

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 5, 2019**  
**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: February 19, 2019	Action	#3/5/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. Succession Planning b. Notification of Proposed Requisites c. Spring Quarter Registration is Open! d. MATH 17 C-ID Approval and ADTs e. CBO State Funding Update	Information	#3/5/19-2  #3/5/19-3	Armerding  Day Starer & Perino
4. Addition to Course Family: Photography- Professional Practices (Fine Arts & Comm.)	Action	#3/5/19-4	Armerding
5. Stand Alone Approval Request: ALCB 467	2nd Read/ Action	#3/5/19-5	Armerding
6. Stand Alone Approval Request: ALCB 468	2nd Read/ Action	#3/5/19-6	Armerding
7. Stand Alone Approval Request: ALTW 233	2nd Read/ Action	#3/5/19-7	Armerding
8. Temporary Program Creation Process	1st Read/ Discussion	#3/5/19-8—9	Armerding
9. Credit by Exam Policy	1st Read	#3/5/19-10	Armerding
10. Auto-awarding Degrees/Certificates	2nd Read/ Action	#3/5/19-11—12	Armerding
11. Notification of Course Deactivations	Discussion		Armerding
12. Good of the Order			Armerding
13. Adjournment			Armerding

**Attachments:**

- #3/5/19-1 Draft Minutes: February 19, 2019
- #3/5/19-2 CCC Notification of Proposed Requisites
- #3/5/19-3 List of Programs to Which MATH 17 Could be Added
- #3/5/19-4 Proposal to add New Course to Course Family in Fine Arts & Communication
- #3/5/19-5 Stand Alone Course Approval Request: ALCB 467
- #3/5/19-6 Stand Alone Course Approval Request: ALCB 468
- #3/5/19-7 Stand Alone Course Approval Request: ALTW 233
- #3/5/19-8 Temporary Program Creation Process Steps—draft
- #3/5/19-9 Feedback Form for New Programs—draft
- #3/5/19-10 Process to List a Course as Available for Credit by Examination—draft  
(updated)
- #3/5/19-11 CCC Resolution re: Auto-Awarding Degrees and Certificates—draft  
—12 (updated)

## **2018-2019 Curriculum Committee Meetings:**

<u>Fall 2018 Quarter</u>	<u>Winter 2019 Quarter</u>	<u>Spring 2019 Quarter</u>
<del>10/2/18</del>	<del>1/22/19</del>	4/23/19
<del>10/16/18</del>	<del>2/5/19</del>	5/7/19
<del>10/30/18</del>	<del>2/19/19</del>	5/21/19
<del>11/13/18</del>	3/5/19	6/4/19
<del>11/27/18</del>	3/19/19	6/18/19

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

## **2018-2019 Curriculum Deadlines:**

- ~~12/1/18~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/18~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/15/19~~ Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
- ~~3/1/19~~ Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
- 6/1/19 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

## **Distribution:**

Ben Armerding (Faculty Co-Chair), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Isaac Escoto (AS President), Lisa Eshman (BH), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Anh Tran (SRC), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members - 2018-19

Meeting Date: 3/5/19Co-Chairs (2)

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only)	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input type="checkbox"/>	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
<input type="checkbox"/>	Lisa Eshman	7203	BH	eshmanlisa@fhda.edu
<input type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
<input checked="" type="checkbox"/>	Rosa Nguyen	7421	PSME	nguyenrosa@fhda.edu
<input type="checkbox"/>	Simon Pennington	7156	Dean—FA/KA	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>			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

Ron Painter, Kathy Perino, Ben Schwartzman

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**College Curriculum Committee  
Meeting Minutes  
Tuesday, February 19, 2019  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

Item	Discussion
1. Minutes: February 5, 2019	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b> Counseling: Continuing work on condensing curriculum; looking to change CNSL 52 to UC transferable.</p> <p>SRC: Finishing up course title updates.</p> <p>PSME: Finalizing curriculum sheet updates; Computer Science dept. creating new certificate in Cloud Services.</p> <p>Kinesiology: Working on Courses not Taught in Four Years, re: implications concerning outside athletic organizations.</p> <p>Library: No updates to report.</p> <p>Bio Health: No updates to report.</p> <p>Language Arts: Related to AB 705, trying to create noncredit coreqs (for ENGL 1A, 1S/1T) that may qualify for enhanced funding. Discussing offering concurrent face-to-face and online sections of Literature courses.</p> <p>Fine Arts: No updates to report.</p> <p>BSS: Working on curriculum sheets.</p>
3. Announcements a. CourseLeaf Update	<p><b>Speaker: Paul Starer</b> We now have a signed contract with Leepfrog! Pre-orientation meeting tomorrow, with formal orientation meeting on Thursday. Our needs and nature of homegrown C3MS system will require a somewhat unorthodox implementation of CourseLeaf.</p>
4. Consent Calendar a. GE Applications	<p><b>Speaker: Ben Armerding</b> The following GE applications were presented: Area VII—PHDA 15A, 15B, 15C. No comments.</p> <p>Motion to approve <b>M/S</b> (Thomas, Kuehnl). <b>Approved.</b></p>
5. Stand Alone Approval Request: PHDA 401	<p><b>Speaker: Ben Armerding</b> Second read of Stand Alone Approval Request for PHDA 401. No comments.</p> <p>Motion to approve <b>M/S</b> (Gilstrap, Cembellin). <b>Approved.</b></p>
6. Stand Alone Approval Request: ALCB 467	<p><b>Speaker: Ben Armerding</b> First read of Stand Alone Approval Request for ALCB 467. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
7. Stand Alone Approval Request: ALCB 468	<p><b>Speaker: Ben Armerding</b> First read of Stand Alone Approval Request for ALCB 468. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>

8. Stand Alone Approval Request: ALTW 233	<p><b>Speaker: Ben Armerding</b> First read of Stand Alone Approval Request for ALTW 233. Will be permanently Stand Alone. Language Arts rep shared positive reaction to creation of course.</p> <p>Second read and possible action will occur at next meeting.</p>
9. Courses not Taught in Four Years (70R series courses)	<p><b>Speaker: Ben Armerding</b> Follow-up to discussion at previous meeting, regarding how to handle Independent Study series courses (i.e., 70R series) when they appear on the list. Previous discussion included possibility to exempt such courses from process, since they are not offered in the same way as a “normal” course. Could still include them on the list, with notation that they are exempted, and add notation on the Course Deactivation Exemption Request form. Group agreed. Armerding asked if group would like to formally vote—yes.</p> <p>Motion to approve exempting Independent Study series courses from the Courses not Taught in Four Years process <b>M/S</b> (Kuehnl, Herman). <b>Approved.</b></p> <p>Fine Arts rep asked if this decision is immediate to affect the current list—yes. Vanatta noted that she has already been contacted by some divisions about their IS courses; will follow-up to ensure faculty are aware of this change.</p>
10. Program Creation Process Revision	<p><b>Speaker: Ben Armerding</b> CCC drafted New Program Proposal form at previous meetings; Advisory Council has now seen it and responded positively. Study group has been considering which groups should receive form for informational purposes and to provide feedback (e.g., deans, various governance committees, Academic and Professional Matters for share-out with De Anza). Still discussing how process would work, as some groups meet only once a month, which could slow feedback process. After form has gone through all groups, faculty/division would receive it back with all feedback, to then move forward in developing program. CCC would vote to approve all new programs, but role of division CC still under discussion (e.g., approval role or just part of the info/feedback form process). One argument against division CC approval is that programs are more of a central, college-wide thing, but an argument for it is that programs must be housed within a division.</p> <p>Language Arts rep noted it seems logical for division to be supportive of a program, asked for a scenario in which one is not. Armerding cannot recall, but noted Social Justice Studies ADT which is interdisciplinary and involved faculty in multiple divisions—it worked out fine, but a similar situation could occur in which campus community supports, but no single division wants to take ownership. Starer noted propensity to involve many people/groups in discussion/creation of new programs; central issue is does the buck stop at CCC, or elsewhere? Argued it should be at CCC, as programs are central to the college, and to not bring many other groups, if any, into a formal approval process—this is how info/feedback process came to be. Noted that division CC approval of actual courses would not change. Armerding noted that all feedback submitted during process would be visible to CCC during CCC review/approval step, so in a case in which division doesn’t necessarily support, CCC would see such feedback.</p>

Vanatta asked if info/feedback step would occur concurrently across all involved groups, or in a certain order—being discussed. New technology in CourseLeaf could end up influencing this, once implemented. Armerding advocated for concurrent review. Vanatta asked if, in a case in which faculty from multiple divisions involved in creation of program, those divisions would all provide feedback (or approve)—has yet to be determined, but Armerding supports. In response to both questions, Starer expressed opinion that no review group should be able to stop the process, as they are not approving the program.

Armerding stressed that foundation of the process is based on CCC's previous discussion and brainstorming, details are now being fine-tuned. Language Arts rep noted differences between creation of interdisciplinary program vs. more traditional program within one department; suggested process could differ depending on nature of the program and courses included. Other Language Arts rep agreed that division feedback is critical; expressed opinion to not add steps/groups just for the sake of doing so. PSME rep asked for clarification regarding current proposed process having just one point of veto, at CCC—yes. Armerding noted that Advisory Council asked for feedback from CCC, especially regarding role of division CC in process. Counseling rep expressed opinion of the need for division CC to be fully in support (whether via formal approval or otherwise). Language Arts rep noted possibility of seeking out a “home” for program in different division, if faculty's home division does not support. Starer asked group to consider example of multiple divisions wanting to house a program; example of Global Studies ADT. Language Arts rep suggested division assignment be part of CCC approval step.

Armerding noted possible scenario of faculty enthusiastic about a program but division is not; could become complicated if CCC approves. This could be seen as an argument for division CC approval, not just feedback. Language Arts rep asked what it means for a division to “own” program—Starer noted responsibility to maintain program (e.g., courses being offered, kept up-to-date for Title 5). Argument could be made that dept. approval more important than division CC approval. Stressed that programs are collaborative effort; can become problematic if a single faculty claims “ownership” of a program. Bio Health rep expressed hesitation to speak for others in division, especially as many of their programs are heavily influenced by outside accreditation/approval groups; division CC approval might be appropriate for such programs.

Armerding suggested continuing discussion at next meeting, to come to consensus regarding feedback to present to Council study group. Language Arts rep asked what faculty who are currently working to create a new program should do, as there is no current process; English dept. has urgent need to create a new noncredit certificate for coreq courses in response to AB 705. Armerding noted that in rare cases we have exempted programs from the full creation process. CCC would need to approve a temporary process for the specific program and determine steps within that process. Spoke with Isaac Escoto, who agreed that it is necessary for unique circumstances, such as related to AB 705. Armerding if group would like to vote on exception—yes.

	<p>Motion to approve allowing English dept. to use a temporary program creation process to create new noncredit certificate <b>M/S</b> (Schultheis, Escamilla). <b>Approved.</b> CCC will discuss at next meeting specific process for English dept. to use.</p> <p>Armerding mentioned issue of deadlines for new programs and frequency of FHDA board meetings. Study group requested feedback from CCC regarding setting annual deadline for all new programs, or continuing rolling submission process—group unanimously would like to keep rolling submissions.</p>
<p>11. Credit by Exam Policy</p>	<p><b>Speaker: Ben Armerding</b>          CCC Team drafted proposed process for faculty to use when making a course available for Credit by Exam. CBE policy already exists, but we don't currently have associated process. Armerding noted that list of courses available for CBE must be published in college catalog. Current FHDA Administrative Procedure (AP 4235) states Office of Instruction maintains the list of CBE courses; Vanatta noted that currently Admissions &amp; Records is responsible for CBE section of the catalog. Counseling rep noted language on draft that faculty "should discuss" with dean and articulation officer; suggested change to "must discuss"—will update on next draft. Armerding noted dean's involvement is local decision, not Title 5 or AP, so can be changed. PSME rep asked what would happen if faculty teaching a course on the list does not want to offer CBE—instructor must approve a student to take their course CBE. Starer noted that if no faculty in the dept. is willing to offer the course for CBE, should not be included on the list. Bio Health rep asked if courses on the list would need to be re-submitted each year for continued inclusion—no, but need to include language in process for removing a course from CBE list.</p> <p>Armerding noted that CBE not offered during summer quarter. Bio Health rep noted discussion at previous meeting regarding possible change in Title 5 language regarding mirrored credit and noncredit courses, that a student who passes noncredit version would then be allowed to challenge credit version using CBE. Problematic for EMS dept., as outside accrediting body does not allow all students to use CBE (only those in certain groups). Armerding noted language states students may "seek" CBE, so perhaps in those cases instructor would not allow. Starer noted it could be problematic to allow only certain groups of students to use CBE. Language Arts rep believes Title 5 language applicable only to situations in which credit version of course is on the CBE list. Counseling rep asked which faculty interested in offering CBE—Spanish dept. very interested. Armerding noted possibility of situation in which course on CBE list has been revised; asked group if process should include language to address needing to update exam—yes. Armerding suggested updating draft to state that instructor is responsible for creating exam.</p> <p>Please share with your constituents. Possible first read of updated draft will occur at next meeting.</p>
<p>12. Auto-awarding Degrees/Certificates</p>	<p><b>Speaker: Ben Armerding</b>          First read of CCC resolution re: Auto-Awarding Degrees and Certificates, drafted by CCC Team. Armerding spoke with Escoto regarding creation of a policy; was told CCC does not have authority to draft such a policy but may pass resolution or motion. Armerding prefers more formal resolution. Counseling rep noted feedback from international counselors, that auto-awarding could</p>

	<p>affect international students, who might be required to reapply under a different major if they're awarded a degree. Also affects EOPS students, who can no longer be EOPS students once awarded a degree. Armerding suggested those student groups be addressed in updated draft; if policy/process does result will need to take those groups into consideration. Noted suggestion from Escoto that resolution be updated to mention current process students use to apply for completion, and add second resolution stating CCC supports institutional resources to support/fund process of auto-awarding.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. FHDA Administrative Procedures 4100, 4222, 4230</p>	<p><b>Speaker: Ben Armerding</b>          Legal service that district subscribes to (CCLC) has advised district to update language on three APs that involve curriculum. Academic Senate asked Armerding to bring to CCC for feedback; noted possibility that legal team will not allow suggested changes. Noted that AP 4100 states "Ethnic studies must be offered," but we currently do not offer any courses assigned the Ethnic Studies TOP Code—Armerding has followed-up to see if this refers to only courses using that TOP Code or if encompasses all courses related to Ethnic Studies. Such language is mandated by Title 5. Counseling rep asked if language requires us to offer a specific program, or simply courses—Armerding will follow up. Language Arts rep asked if Social Sciences dept. aware of language—Armerding unsure but asked reps to share this item with their constituents. Counseling rep noted we offer Social Justice Studies ADT but without any specific Ethnic Studies courses.</p> <p>Armerding noted, re: AP 4222, need to determine who on campus "determines [AB 705] support will increase [students'] likelihood of passing." Asked group for suggestions—Counseling rep suggested Assessment dept.; other Counseling rep agreed but suggested Assessment could act as first step, with faculty as additional step. PSME rep asked about criteria for the person making determination—data would be involved, but no clear answer; perhaps Institutional Research should be included. Noted new FW (Unofficial Withdrawal) grading symbol on AP 4230; could affect students using Financial Aid, as well as international students. PSME rep expressed support for FW grade, to address behavior of students who simply stop attending class. Starer asked if FW will still count as an attempt—yes. Fine Arts rep asked if FW would be at the discretion of the instructor—yes. Language Arts rep noted similar grading option at different college, tied to student's hours of attendance (would not allow for FW if attended over a certain number of hours). Starer noted need for further discussion, especially considering adding grading options opens the door for increase in grading disputes.</p> <p>Please email any additional feedback to Armerding.</p>
<p>14. Good of the Order</p>	
<p>15. Adjournment</p>	<p><b>3:31 PM</b></p>

**Attendees:** Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Kimberly Escamilla (LA), Evan Gilstrap (CNSL), Allison Herman (LA), Eric Kuehnl (FA), Rosa Nguyen (PSME), Ron Painter (guest—PSME), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator)

**Minutes Recorded by:** M. Vanatta

### 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	Requisite Course Number & Title	New/Ongoing
ENGR 6: Engineering Graphics	S. Parikh	Prereq: MATH 48C (Precalculus III) or equivalent.	New, eff. spring 2019 quarter (updating due to AB 705)

**Foothill College**  
**Programs Now Including MATH 10 to Which MATH 17 Could be Added**

1. Anthropology AA
2. Anthropology ADT
3. Business ADT
4. Economics AA
5. Economics ADT
6. Geography ADT
7. Kinesiology ADT
8. Mathematics ADT
9. Political Science ADT
10. Psychology AA
11. Psychology ADT
12. Public Health Science ADT
13. Social Justice Studies ADT
14. Sociology AA
15. Sociology ADT
16. Sports Medicine AS

**Proposal to Add New Course to Course Family in Fine Arts and Communication**

Fine Arts and Communication is making the following addition to an existing course family:

Photography-Professional Practices

PHOT 74C STUDIO PHOTOGRAPHY TECHNIQUES III

This addition will go into effect for 2019-20.

Approved by the Fine Arts and Communication curriculum committee: 2/12/19

Division Curriculum Rep: ERIC KUEHNL 2/12/19

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** ALCB 467

**Course Title:** Healthy Living

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

**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, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:**

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

**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. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

**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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### ALCB 467 HEALTHY LIVING

[Edit Course Outline](#)

ALCB 467 HEALTHY LIVING

Summer 2019

24 hours lecture total per quarter.

0 Units

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

#### 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:** 6/21/18

#### Division Dean Information -

**Seat Count:**

**Load Factor:**

**FOAP Code:**

#### 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:**

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**Need/Justification -**

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

**1. Description -**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Identify strategies for improving or maintaining their physical health.
- B. Identify strategies for improving or maintaining their mental health.
- C. Better understand the biological relationship between stress, exercise, and healthy living.
- D. Identify and utilize resources on campus and in the community to lead a healthy lifestyle.

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

Accessible classroom.

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

- A. Physical health
  1. Exercise
  2. Nutrition
  3. Obesity
  4. Hygiene
  5. Sleep
  6. Disease prevention
  7. Resources available to assist with maintaining physical health
- B. Mental health
  1. Stress management
  2. Handling negative emotions
  3. Relaxation techniques
  4. Negative thinking traps
  5. Optimism
  6. Resilience
  7. Resources available to assist with maintaining mental health
- C. Reproductive health
  1. Sexuality
  2. Reproduction
  3. Contraception
  4. Resources in the community available for maintaining reproductive health
- D. Substance use and abuse
  1. Legal substances
  2. Illicit substances
  3. How substance use affects physical health and brain function

4. Resources in the community for assistance with substance abuse
- E. Safety
1. Strategies for maintaining safe behavior on campus and in the community
  2. Avoiding dangerous situations and scenarios
  3. Strategies for handling emergencies or injuries

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

**6. Methods of Evaluation -**

- A. Progress on Student Educational Contract
- B. Class participation
- C. Instructor observation

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

Taggart, Lawrence. Health Promotion For People With Intellectual And Developmental Disabilities. Open University Press, 2014.

Selected articles, websites and other reference materials as assigned by instructor.

**8. Disciplines -**

Specialized Instruction (Disabled Students Programs and Services): Vocational Noncredit

**9. Method of Instruction -**

Lecture, small group discussion, cooperative learning exercises, exploration of current health topics that relate to course content.

**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 -**

Not applicable.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** ALCB 468

**Course Title:** Social Skills

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Focuses on the etiquette of appropriate interaction in the general public, educational settings, community involvement and employment arenas. Enhancement of self-esteem and socialization skills in order to increase confidence in personal and social interactions. Additionally, the course will assist students with developing and maintaining friendships, as well as identifying potential sources of friendships in the community.

**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, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:**

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

**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. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

The Adaptive Learning Community-Based program has been offering courses to disabled adults on campus for several years, which are in demand and usually filled to capacity. This course will focus on skills that can be utilized in several environments, including the classroom, on the job, group living and other social situations. The course will help participants be successful in all of these environments.

**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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### ALCB 468 SOCIAL SKILLS

[Edit Course Outline](#)

ALCB 468 SOCIAL SKILLS

Summer 2019

24 hours lecture total per quarter.

0 Units

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

#### 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:** 6/21/18

#### Division Dean Information -

**Seat Count:**

**Load Factor:**

**FOAP Code:**

#### 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:**

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**Need/Justification -**

The Adaptive Learning Community-Based program has been offering courses to disabled adults on campus for several years, which are in demand and usually filled to capacity. This course will focus on skills that can be utilized in several environments, including the classroom, on the job, group living and other social situations. The course will help participants be successful in all of these environments.

**1. Description -**

Focuses on the etiquette of appropriate interaction in the general public, educational settings, community involvement and employment arenas. Enhancement of self-esteem and socialization skills in order to increase confidence in personal and social interactions. Additionally, the course will assist students with developing and maintaining friendships, as well as identifying potential sources of friendships in the community.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Demonstrate an understanding and application of appropriate social skills
- B. Display appropriate behavior in professional and work situations
- C. Interact more effectively with peers, family members and others
- D. Politely start and stop conversations and to make small talk
- E. Notice and respond to non-verbal body language
- F. Express feelings and respond to the feelings of others
- G. Ask appropriate questions
- H. Engage in reciprocal conversation

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

Accessible classroom.

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

- A. Developing self-awareness, self-esteem and strategies to improve self-image
  - 1. Positive feelings and behavior
  - 2. Positive self-talk
  - 3. Interaction with others
- B. Social protocol
  - 1. Standards for social behavior
    - a. Introductions
    - b. Greetings
    - c. Compliments
- C. Appropriate forms of behavior in addressing strangers
  - 1. Issues of safety in the community
  - 2. Reading body language and facial expressions
  - 3. Appropriate forms of greeting in the United States and other cultures
- D. Behavior in professional and work situations
  - 1. Initiating appropriate conversation
  - 2. Protocol for phone usage
- E. Relationships
  - 1. Types of relationships
  - 2. Boundaries for different relationships
  - 3. Differences between professional, personal friendships, community members and peers
- F. Assertiveness training
  - 1. Manifesting confidence through body-language and verbal empowerment
  - 2. Anti-bullying strategies and techniques
- G. Appropriate usage of social media
  - 1. Protocol for social media sites
  - 2. Positive and negative effects of using social media sites

H. Empathy

1. Understanding own feelings
2. Understanding feelings of others

I. Asking questions

1. Asking on-topic questions
2. Avoiding questions that are too personal
3. Utilizing active listening techniques in order to know what questions to ask

J. Reciprocal conversation

1. How to appropriately engage in back-and-forth conversation
2. How to avoid hogging the conversation
3. How to maintain conversation on a variety of topics

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

**6. Methods of Evaluation** -

- A. Progress on Student Educational Contract
- B. Class participation
- C. Instructor observation

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

Andrews, Bill. Social Skills: Improve Your Social Skills: Build Self-Confidence, Manage Shyness and Make Friends. Instant Help, 2018.

**8. Disciplines** -

Specialized Instruction (Disabled Students Programs and Services): Vocational Noncredit

**9. Method of Instruction** -

Lecture, small group discussion.

**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** -

Not applicable.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** ALTW 233

**Course Title:** Healthy Living for Students with Learning Differences

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

**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, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:**

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

**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. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

**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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### ALTW 233 HEALTHY LIVING FOR STUDENTS WITH LEARNING DIFFERENCES

[Edit Course Outline](#)

ALTW 233 HEALTHY LIVING FOR STUDENTS WITH LEARNING DIFFERENCES Summer 2019  
2 hours lecture. 2 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 2 Lab Hours: 0 Weekly Out of Class Hours: 4

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: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/18; 1/2019

#### Division Dean Information -

Seat Count:

Load Factor:

FOAP Code:

#### 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:

## **Need/Justification -**

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

## **1. Description -**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Identify strategies for improving or maintaining their physical health.
- B. Identify strategies for improving or maintaining their mental health.
- C. Better understand the biological relationship between stress, exercise, and healthy living.
- D. Identify and utilize resources on campus and in the community to lead a healthy lifestyle.

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

Accessible classroom.

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

- A. Physical health
  1. Exercise
  2. Nutrition
  3. Obesity
  4. Hygiene
  5. Sleep
  6. Disease prevention
  7. Resources available to assist with maintaining physical health
- B. Mental health
  1. Stress management
  2. Handling negative emotions
  3. Relaxation techniques
  4. Negative thinking traps
  5. Optimism
  6. Resilience
  7. Resources available to assist with maintaining mental health
- C. Reproductive health
  1. Sexuality
  2. Reproduction
  3. Contraception
  4. Resources in the community available for maintaining reproductive health
- D. Substance use and abuse
  1. Legal substances
  2. Illicit substances
  3. How substance use affects physical health and brain function
  4. Resources in the community for assistance with substance abuse
- E. Safety
  1. Strategies for maintaining safe behavior on campus and in the community
  2. Avoiding dangerous situations and scenarios
  3. Strategies for handling emergencies or injuries

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

**6. Methods of Evaluation -**

- A. Exams
- B. Quizzes
- C. Homework assignments
- D. Final project
- E. Class participation
- F. Instructor observation

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

Taggart, Lawrence. Health Promotion For People With Intellectual And Developmental Disabilities. Open University Press, 2014.

Selected articles, websites and other reference materials as assigned by instructor.

**8. Disciplines -**

Developmental Disabilities: Disabled Students Programs & Services

**9. Method of Instruction -**

Lecture, discussion, cooperative learning exercises, electronic discussions/chat, exploration of current health topics that relate to course content.

**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. Short paragraph responses to discussion questions.
- B. Visits to agencies/organizations in the community related to healthy living.
- C. Presentations.

# Temporary Program Creation Process

## STEP ONE

Meet with the following group to begin discussing the creation of the new program:

- Division Curriculum Committee
- Dean
- Articulation Officer

## STEP TWO

Send program narrative and necessary supporting documents to the following groups as information item for feedback:

- [Equity & Education](#)
- [Revenue & Resources](#)
- [Advisory Council](#)

Click on each committee name to access its website.

## STEP THREE

Incorporate feedback on program narrative and submit narrative with feedback and supporting documents for approval in the following order:

1. Division Curriculum Committee
2. CCC

Program submitted to FHDA Board for final local approval.

**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below. Following each meeting, please include any comments received by the committee.

Once feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):**  
**Division:**

**Program Title:**  
**Program Units:**

**Workforce/CTE Program (Y/N):**

*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- Non-transcriptable credit certificate
- Certificate of Achievement
- Noncredit certificate

- AA/AS Degree (local)
- AA-T/AS-T Degree (ADT)

<b>EQUITY &amp; EDUCATION</b>
<p><b>Date of meeting:</b></p> <p><b>Comments:</b></p>

<b>REVENUE &amp; RESOURCES</b>
<p><b>Date of meeting:</b></p> <p><b>Comments:</b></p>

**ADVISORY COUNCIL**

**Date of meeting:**

**Comments:**

**Division Curriculum Committee Approval Date:**

**Division CC Representative:**

Draft

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Process to List a Course as Available for Credit by Examination**

Background

Although Foothill College already has an [established policy to offer courses for Credit by Exam](#), there exists no process for faculty and Divisions to approve a new course to be added to the list maintained by Admissions & Records, and published in the college catalog.

Process

The following process should be followed to list a course as available for Credit by Exam:

- A. The faculty member ~~should~~ **must** discuss the implications with the division dean and the articulation officer. There may be compelling reasons for not making a course available for Credit by Exam.
  - a. If the course is listed on any program sheet(s) outside the department, it's best practice to contact faculty from that program to discuss implications.
- B. Determine with discipline faculty the parameters of the exam that will be administered during the first two weeks of the quarter (e.g., oral, written, skills test, etc.).
  - a. Decide whether to design a comprehensive exam or whether the instructor of record will administer their own **final comprehensive** exam. *Note: The final exam may be used only if it is comprehensive.*
- C. Submit the request to the Division Curriculum Committee for approval.
- D. If approved, the Division Curriculum Committee will include the approval in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.
- E. The Division Curriculum Reps will notify Admissions & Records of the approval, so that the course may be added to the Credit by Exam course list **in the next available edition of the college catalog**.
- F. The Division Curriculum Reps will notify the Instruction Office of the approval, so that the course may be forwarded to CCC as an information item.

Once the course is listed in the catalog as available for Credit by Exam, students may choose to enroll in the course and submit a Credit by Exam petition within the first two weeks of the quarter.

**In the event that a department determines that a course is no longer appropriate to offer for Credit by Exam, the following process should be followed to remove the course from the Credit by Exam course list:**

- A. Submit the removal request to the Division Curriculum Committee for approval.**
- B. Upon approval, the Division Curriculum Committee will include the removal in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.**

- C. The Division Curriculum Reps will notify Admissions & Records of the removal, so that the course will be removed from the Credit by Exam course list in the next available edition of the college catalog.
- D. The Division Curriculum Reps will notify the Instruction Office, so that the removal of the course may be forwarded to CCC as an information item.

Note that although the course will remain listed as available for Credit by Exam until the next catalog is published, the instructor of record always has the option of not approving a student's request for Credit by Exam.

Draft

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Resolution Regarding Auto-Awarding Degrees and Certificates**

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students who earn a degree or certificate from a California community college nearly double their wage earnings within three years, [according to CCCC data](#);

Whereas students must navigate the process of applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee encourages Foothill College to adopt an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee cautions Foothill College to consider an alternate "opt-in" process for international students and EOPS students who might be adversely affected if awarded an unexpected degree or certificate.

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Resolution Regarding Auto-Awarding Degrees and Certificates**

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students ~~receiving Financial Aid and/or Veteran's Benefits are not adversely affected~~; who earn a degree or certificate from a California community college nearly double their earnings within three years, [according to CCCCCO data](#);

Whereas students must navigate the process of applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee ~~supports the adoption of~~ encourages Foothill College to adopt an automatic awarding of degrees and certificates policy at Foothill College;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic awarding of degrees and certificates policy;

Resolved, the College Curriculum Committee cautions Foothill College to consider an alternate "opt-in" process for international students and EOPS students who might be adversely affected if awarded an unexpected degree or certificate.