus is that course must be taught to count. Vanatta will check minutes to confirm [<i>note: distinction not mentioned in minutes from last year's discussions</i>]. Comment that some Bio Health courses on list cannot simply be offered—an outside entity influences when they can be offered, and timing is currently unknown. Escoto noted concern for students seeing courses listed in catalog, and the need to ensure that what we're publishing is an accurate list of potential offerings. Comment regarding the nature of Apprenticeship and other workforce courses, in that students cannot simply thumb through catalog and decide they want to take one Apprenticeship course; perhaps such courses should be considered differently. Escoto noted that unique details such as these would be taken into consideration when reviewing exemption requests. Counseling noted particular concern of courses for ADTs not being offered. LaManque stated importance of having a blanket policy without exceptions, and process of discussion. Escoto will follow up with group via email after minutes from last year are checked.</p>
3. Consent Calendar a. GE Applications	<p><b>Speaker: Isaac Escoto</b> The following GE applications were presented: Area I—PHIL 4, 11, 12; Area IV—SOC 28; Area VII—PHED 15A, 15B, 15C. No comments.</p>

	Motion to approve <b>M/S</b> (Anderson, Armerding). <b>Approved.</b>
4. Stand Alone Approval Request: CNSL 8H	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for CNSL 8H. No comments.  Motion to approve <b>M/S</b> (Serna, Ziegenhorn). <b>Approved.</b>
5. Stand Alone Approval Request: NCP 400A	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCP 400A. Criteria B section of application has been updated, based on suggestion at previous meeting. No comments.  Motion to approve <b>M/S</b> (Anderson, Armstrong). <b>Approved.</b>
6. Stand Alone Approval Request: NCP 400B	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCP 400B. Criteria B section of application has been updated, based on suggestion at previous meeting. General question regarding repeatability of noncredit courses—all noncredit courses are repeatable and college does receive state funding.  Motion to approve <b>M/S</b> (Cooper, Anderson). <b>Approved.</b>
7. Stand Alone Approval Request: NCP 401B	<b>Speaker: Isaac Escoto</b> Second read of Stand Alone Approval Request for NCP 401B. Criteria B section of application has been updated, based on suggestion at previous meeting. No comments.  Motion to approve <b>M/S</b> (Campbell, Serna). <b>Approved.</b>
8. Stand Alone Approval Request: NCP 400C	<b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 400C. Course will be permanently Stand Alone. No comments.  Second read and possible action will occur at next meeting.
9. Stand Alone Approval Request: NCP 401A	<b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 401A. Course will be permanently Stand Alone. No comments.  Second read and possible action will occur at next meeting.
10. Stand Alone Approval Request: NCP 402A	<b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 402A. Course will be permanently Stand Alone. No comments.  Second read and possible action will occur at next meeting.
11. Stand Alone Approval Request: NCP 402B	<b>Speaker: Isaac Escoto</b> First read of Stand Alone Approval Request for NCP 402B. Course will be permanently Stand Alone. No comments.  Second read and possible action will occur at next meeting.
12. Cross-List Request: MUS 11F & MDIA 13	<b>Speaker: Isaac Escoto</b> Request to cross-list MUS 11F (existing course) with MDIA 13 (new course for 2017-18). Question regarding how cross-listed course appears in Banner—listed as a footnote, which is the responsibility of division assistant. COR Advisory that course not open to students with credit in other version; however, students might not recognize that as indicating courses are cross-listed.  Motion to approve <b>M/S</b> (Anderson, Cooper). <b>Approved.</b>
13. Adding a Course Discipline	<b>Speaker: Isaac Escoto</b> Importance of clarity around listing a discipline on a course;

	<p>reminder that a discipline drives the minimum qualifications (MQs) necessary for faculty to teach a course. Agenda included ASCCC document on the topic; provides example of course in African-American literature—if course lists both English and African-American Studies as disciplines, any faculty member who meets MQs for either is considered qualified to teach course. In a situation involving reduction of workforce, a faculty member with no background in African-American literature could end up teaching the course, possibly resulting in "a disservice to students." Considering such examples will hopefully assist reps in better understanding disciplines and advising faculty when creating a new course.</p> <p>Issue of adding a discipline from another division to a course—we don't have a process for doing so. Comment that rep should contact a rep (or the dean) in the other division so that issue is discussed among faculty within that division. Escoto asked group if a more formal process should be discussed or implemented. Comment that disciplines might not be as well understood as they should; suggestion for help or guidelines to be drafted. Suggestion to add note to existing New Course Proposal form regarding additional steps to take if proposing a discipline outside of the division. All proposals are seen by CCC and can be discussed when this occurs. Concern expressed regarding existing course being updated to add/remove a discipline—such changes are only seen within the division. Comment regarding example of environmental science courses in ASCCC document and use of Interdisciplinary Studies as the discipline, as a solution—could be a good solution for some courses here at Foothill.</p> <p>Suggestion to add to New Course Proposal form signature line when another department/division involved. Question as to whose signature would be required—department/division rep. Escoto and Vanatta will draft update to form to bring to future meeting.</p>
<p>14. Stand Alone form</p>	<p><b>Speakers: Isaac Escoto &amp; Andrew LaManque</b>          At previous meeting, Criteria B section of form was discussed, and clarification requested, regarding need to actually attach a separate document to form. LaManque noted importance of ensuring the information is provided, whether it is listed within the Stand Alone form itself, or attached as a separate document. It is then up to CCC to determine whether or not that information is sufficient. Comment that level/type of information provided depends on the course in question. Concern that process of collecting data is not straightforward and can cause delay, as small group of people at Foothill have access to certain systems used to gather data. Escoto encouraged anyone having trouble collecting data for form to share concerns at CCC. Bottom line is for information to be clear and complete, whether listed within form itself or as separate document.</p>
<p>15. Program Creation Process</p>	<p><b>Speaker: Isaac Escoto</b>          Continuation of discussion from previous meeting. Escoto mentioned example of recent approval of Humanities certificate and questions that arose at CCC that were not addressed earlier in the program creation process. Under current process, a new program doesn't come to CCC until late in the process, after it has been seen by many other groups. Escoto asked group if including CCC earlier in the process would be helpful, and at what point earlier CCC notification would best occur. Comment that we have New Course Proposal form to use as info item to CCC for a new</p>

	<p>course—should similar form be created for new programs? LaManque noted that current process, until division approval step, is supposed to be similar to presenting a New Course Proposal (in terms of documentation required), but recently many are creating full program documentation early in process. Escoto noted frequent misconception that earlier groups, such as PaRC, approve new programs— they provide comments but do not officially approve. Comment that the broad representation of CCC would be beneficial to include early in the process. Comment that it makes sense to ensure that resources are available before CCC sees program—Dean's review helps ensure resources available. LaManque noted example of recent programs unsure of which work group to go to—CCC input would be helpful. Campbell serves as workforce work group tri-chair and stated that guidance from CCC would be helpful for their discussions.</p>
<p>16. Report Out from Division Reps</p>	<p><b>Speaker: All</b>  CNSL: Starting to see many cancellations and no-shows; please let your students know that there are openings throughout the quarter. Since CNSL 5 is no longer mandatory, taking longer to work with some students—please encourage your students to take CNSL 5.  FA: GID program being reworked; new curriculum being written. Working on creating gaming program—combination of game audio and other courses. Still working on music ADT.  LA: Began conversations around journalism, including bringing the student newspaper back to life. Journalism Club might begin as early as next quarter; hope to transition into a course and possibly even a department. ESLL department considering deactivating ESLL 26, which is equivalent to ENGL 1A but targets non-native English speakers. Course had been listed as a prereq to ENGL 1A but is now considered equivalent, so students are no longer allowed to take both. English assessment test is placing students into ESLL 26—concern expressed for some students, who take ESLL 26 &amp; ENGL 1B before transferring to UC, as they are then not allowed to take ENGL 1A to meet the IGETC requirement (since it is a prerequisite course for 1B). Conversations will continue. Vanatta asked reps not to remove ESLL 26 from any curriculum sheets—she will remove the course if it does get deactivated. Escoto noted that course is used broadly across campus, and stressed the importance of including student feedback in future discussions, as well as feedback from others who were not involved in recent meeting. Question regarding availability of research showing results of students who took both ESLL 26 &amp; ENGL 1A vs. those who took just one—LaManque noted that a data request has been submitted, and CCC Team will report back when data is available. Bio Health noted recent discussion around adding communications course requirement to certain programs if they determine that ENGL 1A isn't enough to meet certain learning outcomes. Language Arts will rework course sequence if ESLL 26 deactivated.  BSS: Working on program sheets.  PSME: Working on program sheets. Developing two new honors courses in math.</p>
<p>17. Good of the Order</p>	
<p>18. Adjournment</p>	<p><b>3:25 PM</b></p>

**Attendees:** Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Amy Calgaro (guest), Rachelle Campbell (BH), Sara Cooper (BH), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Valerie Fong (LA), Marnie Francisco (PSME), Kurt Hueg

*Draft Minutes, January 24, 2017*

(Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Tiffany Rideaux (BSS), Katy Ripp (KA), Lety Serna (CNSL), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

**Minutes Recorded by:** M. Vanatta



## **Proposal to create new course families in Theatre Arts**

Theatre Arts has identified four new course families:

### Acting

THTR 20A ACTING I  
THTR 20B ACTING II  
THTR 20C ACTING III  
THTR 43C FOUNDATIONS IN CLASSICAL ACTING  
THTR 43E IMPROVISATION  
THTR 63A FILM & TELEVISION ACTING WORKSHOP

### Voice

THTR 47A / MUS 47A INTRODUCTION TO MUSICAL THEATRE PRODUCTION  
THTR 47B / MUS 47B INTERMEDIATE MUSIC THEATRE PRODUCTION WORKSHOP  
THTR 47C / MUS 47C ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP  
THTR 47D / MUS 47D ADVANCED MUSIC THEATRE PRODUCTION WORKSHOP II  
THTR 48A VOICE & SPEECH FOR THE ACTOR  
THTR 48B / MUS 48B SINGING TECHNIQUE FOR MUSICAL THEATRE  
THTR 48C / MUS 48C MUSICAL THEATRE REPERTOIRE FOR SINGERS  
THTR 48F MUSICAL THEATRE REPERTOIRE FOR SINGERS II

### Production-Performance

THTR 44A PRODUCTION PROJECTS I  
THTR 44B PRODUCTION PROJECTS II  
THTR 46A PRODUCTION PROJECTS IN THEATRE  
THTR 46B LEADERSHIP & ORGANIZATION FOR PRODUCTION  
THTR 49A PERFORMANCE PRODUCTION I  
THTR 49B PERFORMANCE PRODUCTION II  
THTR 49C PERFORMANCE PRODUCTION III  
THTR 49D PERFORMANCE PRODUCTION IV

### Production-Technical

THTR 45A TECHNICAL THEATRE IN PRODUCTION I  
THTR 45B TECHNICAL THEATRE IN PRODUCTION II  
THTR 45C TECHNICAL THEATRE IN PRODUCTION III  
THTR 45D TECHNICAL THEATRE IN PRODUCTION IV  
THTR 45E TECHNICAL THEATRE MANAGEMENT IN PRODUCTION  
THTR 45F TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II

The new families will go into effect for 2017-18.

Approved by the Fine Arts curriculum committee: 1/26/17 (electronic vote)

# 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/2016cachildrensreportcard/> 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

[Return to Administration](#)

*For authorized use only*

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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/2016cachildrensreportcard/> 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 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/2016cachildrensreportcard/> 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

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

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

**Course #:** 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/2016cachildrensreportcard/> 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  
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:**

**Proposed Number:**

**Proposed Units:**

**Proposed Hours:**

**Proposed Transferability:**

**Proposed Title:**

**Proposed Catalog Description & Requisites:**

**Proposed Discipline:**

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

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

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

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**Instruction Office:**

Date presented at CCC:

Number assigned:

## COR Review Checklist for Curriculum Reps

- This checklist targets the most common issues on CORs coming through the submissions process in C3MS. It is not comprehensive and is meant to aid Reps in ensuring full review of CORs.
- All forms mentioned may be found on [the CCC webpage](#).
- Additional information regarding COR standards and Title 5 compliance may also be found on [the CCC webpage](#).

- Incomplete information in the upper area of the COR? *Every drop-down box requires a selection, and most text boxes are required*
- Stand Alone? *Submit a Stand Alone form*
- Intended for Foothill GE? *Submit a GE form*
- New Prerequisite(s) or Corequisite(s)? *Submit a Content Review form*
- Taught online or hybrid? *Submit a Distance Learning form*
- All textbooks are older than five years? *Ask if a newer version is available [Tip: For the 2018-19 catalog, that means 2013 or newer. If no newer text is available, please include a notation (an example may be found in the "Help me!" link for that section)]*
- Multiple disciplines? *Use "or" or "and" to make clear whether an instructor must meet all disciplines or just one*
- Any disciplines not listed in the Minimum Quals handbook? *[Tip: The current handbook may be found on [the CCC webpage](#)]*
- Any blank or incomplete sections? *[Tip: The Prerequisite, Corequisite, and Advisory sections may be left blank if not applicable, but all other COR sections must contain text (e.g., "None" or "Not Applicable" when appropriate)]*