

College Curriculum Committee Meeting Agenda
Tuesday, January 19, 2021
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: December 1, 2020	5 min.	Action	#1/19/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Credit for Prior Learning	5 min.	Information	#1/19/21-2-5 #1/19/21-6	CCC Team
5. Consent Calendar a. GE Applications	5 min.	Action	#1/19/21-7-12	Kuehnl
6. Stand Alone Approval Request: BIOL 70R series	15 min.	1st Read	#1/19/21-13	Kuehnl
7. Stand Alone Approval Requests: CHLD 80A, 80B, 80C		1st Read	#1/19/21-14- 16	Kuehnl
8. Stand Alone Approval Request: C S 70R series		1st Read	#1/19/21-17	Kuehnl
9. Stand Alone Approval Requests: LINC 68G, 411, 412, 413, 414, 415, 416, 417		1st Read	#1/19/21-18- 26	Kuehnl
10. Stand Alone Approval Request: NCEL 410		1st Read	#1/19/21-27	Kuehnl
11. Stand Alone Approval Requests: PHED 401, 402, 403, 404, 405, 406, 407, 408		1st Read	#1/19/21-28- 35	Kuehnl
12. Stand Alone Approval Requests: THTR 22, 24		1st Read	#1/19/21-36- 39	Kuehnl
13. Equity in our Curriculum		35 min.	Discussion	
14. Ad Hoc Groups	10 min.	2nd Read/ Action	#1/19/21-40	Kuehnl
15. Good of the Order	5 min.			Kuehnl
16. Adjournment				Kuehnl

**Times listed are approximate*

Consent Calendar:

Foothill General Education (attachments #1/19/21-7-12)

Area I—Humanities: ENGL 27G; ETHN 51, 52, 53, 55

Area IV—Social & Behavioral Sciences: POLI 4

Attachments:

#1/19/21-1 Draft Minutes: December 1, 2020
#1/19/21-2 New Course Proposal: ANTH 8H
#1/19/21-3-5 New Course Proposals: D A 65, 66, 200L
#1/19/21-6 CCC Notification of Proposed Requisites

- #1/19/21-13 Stand Alone Course Approval Request: BIOL 70R series
- #1/19/21-14-16 Stand Alone Course Approval Requests: CHLD 80A, 80B, 80C
- #1/19/21-17 Stand Alone Course Approval Request: C S 70R series
- #1/19/21-18-26 Stand Alone Course Approval Requests: LINC 68G, 411, 412, 413, 414, 415, 416, 417
- #1/19/21-27 Stand Alone Course Approval Request: NCEL 410
- #1/19/21-28-35 Stand Alone Course Approval Requests: PHED 401, 402, 403, 404, 405, 406, 407, 408
- #1/19/21-36-39 Stand Alone Course Approval Requests: THTR 22, 24
- #1/19/21-40 Proposal to Create New Ad Hoc Committee: Curriculum Best Practices—draft update

2020-2021 Curriculum Committee Meetings:

<u>Fall 2020 Quarter</u>	<u>Winter 2021 Quarter</u>	<u>Spring 2021 Quarter</u>
10/6/20	1/19/21	4/20/21
10/20/20	2/2/21	5/4/21
11/3/20	2/16/21	5/18/21
11/17/20	3/2/21	6/1/21
12/1/20	3/16/21	6/15/21

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

2020-2021 Curriculum Deadlines:

- ~~12/1/20~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/20~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 2/16/21 Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
- TBD Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
- 6/1/21 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2022-23 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2020-21

Meeting Date: 1/19/21Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7179	Interim Associate Vice-President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input type="checkbox"/>	Mark Ferrer		SRC	ferrermark@fhda.edu
<input checked="" type="checkbox"/>	Owen Flannery	7213	KA	flanneryowen@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Interim Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Debbie Lee	7497	Acting Dean—FA, KA	leedebbie@fhda.edu
<input checked="" type="checkbox"/>	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input checked="" type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input checked="" type="checkbox"/>	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
<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

 Chris Allen, Kristy Lisle, Teresa Ong, Jeff Schinske, Ram Subramaniam

**College Curriculum Committee
Meeting Minutes
Tuesday, December 1, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: November 17, 2020	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Bio Health: No updates to report. BSS: No updates to report. Counseling: No updates to report. Fine Arts: No updates to report. Kinesiology: No updates to report. Language Arts: Ethnic Studies steering committee has submitted four courses (delaying Intro to Native American Studies)—applying for CSU GE Areas D & F. Division discussing reactivating ESLL 26—reach out to reps if you have any feedback. Noted that new placement model may help avoid issues that occurred in the past. Library: No updates to report. PSME: No updates to report. SRC: No updates to report. Articulation: Today is deadline to submit courses to Gilstrap for IGETC and CSU GE submission (exception is new CSU GE Area F—deadline in Feb.).</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposal b. Foothill GE Deadline c. Credit for Prior Learning	<p>Speakers: CCC Team The following proposal was presented: HLTH 101. Please share with your constituents. Vanatta noted that the ANTH proposal that resulted in some confusion about email notifications is not on today's agenda because it had been approved prematurely by the division CC.</p> <p>Vanatta set deadline for Foothill GE apps for the 2021-22 catalog: Feb. 16 (similar to previous years). This year, as we're transitioning between systems, GE apps need to be submitted using MS Word forms. Vanatta has removed them from CCC website, so email her for a blank form if needed.</p> <p>Hueg mentioned that FHDA board policy will be discussed at upcoming Academic & Professional Matters (APM) meeting; next step will be determining how to create more CPL opportunities. Ong noted likely creation of small working group, and asked Library rep if library can help gather research re: CPL at other colleges and/or models to use—rep happy to help. Hueg suggested CTE faculty join working group, as well as Math dept. faculty and folks from Veterans Resource Center. Gilstrap suggested including Student Services folks (evaluators, counselors); volunteered to participate. Hueg asked for group's blessing to schedule meeting to discuss how to move forward, under auspices of CCC (but not formal CCC meeting). Kuehnl noted De Anza has suggested changes to board policy</p>

	<p>wording; unsure if this may delay formal adoption—Hueg believes will be discussed at APM. Hueg and Ong will schedule meeting, likely for mid-January—all CCC reps will be invited.</p> <p>Bio Health rep noted interest in CPL for Human Anatomy & Physiology courses, esp. for veterans w/ medic experience, but also concern about transferability issues. Asked if dept. discussion should wait until working group begins to meet and/or if faculty should participate—Kuehnl suggested faculty attend, and that dept. discussions occur in parallel. Hueg agreed, noting that CCCCO pushing CPL and expecting colleges to move forward. Noted many students taking adult education courses that currently don't articulate to us, and hope that CPL can be used to help those students. Gilstrap agreed that faculty should begin dept. discussions, and also reminded the group that currently UC uninterested in changing their policy to accept more types of CPL.</p>
<p>5. New Program Application: Basic Pharmacy Technician CA</p>	<p>Speaker: Eric Kuehnl Second read of new Basic Pharmacy Technician Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Venkataraman, Cembellin). Approved.</p>
<p>6. New Program Application: Pharmacy Assistant (Aide/Clerk) CA</p>	<p>Speaker: Eric Kuehnl Second read of new Pharmacy Assistant (Aide/Clerk) Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Venkataraman, Cembellin). Approved.</p>
<p>7. New Program Application: Air Conditioning Mechanic CA</p>	<p>Speaker: Eric Kuehnl Second read of new Air Conditioning Mechanic Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Venkataraman, Cembellin). Approved.</p>
<p>8. New Program Application: Test, Adjust, and Balancing (TAB) Technician CA</p>	<p>Speaker: Eric Kuehnl Second read of new Test, Adjust, and Balancing (TAB) Technician Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Venkataraman, Cembellin). Approved.</p>
<p>9. Adding Department FYI Notification to COR Workflow in CourseLeaf</p>	<p>Speaker: Mary Vanatta Unlike C3MS, CourseLeaf does not allow for COR owners; any faculty may submit an update to any COR. Some faculty expressed concern during training, and suggestion was made to add dept. notification at beginning of COR workflow. Not an approval step, just an FYI email to all faculty in the dept. on the COR. Would allow for increased visibility into who is submitting a COR, so dept. could intervene early, if they have any concerns. On the other hand, could result in many emails being received at certain times; for example, in some depts. most courses on same Title 5 cycle.</p> <p>Vanatta believes this sort of request should be discussed at CCC. Noted that if CCC agrees to add the workflow step, will need to be added for all depts.—cannot pick and choose. Will take some time to enable, as Vanatta will need to create individual role in CourseLeaf for each dept. and then assign each faculty to the dept. role(s) they belong to. Would likely not be completed until January.</p> <p>Language Arts rep believes it's a good idea, but agreed would be a lot of emails for faculty; wondered how widespread this issue might actually be. Noted that perhaps the dean likely to notice when a "problem" update gets submitted, and could then reach out to dept. faculty. PSME rep noted that, personally, receiving email notifications not a problem, as they're easy to filter and categorize. Other PSME rep asked for clarification, if email</p>

	<p>notification would happen at every step—no, just at the first step, when COR submitted to Articulation. Rep agreed it would be nice, but suggested perhaps curriculum reps should be responsible for ensuring CORs are being submitted by correct faculty. Fine Arts rep in favor, and believes would enable discussion among faculty within depts.; also noted examples in Fine Arts division, pre-C3MS, of faculty editing CORs without others in same dept. being aware of situation.</p> <p>Kuehnl asked reps to bring topic to their constituents for discussion and to determine interest. Will continue discussion at next meeting, in January. Bio Health rep asked if only full-time faculty would receive emails or all faculty (incl. adjunct)—Vanatta noted could do either, but would need to be the same across depts. Suggested that aspect be included in discussion/ decision in January.</p>
<p>10. Equity in our Curriculum</p>	<p>Speaker: Eric Kuehnl</p> <p>Continuing discussion from previous meeting, pivoting from Ethnic Studies curriculum creation to wider discussion of equity in our curriculum. Kuehnl sent out survey last week, and received responses from majority of CCC members. Shared results, noting most items are somewhat clustered together. Two that received most #1 votes: updating existing CORs to include anti-racism, equity, and/or social justice issues; and guest speakers from Foothill faculty who have updated courses with an equity mindset. Hoping CCC Team can use time before next meeting to come up with a plan to move forward, based on survey results and today's discussion.</p> <p>Fine Arts rep believes if students can see how outcomes and skills learned in the classroom can translate to the outside world, will help address loss of momentum; rep has started to follow up with students to determine why they drop classes, to help address this issue. Sees synergy with curriculum and bringing in outside speakers, as related to mentorship and Guided Pathways. Language Arts rep suggested workshops and providing materials for faculty to use. Interested in hearing how different divisions have already been addressing equity issues; suggested getting a report-out from different divisions. Kuehnl agreed, noting highly-ranked item of Foothill faculty as guest speakers; sees value in hearing about actual experiences from faculty who have already taken action. Kuehnl noted that outside guest speakers didn't rank as highly, and wondered if faculty are beginning to get a little burned-out from outside speakers, and pivoting to being more interested in hearing from their peers. D. Lee mentioned course materials/ diverse authors item, and noted that diverse authors doesn't necessarily mean diverse perspectives. Kuehnl suggested can certainly expand from the way items are worded.</p> <p>Kuehnl asked the group for thoughts about possible modification to COR form to include aspects of anti-racism and equity, although concerned with making such fields a requirement. Has heard comments from faculty, asking if equity questions/fields should be included on COR and/or new course proposal. Other Fine Arts rep suggested that once decisions are made about how to specifically move forward, professional development (PD) should be included; believes too big a task for the reps to take on. Kuehnl mentioned Academic Senate (AS) discussing PD right now, but noted it is a negotiated item, so making changes can be tricky. PSME rep noted possible articulation concerns for certain courses, if required elements added to COR (gave specific example). Gilstrap explained that resubmitting for articulation needed when changes made to course objectives, content, requisites, units. Believes as long as course's content remains the same, should be okay, but cautioned against changing content significantly.</p>

	<p>Kuehnl imagines adding an additional field/component to COR should be safe, in terms of articulation; believes this could be a powerful step. Language Arts rep mentioned Distance Learning Addendum form, and suggested creating similar form to describe ways anti-racism and equity are being addressed in the classroom. Kuehnl clarified this form wouldn't be permanent within COR—rep agreed, suggesting the form would be more of a starting point for dept. and division conversations. Provided recent example of creating ETHN CORs. Bio Health rep agreed with suggestion, believing it could provide a framework for faculty to use. Rep shared survey choices (unranked) with faculty in dept., as ideas to use, which some found very helpful; believes Language Arts rep's suggestion of creating an overarching template would be useful for faculty. Kuehnl noted that AS President Kathryn Maurer might send same survey to different/wider group. Agreed with suggestion of creating a form similar to DL Addendum.</p> <p>Fine Arts rep commented on diverse authors/perspectives, suggesting need to determine strategy behind taking this step and how we show students that work from non-Euro-centric authors is at the same level. D. Lee mentioned need to keep in mind that it's not just content but also how faculty go about addressing equity; mentioned example of artificial intelligence and racial/social justice implications. Kuehnl would like to get more granular at next meeting, perhaps including guest speaker from Foothill faculty who has made changes to course(s) using an equity mindset—asked if group in favor or if something else should be prioritized. No comments; Kuehnl will keep speaker in mind as next step. Also need to continue conversation about other ways to take action and make progress. Please send feedback and/or recommendations of faculty to Kuehnl.</p>
<p>11. Ad Hoc Groups</p>	<p>Speaker: Eric Kuehnl CCC created three ad hoc committees in spring quarter; committee addressing Honors prerequisite successful, but the two other committees have not gotten off the ground. Kuehnl acknowledged partially his fault. Would like to revisit those proposals and get committees started.</p> <p>First, proposal for Foothill General Education Process committee. Last year, quite a struggle to get volunteers for GE subcommittees (has also been a small issue most years). Kuehnl asked group if any changes to proposal should be made. Gilstrap mentioned that because there wasn't enough membership in some subcommittees, one idea was for subcommittees to be disbanded and GE apps submitted directly to CCC; asked if ad hoc committee is supposed to make that decision. Kuehnl noted topic would be part of committee's discussion, but not sole topic; committee will make recommendation to CCC. Kuehnl noted timeframe on proposal has passed (committee supposed to present to CCC in fall 2020); asked group if end of winter 2021 sufficient for new timeframe. No comments. Kuehnl asked if anyone has concerns with approving modification to proposal to set new timeframe. No concerns.</p> <p>Motion to approve M/S (Venkataraman, Armerding). Approved. Kuehnl will work to recruit committee members.</p> <p>Second, proposal for Curriculum Best Practices committee. Last year, CCC reaffirmed commitment to decentralized curriculum model. One purpose of this committee is to look at how various division CCs function and use this knowledge to aid new reps, with goal to produce handbook/documentation, possibly in Canvas. Kuehnl asked group if proposal should be modified to explicitly mention equity, or if the assumption is for committee's process to include equity. Fine Arts rep supports adding equity to the proposal, as a goal of the handbook; Language Arts rep agreed. Kuehnl noted original timeframe for committee to report back to CCC in winter 2021; suggested</p>

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	delaying until spring 2021, which would allow modified proposal (to include equity) to come back to CCC for a second read. Language Arts rep suggested including creating ongoing process for training new reps; Kuehnl agreed. Second read and possible action will occur at upcoming meeting.
12. Good of the Order	
13. Adjournment	3:25 PM

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Don Mac Neal (KA), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Lisa Schultheis (BH), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 11/19/20 10:25 am

Viewing: **ANTH F008H : HONORS INTRODUCTION TO ARCHAEOLOGY**

Last edit: 11/19/20 10:25 am

Changes proposed by: Samuel Connell (11245040)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. **Activation**

Course Proposal Form

Faculty Author Samuel Connell

Effective Term Summer 2022

Subject **Anthropology (ANTH)** Course Number **F008H**

Department **Anthropology (ANTH)**

Division **Business and Social Sciences (1SS)**

Units **4**

Hours 4 hours lectre

Course Title **HONORS INTRODUCTION TO ARCHAEOLOGY**

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: Introduction to the historical development, theory and techniques of archaeological research and fieldwork. Development of comparative approach to the study of ancient cultures. Focus on cultural resource management, survey and selection of field sites, dating, excavation, artifact classification, interpretation of data and written analysis. As an honors course, it is a full thematic seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class lectures, group discussions and interactions. Students conduct service learning, applied fieldwork, and scholarly presentation with other outside professional and academic activities.

Proposed Discipline Anthropology

To which Degree(s) or Certificate(s) would this course potentially be added?
AA-T Anthropology
AA Anthropology
Cultural Resource Management Certificate of Proficiency
Archaeology Certificate of Proficiency

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

Changes were made to the Anth 008 course to make this an Honor's course. Conversations with my department and the honor's coordinators led to this application.

Reviewer **Mary Vanatta (vanattamary) (11/23/20 3:01 pm)**: Rollback: Rollback at the request of the BSS curriculum rep.

Approval Path

1. 11/19/20 10:58 am
Cassandra Pereira
(pereiracassandra)
Approved for 1SS Curriculum Rep
2. 11/23/20 8:07 am
Mary Vanatta (vanattamary):
Approved for Curriculum Coordinator
3. 11/23/20 3:01 pm
Mary Vanatta (vanattamary):
Rollback to 1SS Curriculum Rep for Activation
4. 12/07/20 3:34 pm
Cassandra Pereira
(pereiracassandra)
Approved for 1SS Curriculum Rep
5. 12/08/20 11:41 am
Mary Vanatta (vanattamary):
Approved for Curriculum Coordinator

Key: 8702

[Preview Bridge](#)
[Why Did This Not Sync?](#)

Course Change Request

New Course Proposal

Date Submitted: 12/13/20 2:39 pm

Viewing: **D A F065. : DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS I**

Last edit: 12/13/20 2:39 pm

Changes proposed by: Cara Miyasaki (10538632)

In Workflow

1. 1BH Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 01/13/21 8:51 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep
2. 01/14/21 11:49 am
Mary Vanatta (vanattamary):
Approved for Curriculum Coordinator

Course Proposal Form

Faculty Author: Cara Miyasaki

Effective Term: Summer 2022

Subject: **Dental Assisting (D A)** Course Number: **F065.**

Department: **Dental Assisting (D A)**

Division: **Biological and Health Sciences (1BH)**

Units: **2**

Hours: 1 hour lecture, 4 hours laboratory

Course Title: **DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS I**

Short Title:

Proposed Transferability: CSU Only

Proposed Description and Requisites: Preparation for apprenticeship in a dental environment. Includes sexual harassment and diversity training. Introduction to chairside assisting skills; use and care of dental equipment, instrument identification; overview of common dental procedures such as patient intake, patient assessments, exam and prophy appointments. Intended for students in the Dental Assisting Apprenticeship Program; enrollment is limited to students accepted in the program

Proposed Discipline: Dental Technology

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

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:

This is one of a series of 2 courses for the clinical training with the new dental assisting apprenticeship pathway.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 12/13/20 2:39 pm

Viewing: **D A F066. : DENTAL ASSISTING APPRENTICESHIP
CLINICAL SKILLS II**

Last edit: 12/13/20 2:39 pm

Changes proposed by: Cara Miyasaki (10538632)

In Workflow

1. 1BH Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 01/13/21 8:51 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep
2. 01/14/21 11:50 am
Mary Vanatta (vanattamary):
Approved for Curriculum Coordinator

Course Proposal Form

Faculty Author: Cara Miyasaki

Effective Term: Summer 2022

Subject: **Dental Assisting (D A)** Course Number: **F066.**

Department: **Dental Assisting (D A)**

Division: **Biological and Health Sciences (1BH)**

Units: **2**

Hours: 1 hour lecture, 4 hours laboratory

Course Title: **DENTAL ASSISTING APPRENTICESHIP CLINICAL SKILLS II**

Short Title:

Proposed Transferability: CSU Only

Proposed Description and Requisites: Overview of common dental procedures such as composite, amalgam, partials, dentures, root canals, dental implants, crown and bridge appointments; manipulation of dental materials commonly prepared or used by the dental assistant including impression materials, cements, bases and liners, composites, and amalgams. Intended for students in the Dental Assisting Apprenticeship Program; enrollment is limited to students accepted in the program.

Proposed Discipline: Dental Technology

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

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This is the second in a series of two clinical courses to train students in the Dental Assisting Apprenticeship pathway.

Reviewer Comments

Key: 8710

[Preview Bridge](#)
[Why Did This Not Sync?](#)

Course Change Request

New Course Proposal

Date Submitted: 11/24/20 4:39 pm

Viewing: **D A F200L : GUIDE FOR SUCCESS: A DENTAL ASSISTING PREREQUISITE CLASS**

Last edit: 01/14/21 11:44 am

Changes proposed by: Cara Miyasaki (10538632)

In Workflow

1. 1BH Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 01/13/21 8:51 pm
Lisa Schultheis (schultheislisa):
Approved for 1BH Curriculum Rep
2. 01/14/21 11:50 am
Mary Vanatta (vanattamary):
Approved for Curriculum Coordinator

Course Proposal Form

Faculty Author: Cara Miyasaki

Effective Term: Summer 2022

Subject: **Dental Assisting (D A)** Course Number: **F200L**

Department: **Dental Assisting (D A)**

Division: **Biological and Health Sciences (1BH)**

Units: **1**

Hours: 3 laboratory

Course Title: **GUIDE FOR SUCCESS: A DENTAL ASSISTING PREREQUISITE CLASS**

Short Title

Proposed Transferability: None

Proposed Description and Requisites: This course is for a student who is considering a career in the dental field. Introduction to communication, anatomy, terminology, equipment, and infection control procedures relevant to dentistry. Also includes time management, study skills and test taking strategies. Information concerning PPE related to COVID-19 and other infectious disease for taking safety measures when working in a dental environment.

Proposed Discipline: Dental Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Prerequisite course for the Associate in Science Degree & Certificate of Achievement

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This class will be a prerequisite class for the dental assisting apprenticeship pathway and also the conventional educational pathway.

Reviewer Comments

Key: 8704

[Preview Bridge](#)
[Why Did This Not Sync?](#)

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	COR Editor	Requisite Course Number & Title	New/Ongoing
CRWR 39A: Introduction to Short Fiction Writing	H. Fernandez	Prereq: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.	Ongoing

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 27G Detective & Mystery Fiction

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

**General Education Review Request
AREA I - HUMANITIES**

Course Number & Title: ENGL 27G Detective & Mystery Fiction

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

Course Content:

A. Identification of issues specific to detective and mystery literature

1. Literary issues, such as detective and mystery literature's place within multicultural and/or transnational literature canons, origins in gothic and enlightenment literatures
 - a. Evolution of sub-genres such as whodunit, golden age mysteries, noir and hard-boiled detective novels, the police procedural, crime fiction, courtroom drama, true crime, etc. noting textual and non-textual genre developments through conventions of literature, plays and theater, film and scripts, television and teleplay
 2. Social issues, such as interpersonal dynamics and power relationships, law and justice, gender and sexuality, social class, media representation
 3. Cultural issues such as relationships of citizens and governments, humans and the environment, multicultural identities, popular culture expressions and diverse authors, such as LatinX, Asian-American, African American, Native American, etc.
 4. Socio-political criticisms, such as criminal justice reforms, oppression and manipulation of the "other", the use of force, restoration of and subversion of social order
 5. Objective truth and post-truth narratives, logic and "ratiocination," traditional plot patterns of crime, detection, to resolution versus unresolved, open-ended, anti-detective narratives.
- B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature
1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)
 4. Historical contexts
 5. Gender studies
 6. Queer theories
 7. Psychological theories (Freudian, Jungian)
 8. Marxian theories
 9. Ethnic and racial theories
 10. Theories of embodiment and abjection
 11. Postcolonial studies

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

Matching course component(s):

Course Content:

- A. Identification of issues specific to detective and mystery literature

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1. Literary issues, such as detective and mystery literature's place within multicultural and/or transnational literature canons, origins in gothic and enlightenment literatures
 - a. Evolution of sub-genres such as whodunit, golden age mysteries, noir and hard-boiled detective novels, the police procedural, crime fiction, courtroom drama, true crime, etc. noting textual and non-textual genre developments through conventions of literature, plays and theater, film and scripts, television and teleplay
2. Social issues, such as interpersonal dynamics and power relationships, law and justice, gender and sexuality, social class, media representation
3. Cultural issues such as relationships of citizens and governments, humans and the environment, multicultural identities, popular culture expressions and diverse authors, such as LatinX, Asian-American, African American, Native American, etc.
4. Socio-political criticisms, such as criminal justice reforms, oppression and manipulation of the "other", the use of force, restoration of and subversion of social order
5. Objective truth and post-truth narratives, logic and "ratiocination," traditional plot patterns of crime, detection, to resolution versus unresolved, open-ended, anti-detective narratives.
- B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature
 1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)
 4. Historical contexts
 5. Gender studies
 6. Queer theories
 7. Psychological theories (Freudian, Jungian)
 8. Marxian theories
 9. Ethnic and racial theories
 10. Theories of embodiment and abjection
 11. Postcolonial studies

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

Matching course component(s):

Course Content:

- a. Evolution of sub-genres such as whodunit, golden age mysteries, noir and hard-boiled detective novels, the police procedural, crime fiction, courtroom drama, true crime, etc. noting textual and non-textual genre developments through conventions of literature, plays and theater, film and scripts, television and teleplay
2. Social issues, such as interpersonal dynamics and power relationships, law and justice, gender and sexuality, social class, media representation
3. Cultural issues such as relationships of citizens and governments, humans and the environment, multicultural identities, popular culture expressions and diverse authors, such as LatinX, Asian-American, African American, Native American, etc.
4. Socio-political criticisms, such as criminal justice reforms, oppression and manipulation of the "other", the use of force, restoration of and subversion of social order
5. Objective truth and post-truth narratives, logic and "ratiocination," traditional plot patterns of crime, detection, to resolution versus unresolved, open-ended, anti-detective narratives.
- B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature
 1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)
 4. Historical contexts
 5. Gender studies
 6. Queer theories
 7. Psychological theories (Freudian, Jungian)
 8. Marxian theories

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- 9. Ethnic and racial theories
- 10. Theories of embodiment and abjection
- 11. Postcolonial studies

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

Matching course component(s):

Course Content:

B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature

- 1. Symbolic language (e.g., metaphor, synecdoche)
- 2. Narrative devices (e.g., unreliable narrator)
- 3. Structural devices (e.g., epigraphs, paragraphing)
- 4. Historical contexts

5. Gender studies

6. Queer theories

7. Psychological theories (Freudian, Jungian)

8. Marxian theories

9. Ethnic and racial theories

10. Theories of embodiment and abjection

11. Postcolonial studies

C. Analyze detective and mystery literature through interpretations and arguments in written and oral forms

- 1. Active, critical participation in class discussion
- 2. Literary analysis/critical thinking demonstrated in formal essays
- 3. Literary analysis/critical thinking demonstrated through short writing projects
- 4. Understanding of literature demonstrated through class presentations

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

Matching course component(s):

Course Content:

C. Analyze detective and mystery literature through interpretations and arguments in written and oral forms

- 1. Active, critical participation in class discussion
- 2. Literary analysis/critical thinking demonstrated in formal essays
- 3. Literary analysis/critical thinking demonstrated through short writing projects
- 4. Understanding of literature demonstrated through class presentations

Methods of Evaluation:

A. Formal essays

B. Informal writing projects, such as journal entries, reader responses

C. In-class examinations

D. Class participation, student presentations

Method of Instruction:

A. Reading literary texts

C. Class discussion

D. Small group projects and presentations

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

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

Matching course component(s):

Course Content:

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AREA I - HUMANITIES**

- A. Identification of issues specific to detective and mystery literature
1. Literary issues, such as detective and mystery literature's place within multicultural and/or transnational literature canons, origins in gothic and enlightenment literatures
- B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature
1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)

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

Matching course component(s):

Course Content:

- A. Identification of issues specific to detective and mystery literature
1. Literary issues, such as detective and mystery literature's place within multicultural and/or transnational literature canons, origins in gothic and enlightenment literatures
 - a. Evolution of sub-genres such as whodunit, golden age mysteries, noir and hard-boiled detective novels, the police procedural, crime fiction, courtroom drama, true crime, etc. noting textual and non-textual genre developments through conventions of literature, plays and theater, film and scripts, television and teleplay

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

Matching course component(s):

Course Content:

- B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature
1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)
 4. Historical contexts
 5. Gender studies
 6. Queer theories
 7. Psychological theories (Freudian, Jungian)
 8. Marxian theories
 9. Ethnic and racial theories
 10. Theories of embodiment and abjection
 11. Postcolonial studies

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

Matching course component(s):

Description:

Reading and analysis of multicultural texts contextualized historically and interculturally, tracing the correlations between detective and mystery fiction and other literary genres.

Course Content:

2. Social issues, such as interpersonal dynamics and power relationships, law and justice, gender and sexuality, social class, media representation
3. Cultural issues such as relationships of citizens and governments, humans and the environment, multicultural identities, popular culture expressions and diverse authors, such as LatinX, Asian-American, African American, Native American, etc.
4. Socio-political criticisms, such as criminal justice reforms, oppression and manipulation of the "other", the use of force, restoration of and subversion of social order

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

Matching course component(s):

Course Content:

B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature

1. Symbolic language (e.g., metaphor, synecdoche)
2. Narrative devices (e.g., unreliable narrator)
3. Structural devices (e.g., epigraphs, paragraphing)
4. Historical contexts
5. Gender studies
6. Queer theories
7. Psychological theories (Freudian, Jungian)
8. Marxian theories
9. Ethnic and racial theories
10. Theories of embodiment and abjection
11. Postcolonial studies

C. Analyze detective and mystery literature through interpretations and arguments in written and oral forms

1. Active, critical participation in class discussion
2. Literary analysis/critical thinking demonstrated in formal essays
3. Literary analysis/critical thinking demonstrated through short writing projects
4. Understanding of literature demonstrated through class presentations

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

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

Matching course component(s):

Methods of Evaluation:

- A. Formal essays
- B. Informal writing projects, such as journal entries, reader responses
- C. In-class examinations
- D. Class participation, student presentations

Method of Instruction:

- A. Reading literary texts
- B. Lectures on the texts and their historical and social contexts
- C. Class discussion
- D. Small group projects and presentations
- E. Analytical writing projects

Course Content:

B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature

1. Symbolic language (e.g., metaphor, synecdoche)
2. Narrative devices (e.g., unreliable narrator)
3. Structural devices (e.g., epigraphs, paragraphing)
4. Historical contexts
5. Gender studies
6. Queer theories
7. Psychological theories (Freudian, Jungian)
8. Marxian theories
9. Ethnic and racial theories
10. Theories of embodiment and abjection

**General Education Review Request
AREA I - HUMANITIES**

11. Postcolonial studies

C. Analyze detective and mystery literature through interpretations and arguments in written and oral forms

1. Active, critical participation in class discussion
2. Literary analysis/critical thinking demonstrated in formal essays
3. Literary analysis/critical thinking demonstrated through short writing projects
4. Understanding of literature demonstrated through class presentations

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

Matching course component(s):

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

Matching course component(s):

Methods of Evaluation:

- A. Formal essays
- B. Informal writing projects, such as journal entries, reader responses
- C. In-class examinations
- D. Class participation, student presentations

Method of Instruction:

- A. Reading literary texts
- B. Lectures on the texts and their historical and social contexts
- C. Class discussion
- D. Small group projects and presentations
- E. Analytical writing projects

Course Content:

B. Apply a variety of critical and theoretical criteria to evaluation of detective and mystery literature

1. Symbolic language (e.g., metaphor, synecdoche)
 2. Narrative devices (e.g., unreliable narrator)
 3. Structural devices (e.g., epigraphs, paragraphing)
 4. Historical contexts
 5. Gender studies
 6. Queer theories
 7. Psychological theories (Freudian, Jungian)
 8. Marxian theories
 9. Ethnic and racial theories
 10. Theories of embodiment and abjection
 11. Postcolonial studies
- C. Analyze detective and mystery literature through interpretations and arguments in written and oral forms
1. Active, critical participation in class discussion
 2. Literary analysis/critical thinking demonstrated in formal essays
 3. Literary analysis/critical thinking demonstrated through short writing projects
 4. Understanding of literature demonstrated through class presentations

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

Matching course component(s):

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Course Content:

- 3. Cultural issues such as relationships of citizens and governments, humans and the environment, multicultural identities, popular culture expressions and diverse authors, such as LatinX, Asian-American, African American, Native American, etc.
- 4. Socio-political criticisms, such as criminal justice reforms, oppression and manipulation of the "other", the use of force, restoration of and subversion of social order

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

Matching course component(s):

Requesting Faculty: Benjamin Armerding Date: 5/26/2020
Division Curriculum Rep: Allison Herman Date: 6/3/2020

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Hilary Gomes, Kella Svetich

Recommended for Approval: Not Recommended for Approval: Date: 3 Dec 2020

In the box below, please provide rationale regarding the subcommittee's recommendation:

Course meets criteria for Humanities GE.

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ETHN 51 - Introduction to Ethnic Studies

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ETHN 51 - Introduction to Ethnic Studies

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

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

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

Matching course component(s):

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

Matching course component(s):

Course Objectives:

Appraise artistic and cultural representations that speak to race and ethnicity in the United States.

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

Matching course component(s):

Course Objectives:

- Analyze race as a social construct and the changing definitions of race.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

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

Matching course component(s):

Course Objectives:

-Describe and evaluate major theories of race and ethnic, and how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.

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

Matching course component(s):

Course Objectives:

- Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.
- Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.

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

Matching course component(s):

Course Objectives:

- Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.
- Appraise artistic and cultural representations that speak to race and ethnicity in the United States.

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

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

Matching course component(s):

Course Content:

Analyze race as a social construct and the changing definitions of race.

1. Development of race as a concept between 16th and 20th century

a. Early taxonomies between 16th and 18th century

b. Changing measures used to determine race in the 18th and 19th centuries

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

Matching course component(s):

Course Content:

Recognize the influence of racial and ethnic groups in the arts, music, literature, and dance.

Recognize the representations of the primitive in art, dance, literature

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

Matching course component(s):

Course Content:

Recognize the influence of racial and ethnic groups in the arts, music, literature, and dance.

Recognize the representations of the primitive in art, dance, literature

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

Matching course component(s):

Course Objectives:

Identify and evaluate social movements and/or policy debates for racial justice and equity.

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

Matching course component(s):

Course Content:

Analyze race as a social construct and the changing definitions of race.

1. Development of race as a concept between 16th and 20th century

a. Early taxonomies between 16th and 18th century

b. Changing measures used to determine race in the 18th and 19th centuries

Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

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

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

Matching course component(s):

Course Objectives:

- Analyze race as a social construct and the changing definitions of race.

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AREA I - HUMANITIES**

- Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism
- Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.

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

Matching course component(s):

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

Matching course component(s):

Course Objectives:

- Describe and evaluate major theories of race and ethnic, and how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.

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

Matching course component(s):

Course Objectives:

Identify and evaluate social movements and/or policy debates for racial justice and equity.

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

Matching course component(s):

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

Viewing and analysis, including information literacy and media regarding communities and narrative

Requesting Faculty: David Marasco & Voltaire Villanueva Date: 11/14/2020

Division Curriculum Rep: Allison Herman Date: 11/23/20

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Kella Svetich, Hilary Gomes

Recommended for Approval: Not Recommended for Approval: Date: 12/30/20

In the box below, please provide rationale regarding the subcommittee's recommendation:

(No comments provided.)

FOR USE BY CURRICULUM OFFICE:

Approved: Denied: CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ETHN 52 Introduction to African-American Studies

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request AREA I - HUMANITIES

Course Number & Title: ETHN 52 Introduction to African-American Studies

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

Course Objectives:

Acknowledge and appreciate the significance of social, cultural, artistic, scientific, historical, political, and economic contributions of Black and/or African American people living in the United States.

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

Matching course component(s):

Course Content:

Examine the origins of African American Studies as an academic discipline. Identify the major philosophers, texts, and activists of the discipline. Identify the ways in which African American Studies' interdisciplinary approach has affected the development of topics and trends in the field.

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

Matching course component(s):

Course Objectives:

Investigate the significance of African traditions, values, beliefs, histories, and customs as it relates to members of the diaspora living within the United States.

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

Matching course component(s):

Course Content:

Explore the role of power and privilege and critique their impact on United States society.

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

Matching course component(s):

Course Content:

Analyze the history of Black and/or African American artistic, musical and literary expression

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

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

Matching course component(s):

Course Content:

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Critique the Eurocentric pedagogical approach to learning practiced within the educational system of the United States

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

Matching course component(s):

Course Content:

Understand the theory of Afrocentricity. Analyze the history of Black and/or African American artistic, musical and literary expression

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

Matching course component(s):

Course Content:

Analyze the history of Black and/or African American artistic, musical and literary expression

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

Matching course component(s):

Course Content:

Examine relationships between the groups, analyzing similarities and differences in philosophies, methodologies, and the impact on American society brought about by each one.

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

Matching course component(s):

Course Content:

Review the current political and economic trends in higher education and understand how those trends impact the discipline of African American Studies.

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

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

Matching course component(s):

Course Objectives:

Evaluate contemporary academic, economic, and systematic challenges facing the discipline of African American Studies.

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

Matching course component(s):

Course Content:

Analyze how current issues impact Blacks/African-Americans, and whether or not the impact is more or less severe than in past years.

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

Matching course component(s):

Course Content:

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ETHN 53 INTRODUCTION TO LATINX STUDIES

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

**General Education Review Request
AREA I - HUMANITIES**

Course Number & Title: ETHN 53 INTRODUCTION TO LATINX STUDIES

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

Description:

An exploration of the field of Latinx Studies: history, literature, arts, culture, as well as sociological, political, economic, and philosophical perspectives on the experiences of Latinx people and the Latinx diaspora in the United States.

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

Matching course component(s):

Course Objectives:

Identify and analyze historical and contemporary examples of racist and sexist practices informed by dominant, stereotypical narratives of Latinx people in the United States, and the impact these practices have on public policy, initiatives, and laws imposed on the Latinx community.

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

Matching course component(s):

Course Objectives:

Assess the presence, impact, and contributions of the Latinx community on US culture, education, society, politics, labor, and economy.

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

Matching course component(s):

Course Objectives:

Analyze broad issues within the Latinx community of the U.S. as they are linked to grassroots activism, cultural resistance, and the social movements of the late 1960s, 1970s and contemporary society with a focus on influential activists within these movements.

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

Matching course component(s):

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

Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.

Viewing and analysis, including information literacy and media regarding Latinx communities and narratives. Analytical essays on readings.

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

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

Matching course component(s):

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

Viewing and analysis, including information literacy and media regarding Latinx communities and narratives.

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

Matching course component(s):

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

Attending Latinx theater or musical performances, or museums, and responding in writing.

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

Matching course component(s):

Method of Instruction:

Viewing / observing / hearing Latinx cultural artifacts including art, performance, film, theater, music.

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

Matching course component(s):

Compare and contrast the experiences of Afro-Latinx, Chicax, Central American, South American, Caribbean American communities

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

Matching course component(s):

Method of Instruction:

Viewing / observing / hearing Latinx cultural artifacts including art, performance, film, theater, music.

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

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

Matching course component(s):

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

Viewing and analysis, including information literacy and media regarding Latinx communities and narratives.

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

Matching course component(s):

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

Matching course component(s):

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

Analytical essays on readings.

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

Matching course component(s):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
Social justice / service learning project (e.g., Foothill Research and Service Learning Symposium).

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

Matching course component(s):

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:
Viewing and analysis, including information literacy and media regarding Latinx communities and narratives.

Requesting Faculty: Susie Huerta Date: 11/20/20
Division Curriculum Rep: Allison Herman Date: 11/23/20

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Kella Svetich, Hilary Gomes _____

Recommended for Approval: Not Recommended for Approval: _____ Date: 12/30/20

In the box below, please provide rationale regarding the subcommittee's recommendation:

(No comments provided.)

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ETHN 55 Introduction to Asian American Studies

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request AREA I - HUMANITIES

Course Number & Title: ETHN 55 Introduction to Asian American Studies

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

Student Learning Outcomes:

Students will be able to identify the impacts of anti-Asian U.S. laws on Asian Americans in the past and present, as well as responses to anti-Asian policies in forms of social and political activism.

Course Content:

D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change

1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers' labor organization and activism.
2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.

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

Matching course component(s):

Course Content:

D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change

1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers' labor organization and activism.
2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
4. Recognition of media representation and resistance thereto.

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

Matching course component(s):

Course Content:

D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change

1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers' labor organization and activism.

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2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
4. Recognition of media representation and resistance thereto.

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

Matching course component(s):

Course Content:

- E. Understand “Asian American” as a category that was constructed in response to legal and social exclusion
1. Examine the history of the Asian American movement of the 1960s and 1970s.
 2. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community
 3. Trace the cultural and legal usages of the term “Asian American” since its inception

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

Matching course component(s):

Methods of Evaluation: critical papers, reading journals

Course Content:

- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change
1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
 2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment

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

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

Matching course component(s):

Course Objectives:

- B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present.

Students will examine legal language and its impacts on Asian Americans

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

Matching course component(s):

Method of Instruction:

- C. Viewing / observing / hearing Asian American cultural artifacts including art, performance, film, theater, music.

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

Matching course component(s):

**General Education Review Request
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Method of Instruction:

- A. Reading of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.
- B. Viewing and analyzing various media regarding contemporary Asian American issues
- C. Viewing / observing / hearing Asian American cultural artifacts including art, performance, film, theater, music.

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

Matching course component(s):

Course Objectives:

- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.

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

Matching course component(s):

Student Learning Outcomes:

- A. Students will be able to demonstrate an historicized understanding of the social, cultural, political, legal, and environmental circumstances lived out by Asian Americans, with focus on migration factors, racialization, and marginalization of Chinese Americans, Japanese Americans, Filipinx Americans, Korean Americans, Pacific Islander Americans, South Asian Americans, and Southeast Asian Americans.
- B. Students will be able to identify the impacts of anti-Asian U.S. laws on Asian Americans in the past and present, as well as responses to anti-Asian policies in forms of social and political activism.
- C. Students will be able to analyze the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.

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

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

Matching course component(s):

Methods of Evaluation:

- A. Critical papers
- B. Class presentations
- C. Reading journals
- D. Midterm examination
- E. Final examination
- F. Social justice / service learning project

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

Matching course component(s):

Method of Instruction (students will apply theoretical and empirical studies to analyses of Asian American groups):

- A. Reading of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.

**General Education Review Request
AREA I - HUMANITIES**

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

<p>Matching course component(s):</p> <p>Methods of Evaluation:</p> <ul style="list-style-type: none">A. Critical papersB. Class presentationsC. Reading journalsD. Midterm examinationE. Final examinationF. Social justice / service learning project
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B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

<p>Matching course component(s):</p> <p>Course Objectives:</p> <ul style="list-style-type: none">B. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change. <p>Method of Instruction:</p> <ul style="list-style-type: none">J. Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations. <p>Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:</p> <ul style="list-style-type: none">I. Reflective essays on personal experiences or interviews
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B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

<p>Matching course component(s):</p> <p>Method of Instruction:</p> <ul style="list-style-type: none">A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.
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Requesting Faculty: Stephanie Chan Date: 11/13/20
Division Curriculum Rep: Allison Herman Date: 11/23/20

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Kella Svetich, Hilary Gomes _____

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: 12/30/20

In the box below, please provide rationale regarding the subcommittee's recommendation:

(No comments provided.)

**General Education Review Request
AREA I - HUMANITIES**

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: POLI 4 CALIFORNIA POLITICS & GOVERNMENT

Breadth Criteria:

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

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

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

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

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

skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV - Social & Behavioral Sciences:

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

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

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

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

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

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: POLI 4 CALIFORNIA POLITICS & GOVERNMENT

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

Depth Map: Must include the following:

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

Matching course component(s):

Course Objectives:

4. Identify the Progressives' impact upon California Government and Politics.
5. Explain the demographic composition of California in the 21st century, and the relationship between demography and political behavior.

Course Content:

- B. Diversity and Political Culture
 1. Definition of concept
 2. California's political culture
 3. Immigration and population changes
 4. Regionalism in California
- D. Political Parties
 1. History of California's political parties
 - a. Realignments
 2. Progressive legacy
 - . Direct democracy; initiative, recall, referendum
 3. Anti-partisanship
 4. Organizational structure
 5. 3rd and minor parties
- E. Interest Groups
 1. Types of interest groups in California
 2. Tactics utilized by interest groups in California
 3. Role of interest groups in state politics
- G. Political Behavior, Campaigns, and Elections
 1. Political geography
 - a. Party registration
 - b. Ideology
 2. Voting behavior
 3. Campaigning in California

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

Matching course component(s):

Course Objectives:

6. Evaluate major contemporary public policy issues confronting California.

Methods of Evaluation:

- Analytic policy papers (500-1000 words)
- Interviews (500-1000 words)
- Civic action project work
- Research Paper (2000-2500 words)
- Oral presentations (15-20 minutes)

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

Method of Instruction:

- Analysis of current events and media coverage

Examples of Required Outside of Class Assignments

- Attending political functions
- Meeting with public officials, public servants, or candidates to conduct interviews

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

Matching course component(s):

Course Objectives:

- Compare and contrast the main institutions and processes of California government with those of the national government.
- Compare and contrast the California Constitution with the U.S. Constitution.
- Evaluate major contemporary public policy issues confronting California.

Methods of Evaluation:

- Analytic policy papers (500-1000 words)
- Research Paper (2000-2500 words)
- Oral presentations (15-20 minutes)

Method of Instruction:

- Independent written research project
- Analysis of current events and media coverage

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

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

Matching course component(s):

Course Content:

- B. Diversity and Political Culture
 1. Definition of concept
 2. California's political culture
 3. Immigration and population changes
 4. Regionalism in California

S5. Explain world development and global relationships;

Matching course component(s):

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

Matching course component(s):

Course Content:

- A. California History
 3. Civil rights movements in California
- B. Diversity and Political Culture
 1. Definition of Concept
 2. California's political culture
 3. Immigration and population changes

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

- 4. Regionalism in California
- D. Political Parties
 - 1. History of California's political parties
 - a. Realignments
 - 2. Progressive legacy
 - a. Direct democracy; initiative, recall, referendum
 - 3. Anti-partisanship
 - 4. Organizational structure
 - 5. 3rd and minor parties
- E. Interest Groups
 - 1. Types of interest groups in California
 - 2. Tactics utilized by interest groups in California
 - 3. Role of interest groups in state politics

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

Matching course objective(s):

- A. California History
 - 4. Economic Development
- F. The Media
 - 1. Media markets in California
 - 2. Media conglomerates
 - 3. Democratization of new sources
 - 4. Role of the media in state politics

S8. Assess the distribution of power and influence;

Matching course component(s):

Course Content:

- Political Parties
- Interest Groups
- The Media
- Political Behavior, Campaigns and Elections

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

Matching course component(s):

Course content:

- J. Contemporary Public Policy Issues
 - 1. Policy analysis: environment
 - 2. Policy analysis: transportation
 - 3. Policy analysis: corrections and rehab
 - 4. Policy analysis: education

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

Matching course component(s):

Course Content:

- Formal Institutions
- Local Government
- Contemporary Public Policy Issues
- California in the Future

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

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

Matching course component(s):

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

Matching course component(s):

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

Matching course component(s):

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

Matching course component(s):

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

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

Matching course component(s):

Methods of Evaluation

Formative:

1. Analytic policy papers (500-1000 words)
2. Interviews (500-1000 words)
3. Civic action project work

Summative:

1. Research paper (2000-2500 words)
2. Oral presentations (15-20 minutes)

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

Matching course component(s):

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

Matching course component(s):

Methods of Evaluation:

1. Analytic policy papers (500-1000 words)
2. Interviews (500-1000 words)
3. Research paper (2000-2500 words)
4. Oral presentations (15-20 minutes)

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

Matching course component(s):

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

Course Content:

- A. California History
 - 1. American period
 - 2. Building the American dream in California
 - 3. Civil rights movements in California
 - 4. Economic development
- B. Diversity and Political Culture
 - 1. Definition of concept
 - 2. California's political culture
 - 3. Immigration and population changes
 - 4. Regionalism in California
- C. Constitution and Governing Structure
 - 1. State constitutions in the federal system
 - 2. California's constitutional history
 - 3. The state constitution and direct democracy
 - 4. Comparison of United States and California constitutions
- J. Contemporary Public Policy Issues
 - 1. Policy analysis: environment
 - 2. Policy analysis: transportation
 - 3. Policy analysis: corrections and rehab
 - 4. Policy analysis: education
- K. California in the Future
 - 1. succession
 - 2. Globalization

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

Matching course component(s):

Methods of Evaluation:

- Analytic policy papers (500-1000 words)
- Interviews (500-1000 words)
- Civic action project work
- Research paper (2000-2500 words)

Requesting Faculty:  Kerri Ryer Date: 11/24/2020

Division Curriculum Rep: Cassandra Pereira Date: 11/24/2020

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Kay Thornton

Recommended for Approval: Not Recommended for Approval: Date: 12/2/20

In the box below, please provide rationale regarding the subcommittee's recommendation:

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

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

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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 #: BIOL 70R, 71R, 72R, 73R (series)

Course Title: Independent Study in Biology

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Provides an opportunity for the student to expand their studies in Biology beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

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 occasionally request the ability to engage in independent study projects to advance their knowledge and gain valuable experience. Offering BIOL 70R, 71R, 72R and 73R (all independent study; different unit values) is consistent with the 70R series of Independent Study classes offered in other Foothill departments such as Physics and Engineering. The courses are CSU transferable.

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: Lisa Schultheis **Date:** 10/1/2020

Division Curriculum Representative: Rachelle Campbell **Date:** 10/13/2020

Date of Approval by Division Curriculum Committee: 10/13/2020

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Biological and Health Sciences

BIOL 70R INDEPENDENT STUDY IN BIOLOGY

Summer 2021

3 hours laboratory per week.

1 Unit

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours:

Lab Hours: 3

Weekly Out of Class Hours:

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with P/NP option

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 6/20/19

Division Dean Information -

Seat Count:
10

Load Factor:
.000

FOAP Code:
114000141021040100

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:

1. Description -

Provides an opportunity for the student to expand their studies in Biology beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

2. Course Objectives -

The student will be able to:

- A. Plan an independent study project in Biology.
- B. Conduct the study by means of literature research, fieldwork or laboratory work or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline.
- C. Present the results of the study in a written or oral report or by some other means as determined by the contract.

3. Special Facilities and/or Equipment -

Not applicable.

4. Course Content (Body of knowledge) -

This course is based on independent research or course of study related to the topics outlined in the student contract.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Evaluation is based on the completion of the scope of work described in the student-faculty contract.

7. Representative Text(s) -

Text will vary with content.

8. Disciplines -

Biological Sciences

9. Method of Instruction -

Independent study as defined in the student-faculty contract.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

This course requires research, analysis, field study, portfolio or other independent assignments of an agreed upon college-level subject.

13. Need/Justification -

This course provides the student an opportunity to expand on topics beyond the classroom.

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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 #: CHLD 80A

Course Title: Communication & Self-Reflection Practices for Nannies

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This course focuses on empowering nannies by learning the unique characteristics of communication with parents as employers. Complexity of communicating with families with different cultural backgrounds, values, and child rearing styles is also explored. Topics include best practices in effective communication and conflict management. This course also focuses on developing professional documents, setting expectations with employers, and reflective practices for nannies. This course is experiential, inviting students to delve into their own practices and engage in personal reflection regarding child rearing philosophies and communication styles.

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:

Certificate of Achievement in Nanny Education

- 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?)

November 2020

***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.

According to Child Development Occupations Labor Market Information Report
City College of San Francisco Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research- May 2019:

- Number of Job Postings for “Nanny” in the last 12 months (Oct 2017 - Sept 2018) in the Bay Area Region was 4,803.
- “Nanny” was the number one “Top Job Title for Child Development Occupations for latest 12 months (Oct 2017 - Sept 2018),” with 3,612 reported.

No college in the bay area offers specific classes for the nanny profession.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Nicole Kerby **Date:** 5/30/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/4/20

Date of Approval by Division Curriculum Committee: 6/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

CHLD 80A COMMUNICATION & SELF-REFLECTION PRACTICES FOR NANNIES

Summer 2021

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 hours and Out of Class 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 Only

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/28/2020

Division Dean Information -

Seat Count: 40 **Load Factor:** .044 **FOAP Code:** 114000121041130580

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

This course focuses on empowering nannies by learning the unique characteristics of communication with parents as employers. Complexity of communicating with families with different cultural backgrounds, values, and child rearing styles is also explored. Topics include best practices in effective communication and conflict management. This course also focuses on developing professional documents, setting expectations with employers, and reflective practices for nannies. This course is experiential, inviting students to delve into their own practices and engage in personal reflection regarding child rearing philosophies and communication styles.

2. Course Objectives -

The student will be able to:

- A. Understand and apply the the principles of effective communication
- B. Gain a sense of empowerment as a member of the workforce
- C. Utilize self-reflection as resource to increase self-awareness and to improve professional practice
- D. Understand and reflect on the relationship between culture and communication
- E. Create professional documents
- F. Partner with parents on child development and caregiving approaches
- G. Support child development through the nanny-child relationship
- H. Utilize reflective practice techniques

3. Special Facilities and/or Equipment -

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Understand and apply the principles of effective communication
 - 1. Learn key models of communication
 - 2. Learn and practice active listening skills
 - 3. Learn how to give and receive feedback effectively
 - 4. Identify the major causes of conflict
 - 5. Increase confidence and competence in managing difficult conversations utilizing nonviolent communication skills and other effective communication models
 - 6. Understand different types and roles of communication technologies
 - 7. Identify barriers to effective communication
- B. Empower nannies as a workforce
 - 1. Develop an introductory understanding of the role of nannies, domestic care work, and ongoing organizing movements from a social justice framework including but not limited to community cultural wealth theory
 - 2. Develop understanding of domestic worker rights and how it relates to nannies
 - 3. Explore professional resources and ways to join and participate in local professional organizations and with other domestic workers and caregivers
- C. Utilize self-reflection as resource to increase self-awareness and to improve professional practice
 - 1. Reflect on family of origin and current family cultural practices and values
 - 2. Reflect on personal child rearing philosophies
 - 3. Identify personal communication styles using personal communication inventories
 - 4. Reflect on personal active listening skills/barriers to communication
 - 5. Develop awareness of own communication strategies, self-concepts, and coping strategies
 - 6. Reflect and practice effective and sustainable self-care and community-care
 - 7. Develop an ongoing self-care and community-care plan
 - 8. Identify reflective practices for managing and strengthening ongoing relationships with parents and children
 - 9. Utilize reflective practices as tool for continual curriculum adaptations
- D. Understand and reflect on the relationship between culture and communication
 - 1. Explore different cultural practices around communication from around the globe
 - 2. Understand the importance of communication patterns and family rituals
 - 3. Identify current or family of origin communication practices and values
 - 4. Explore cultural similarities and differences in child rearing styles
- E. Partner with parents on child development and caregiving approaches
 - 1. Make children's learning and the process of the educational experience visible to parents through documentation
 - 2. Collaborate with parents on acceptable child rearing approaches and child behaviors
 - 3. Develop transition plan (in and out of the family) in collaboration with parents
 - 4. Collaborate on managing cultural similarities and differences in child rearing styles
 - 5. Develop an understanding and plan for communication with family's care team - doctors, teachers, allied professionals, and extended family
- F. Support children's development through the nanny-child relationship utilizing relationship-based, connection-based and trauma-informed theory and strategies
 - 1. Develop an understanding of how nanny-child communication patterns shape children's self-concept, competence, and confidence utilizing attachment theory principles
 - 2. Learn communication strategies to support children's physical, cognitive, spiritual and social-emotional development including growth vs. fixed mindset and connection-based tools such as but not limited to Hand in Hand Parenting approach
 - 3. Learn strategies to support children's development of positive self-image, competence, and confidence
 - 4. Plan and support children's experience in nanny transitioning in and out of the family using a connection plan

5. Develop daily connection plan between nanny and each child
6. Understand the important role of a nanny as a consistent presence in a child's life to buffer a child against early adverse experiences
- G. Create professional documents for the nanny profession
 1. Create a nanny resume
 2. Create a work portfolio
 3. Learn and practice interviewing techniques for determining desired nanny placement
 4. Develop a nanny employment contract
 5. Practice negotiation techniques

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

6. Methods of Evaluation -

- A. Class discussion
- B. In-class activities
- C. Program observation assignments
- D. Midterm examination
- E. Oral presentations and demonstration

7. Representative Text(s) -

Rosenberg, M.B., Ph.D. Nonviolent Communication. Encinitas, CA: PuddleDancer Press, 2003. (Text remains relevant despite the age.)

Stone, D., B. Patton, and S. Heen. Difficult Conversations. New York, NY: Penguin Group, 2000. (Text remains relevant despite the age.)

Small, M.F. Our Babies, Ourselves. New York, NY: Anchor Books, 1999. (Text remains relevant despite the age.)

DesRosiers, A. The Nanny Manual. San Francisco, CA: Chirp Publishing, 2018.

National Nanny Standards. 2019. Retrieved from www.usnanny.org/

NDWA Domestic Worker's Bill of Rights, www.domesticworkers.org/sites/all/themes/NDWA2017/images/LearnMore.pdf & membership.domesticworkers.org/get-involved/the-national-domestic-workers-bill-of-rights/

Lightfoot, S. The Essential Conversation: What Parents and Teachers Can Learn from Each Other. New York: Random House Publishing Group, 2003. (Text remains relevant despite the age.)

8. Disciplines -

Child Development/Early Childhood Education

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Oral presentations
- E. Demonstration
- F. Field trips

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading and study of the text(s).
- B. Reading and written response to test questions, assignments and relevant articles and readers.
- C. Reaction writing assignments to video viewings and experiences, such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

13. Need/Justification -

This course will be included in an upcoming certificate of achievement and will address workforce needs.

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 #: CHLD 80B

Course Title: Curriculum In The Home

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This course is designed for the nanny working with and providing care and education to young children in the home. This course focuses on designing developmentally appropriate and culturally appropriate curricular activities and enrichment for young children with a focus on using the home environment as the classroom. Emphasis on how to examine and choose materials as well as arrange unique home environments to meet each child's developmental needs within the family setting.

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:

Certificate of Achievement in Nanny Education

- 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?)

November 2020

***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.

According to Child Development Occupations Labor Market Information Report
 City College of San Francisco Prepared by the San Francisco Bay Center of Excellence
 for Labor Market Research- May 2019:

- Number of Job Postings for “Nanny” in the last 12 months (Oct 2017 - Sept 2018) in the Bay Area Region was 4,803.
- “Nanny” was the number one “Top Job Title for Child Development Occupations for latest 12 months (Oct 2017 - Sept 2018),” with 3,612 reported.

No college in the bay area offers specific classes for the nanny profession.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Nicole Kerby **Date:** 1/27/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/4/20

Date of Approval by Division Curriculum Committee: 6/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

CHLD 80B CURRICULUM IN THE HOME

Summer 2021

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 hours and Out of Class 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 Only
Degree Status: Applicable	Credit Status:	Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/28/2020

Division Dean Information -

Seat Count: 40 **Load Factor:** .044 **FOAP Code:** 114000121041130580

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

This course is designed for the nanny working with and providing care and education to young children in the home. This course focuses on designing developmentally appropriate and culturally appropriate curricular activities and enrichment for young children with a focus on using the home environment as the classroom. Emphasis on how to examine and choose materials as well as arrange unique home environments to meet each child's developmental needs within the family setting.

2. Course Objectives -

The student will be able to:

- A. Identify the core concepts in various constructivist and emergent curriculum models
- B. Demonstrate understanding of developmentally appropriate practice, culturally appropriate practice and inclusive teaching approaches for children of different age levels, abilities and cultures
- C. Demonstrate key ways in which the home and community function as an essential component of the curriculum for children under nanny care
- D. Formulate and evaluate curriculum plans with regard to family needs and culturally appropriate practice
- E. Understand the essential role of the nanny in children's development
- F. Learn strategies for building partnerships with parents to support children's learning and development

3. Special Facilities and/or Equipment -

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Identify the core concepts in constructivist and emergent curriculum models
 1. Understand curriculum as a means of supporting the development of the whole child
 2. Understand the essential role of play-based and connection-based curriculum in children's learning
 3. Define and explain constructivist theory and open-ended exploration as it relates to planning for young children
 4. Understand the role of attachment theory in building a relationship between nanny and child, nanny and parent, and parent and child as foundational for children's learning
- B. Demonstrate understanding about developmentally appropriate practice, culturally appropriate practice and inclusive teaching approaches for children of different ages, levels, abilities and cultures
 1. Define and discuss the principles of developmentally appropriate and culturally appropriate practices
 2. Define inclusive teaching approaches for children of different ages, levels, abilities and cultures
 3. Examine FCERS assessment instruments
 4. Review social-emotional and cognitive developmental milestones for children at various ages
- C. Demonstrate key ways in which the home and community function as an essential component of curriculum for children ages birth to six years
 1. Understand the role of the environment as a teacher
 2. Look at the environment from the child's perspective
 3. Learn how to adapt the home to be a quality learning environment
 4. Demonstrate knowledge in selecting safe, comfortable, natural places to explore and learn, within the home, in the yard, and in the community
 5. Create a home environment that supports responsive caregiving and feelings of competence in young children
 6. Learn how altering aspects of environments can decrease challenging behaviors
 7. Learn how to partner with parents to adapt the home environment
- D. Formulate and evaluate curriculum plans
 1. Adapt emergent curriculum and constructivism to the home environment
 2. Identify criteria for examining developmentally appropriate materials
 3. Understand the differences between open-ended and structured materials
 4. Understand advantages and disadvantages of using technology in the home
 5. Address the four developmental competencies (cognitive, social/emotional, physical, language and literacy) within each curricular area
 6. Create curricular activities which affirm developmentally and culturally appropriate practices
 7. Scaffold curricular activities to support the individual child's growth and development
 8. Partner with parents in determining appropriate educational goals and assessment tools
- E. Understand the essential role of the nanny in children's development
 1. Understand and implement best practices in building a strong relationship between nanny and child using connection-based theory and strategies
 2. Recognize the role of the nanny in a child's developing sense of self
 3. Demonstrate knowledge of attachment theory and its impact on lifelong learning and development
 4. Demonstrate understanding of growth mindset
 5. Learn various models of positive communication such as RIE
 6. Demonstrate understanding of the importance of positive language and supportive communication in children's relationship to learning
 7. Demonstrate understanding of nanny sensitivity and respect for the child
 8. Use observation to plan activities and materials that are appropriate to the child/ren
 9. Learn self-reflective strategies and practices
 10. Learn how to utilize community resources and allied professionals as consultants and support system
 11. Understand nanny as role model
- F. Build partnerships with parents to support children's learning and development

1. Nannies recognize parents as a source of information about children and engage them in planning for their children
2. Demonstrate understanding that a trusting strong relationship between parents and nannies is essential for children's growth and development
3. Develop documentation plans to share with parents
4. Develop culturally appropriate communication strategies to partner with parents
5. Develop communication strategies between parents and nanny around children's development

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

6. Methods of Evaluation -

- A. Class discussion
- B. In-class activities
- C. Program observation assignments
- D. Midterm examination
- E. Oral presentations and demonstration

7. Representative Text(s) -

Carter, D., and M. and Curtis. Learning together with Young Children. St. Paul: Redleaf Press, 2008. (This text remains relevant despite the age.)

Epstein, A. The Intentional Teacher. Ypsilanti: National Association for the Education of Young Children, 2014. (This text remains relevant despite the age.)

Lansbury, J. Elevating Childcare: A Guide To Respectful Parenting. JLML Press, 2014. (This text remains relevant despite the age.)

Wanerman, T. From Handprints to Hypotheses. Using Project Approach with Toddlers and Twos. St. Paul: Redleaf Press, 2013. (This text remains relevant despite the age.)

Wipfler, P., and T. Schore. Listen. Palo Alto, CA: Hand in Hand Parenting, 2016.

8. Disciplines -

Child Development/Early Childhood Education

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Oral presentations
- E. Demonstration

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading and study of the text(s).
- B. Reading and written response to test questions, assignments and relevant articles and readers.
- C. Reaction writing assignments to video viewings and experiences, such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

13. Need/Justification -

This course will be included in an upcoming certificate of achievement and will address workforce needs.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: CHLD 80C

Course Title: Safety & Nutrition of Young Children in the Home

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This course focuses on practices for ensuring the health and safety for children from infancy through preschool age under a nanny's care. There is also an emphasis on prevention and the most common risks at various stages of development. Emphasis on arranging spaces and materials to ensure safety while also affording opportunities for optimal development and exploration. Focus on basic knowledge of nutritional needs at various stages of development as well as safe practices in food preparation and mealtimes in collaboration with parents. This course is also supplemented with first aid and infant CPR course.

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:

Certificate of Achievement in Nanny Education

- 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?)

November 2020

***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.

According to Child Development Occupations Labor Market Information Report
City College of San Francisco Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research- May 2019:

- Number of Job Postings for “Nanny” in the last 12 months (Oct 2017 - Sept 2018) in the Bay Area Region was 4,803.
- “Nanny” was the number one “Top Job Title for Child Development Occupations for latest 12 months (Oct 2017 - Sept 2018),” with 3,612 reported.

No college in the bay area offers specific classes for the nanny profession.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Nicole Kerby **Date:** 1/27/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/4/20

Date of Approval by Division Curriculum Committee: 6/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Business and Social Sciences

CHLD 80C SAFETY & NUTRITION OF YOUNG CHILDREN IN THE HOME

Summer 2021

1 hour lecture.

1 Unit

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

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 1 **Lab Hours:** 0 **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade Only

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/28/2020

Division Dean Information -

Seat Count: 40 **Load Factor:** .022 **FOAP Code:** 114000121041130580

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

This course focuses on practices for ensuring the health and safety for children from infancy through preschool age under a nanny's care. There is also an emphasis on prevention and the most common risks at various stages of development. Emphasis on arranging spaces and materials to ensure safety while also affording opportunities for optimal development and exploration. Focus on basic knowledge of nutritional needs at various stages of development as well as safe practices in food preparation and mealtimes in collaboration with parents. This course is also supplemented with first aid and infant CPR course.

2. Course Objectives -

The student will be able to:

- A. Demonstrate knowledge of information on planning for emergencies and natural disasters.
- B. Recognize the signs and symptoms of communicable diseases and other health conditions that affect all children and describe the preventive health policies and procedures needed for the protection and improvement of the health of young children.
- C. Demonstrate knowledge of how to collaborate with parents to create and support healthy and safe environments for children in the home and community in addition to possible risks, issues, and roles.
- D. Identify the nutritional needs and food safety guidelines for various ages and plan safe, nutritious meals for children in collaboration with parents.
- E. Identify laws and regulations, standards, policies and procedures supporting health and safety in the home including characteristics of suspected abuse and neglect and how to report them.
- F. Identify and plan for the self and community care needs to support nannies in meeting the various health and safety responsibilities in the home.

3. Special Facilities and/or Equipment -

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

4. Course Content (Body of knowledge) -

- A. Demonstrate knowledge of information on planning for emergencies and natural disasters
 - 1. Develop communication plans and agreements on emergency plans and protocols with parents
- B. Recognize the signs and symptoms of communicable diseases and other health conditions that affect all children and describe the preventive health policies and procedures needed for the protection and improvement of the health of young children
 - 1. Recognize the signs and symptoms of communicable diseases and other health conditions that affect all children and describe the preventive health policies and procedures
 - 2. Recognize signs and symptoms of illnesses and physical discomforts associated with various ages
 - 3. Identify interventions for the safety of the child
 - 4. Develop communication plans and agreements with parents around protocols and routines for sleep, illnesses, and physical activity
- C. Demonstrate knowledge of how to collaborate with parents to create and support healthy and safe environments for children in the home and community in addition to possible risks, issues, and roles
 - 1. Safety in the home
 - a. Identify health and safety risks in the home environment
 - b. Identify safe sleeping guidelines for various ages 0-6
 - c. Identify safe practices for bathing and water safety for various ages 0-6
 - d. Identify national nanny health and safety standards
 - e. Develop communication plans and agreements with parents on protocols
 - 2. Physical health and development
 - a. Identify activity guidelines and physical fitness for various ages
 - b. Identify physical risks for various ages
 - c. Understand the importance of and promote outdoor and nature play
 - d. Nurture body awareness and confidence through developmentally appropriate practice
 - e. Identify nutritional needs for various physical activities
 - f. Identify sleep and hygiene needs for various ages
 - 3. Safety outdoors and in the community
 - a. Identify safe practices for preventing injury in the yard
 - b. Identify safe practices for public outings
 - c. Understand and practice playground safety
 - d. Recognize and practice sun safety
 - e. Travel safety (car and public transit)
 - f. Develop communication plans and agreements with parents on protocols
- D. Identify the nutritional needs and food safety guidelines for various ages and plan safe, nutritious meals for children in collaboration with parents
 - 1. Identify nutritional sources in various foods
 - 2. Identify the nutritional needs of various ages and plan nutritional meals for children
 - 3. Understand MyPlate and nutritional guidelines for various ages
 - 4. Understand food safety guidelines and risks for various ages
 - 5. Demonstrate consideration of culture, tradition and family choice
 - 6. Develop communication plans and agreements with parents on safety, food preferences, snack guidelines and routines
- E. Identify laws and regulations, standards, policies and procedures supporting health and safety in the home including characteristics of and how to report suspected abuse and neglect
 - 1. Consideration of developmentally appropriate teaching strategies on health and safety
 - 2. Consideration of early adverse experiences

3. Signs and symptoms of child abuse
 4. Risk factors associated with abuse and neglect and prevention strategy
 5. Community resources for support and documentation of suspected abuse or neglect
 6. Communication with parents on risk factors
- F. Identify and plan for the self and community care needs to support nannies in meeting the various health and safety responsibilities in the home

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Class discussion
- B. In-class activities
- C. Program observation assignments
- D. Midterm examination
- E. Oral presentations and demonstration

7. Representative Text(s) -

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Family Child Care Environment Rating Scale (FCCERS-3). Teachers College Press, 2019.

Marotz, Lynn. Health, Safety and Nutrition for the Young Child. 9th ed. Wadsworth Publishing, 2014.

National Nanny Standards. 2019. Retrieved from www.usnanny.org/Emergency_Work_Plan. cchealth.org/emergencies/pdf/childcare_emerg_wkbk.pdf & cchealth.org/emergencies/preparedness.php#simpleContained3

8. Disciplines -

Child Development/Early Childhood Education

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Oral presentations
- E. Demonstration

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Reading and study of the text(s).
- B. Reading and written response to test questions, assignments and relevant articles and readers.
- C. Reaction writing assignments to video viewings and experiences, such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

13. Need/Justification -

This course will be included in an upcoming certificate of achievement and will address workforce needs.

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

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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 #: C S 70R, 71R, 72R, 73R (series)

Course Title: Independent Study in Computer Science

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Provides an opportunity for the student to expand their studies in Computer Science by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

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.

NOTE: The course in question is an Independent Study course, which does not fit a particular area in CS (and is therefore unable to benefit from specific data for motivation).

However, such a course is necessary in the department to offer students opportunities to gain expertise in short projects that, although too small to fit into other standard offerings, nevertheless fill crucial instructional gaps in the field.

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: Anand Venkataraman **Date:** 12/12/20

Division Curriculum Representative: Anand Venkataraman **Date:** 12/8/20

Date of Approval by Division Curriculum Committee: 1/7/21

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

Submissions Course Outline Editor

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Physical Sciences, Mathematics & Engineering

C S 70R INDEPENDENT STUDY IN COMPUTER SCIENCE

[Edit Course Outline](#)

C S 70R

INDEPENDENT STUDY IN COMPUTER SCIENCE

Summer 2021

3 hours laboratory per week.

1 Unit

Total Contact Hours: 36

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 0

Lab Hours: 3

Weekly Out of Class Hours: 0

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

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 4/28/2020

Division Dean Information -

Seat Count: 10 Load Factor: 0 FOAP Code: 114000125111070700

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 -

This course provides the student an opportunity to work on an application or project of their choosing, as approved and guided by an instructor.

1. Description -

Provides an opportunity for the student to expand their studies in Computer Science by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

Prerequisite: None

Co-requisite: None

Advisory: Recommended preparation will be determined by instructor after interviewing the student pre-contract.

2. Course Objectives -

The student will be able to:

- A. Successfully complete a practical milestone in the application of one or more theoretical concepts learned as part of other study in Computer Science.

3. Special Facilities and/or Equipment -

Required special facilities and/or equipment will be determined jointly by the student and instructor as part of the contract negotiation process and duly noted in the contract.

4. Course Content (Body of knowledge) -

The content will be determined by the instructor as applicable for the contracted project.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student and the instructor will agree upon the method of evaluation and a rubric prior to the beginning of the course.

7. Representative Text(s) -

The instructor will select specific learning resources, some of which may be digital, depending on the nature of the contracted project. In addition, recent journal articles or industry whitepapers may constitute assigned reading with a view to applying concepts in practical work.

8. Disciplines -

Computer Science

9. Method of Instruction -

Independent study as defined in the student-faculty contract.

10. Lab Content -

Will be determined by instructor.

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 -

Will be determined by instructor.

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 #: LINC 68G

Course Title: Teaching & Learning with Google Apps for Educators

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Intended for educators seeking to become Google Level 1 Certified, this course covers all Google Applications for Education, including Classroom, Docs, Drive, Sites, Forms, Sheets, Slides, YouTube, Maps, Gmail, Calendar, and Chrome. With a focus on achieving educational outcomes, participants will learn the fundamentals of each application, and will design integrations between multiple applications to create a seamless workflow. Emphasis will be placed on bringing teaching and learning into the online environment, organizing and managing online work, and utilizing application features to expand and improve student learning opportunities. Upon completing the course, participants will be prepared to take the Google Certified Educator Level 1 Examination.

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:

Certificate of Achievement in Education Technology Specialist

- 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?)

This program application is in development.

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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 5/26/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/4/20

Date of Approval by Division Curriculum Committee: 6/4/20

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

Submissions Course Outline Editor

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Business and Social Sciences

LINC 68G TEACHING & LEARNING WITH GOOGLE APPS FOR EDUCATORS

[Edit Course Outline](#)

LINC 68G

TEACHING & LEARNING WITH GOOGLE APPS FOR EDUCATORS

Summer 2021

3 hours lecture.

3 Units

Total Contact Hours: 36

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 108

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

Lecture Hours: 3

Lab Hours:

Weekly Out of Class Hours: 6

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

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 6/18/2020

Division Dean Information -

Seat Count: 50 Load Factor: .075 FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This Workforce Education course provides specialized training in online and blended instruction for students, teachers, and those in work transition. The primary target audience includes educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union, and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community college, and adult education settings, as well as government and business trainers, consultants, and human resource professionals. This course will be added to the proposed certificate of achievement in Education Technology Specialist.

1. Description -

Intended for educators seeking to become Google Level 1 Certified, this course covers all Google Applications for Education, including Classroom, Docs, Drive, Sites, Forms, Sheets, Slides, YouTube, Maps, Gmail, Calendar, and Chrome. With a focus on achieving educational outcomes, participants will learn the fundamentals of each application, and will design integrations between multiple applications to create a seamless workflow. Emphasis will be placed on bringing teaching and learning into the online environment, organizing and managing online work, and utilizing application features to expand and improve student learning opportunities. Upon completing the course, participants will be prepared to take the Google Certified Educator Level 1 Examination.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with web browsers, email, downloading, and uploading.

2. Course Objectives -

The student will be able to:

- A. Identify the main functions and features of the tools available in the G Suite for Education and select appropriate tools to fulfill educational objectives.
- B. Describe and evaluate the impact that technology has had on teaching and learning with consideration for future-ready work habits.
- C. Develop instructional plans that teach and encourage digital citizenship.
- D. Augment textbook lessons with digital resources.
- E. Transition to a primarily paperless classroom with G Suite for Education tools.
- F. Combine tools to develop an efficient system for communicating with all members of a classroom or school community.
- G. Improve time and task management skills with digital aids.
- H. Implement procedures to improve the efficiency and productivity of meetings.
 - I. Develop virtual assignments and manage student workflow and feedback.
 - J. Collect, analyze, and share data on student growth to demonstrate evidence of effective teaching.
- K. Develop instructional plans for teaching online skills and digital literacy to students of varying age and ability levels.
 - L. Design interactive lessons that integrate multiple tools and increase student engagement.
- M. Facilitate group work using online tools inside and outside of the classroom.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. G Suite for Education tools
 1. Classroom
 2. Docs
 3. Drive
 4. Forms
 5. Sheets
 6. Sites
 7. Slides
 8. Drawings

9. YouTube
10. Maps
11. Gmail
12. Calendar
13. Chrome
- B. Impact of technology
 1. Benefits of the digital classroom
 2. Digital classroom goals
 3. Modern workforce requirements
 4. Changes to the role of learning
- C. Digital citizenship
 1. Copyright and fair use
 2. Online safety
 3. Communication
- D. Augment textbook lessons
 1. Incorporating video
 2. Digital extension activities
 3. Collaboration with students
- E. Paperless classroom
 1. Google Drive cloud storage
 2. Uploading and creating documents in Drive
 3. Organizing Drive files
 4. Collaboration on Docs
 5. Classroom integration with Docs and Drive
 6. Developing quizzes with Forms
- F. Communication
 1. Gmail organizational benefits
 2. Gmail translation feature
 3. Google Chat messaging
 4. Class websites
 5. Google groups
 6. Sharing student work
- G. Time management
 1. Creating and sharing with Calendar
 2. Setting reminders and notifications
 3. Managing multiple calendars
 4. Managing tasks with Google Tasks and Keep
 5. Integrating Tasks and Calendar
 6. Adding notes and sharing media in Keep
- H. Meetings
 1. Qualities of productive and efficient meetings
 2. Scheduling meetings, participants, and resources
 3. Tracking attendance and participation
 4. Shared Docs for agendas, minutes, and follow-ups
 5. Conducting online meetings with Google Meet
 6. Sharing screens
- I. Virtual assignments
 1. Developing rosters
 2. Assigning student work
 3. Assignment management strategies
 4. Feedback importance and strategies
- J. Data
 1. Types of data
 2. Methods for collecting data
 3. Organizing and configuring information to accurately represent results
 4. Information security
 5. Data analysis processes
 6. Charts and graphs
 7. Sheets and Docs integration
- K. Online skills and digital literacy
 1. Searching online
 2. Evaluating sources
 3. Filtering search results
 4. Avoiding plagiarism
 5. Customizing Chrome web browser
 6. Chrome apps and extensions
- L. Interactive lessons
 1. Improving presentation communication
 2. Graphic design impact on messaging
 3. Adding dynamic content

4. Apps for engagement
 5. Digital tools for STEM classes
- M. Group work
1. Meaningful and effective collaboration
 2. Supporting collaboration with G Suite for Education tools
 3. Assigning and collecting work in Classroom
 4. Docs features for writing, feedback, and revision
 5. Best practices for driving discussions
 6. Tools to support synchronous and asynchronous discussions
 7. Reviewing and evaluating group contributions

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Designing and developing an online course plan and product or project
- B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
- C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Clark, Holly. [The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice.](#) 1st ed. Elevate Books Edu, 2019.

Curts, Eric. [Control Alt Achieve: Rebooting Your Classroom with Creative Google Projects.](#) 1st ed. Dave Burgess Consulting, Incorporated, 2020.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
- B. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
- C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Writing assignments are completed online.



Online and Blended Instruction Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
May 2020

Recommendation

Based on all available data, there appears to be an undersupply of Online and Blended Instruction workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 2,330 students in the Bay region and 620 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0860.00 - Educational Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Online and Blended Instruction Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College. Labor market information (LMI) is not available at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01), therefore, the data shown in Tables 1 and 2 is for Education Administrators, All Other (at the six digit SOC level) and likely overstates demand for Distance Learning Coordinators. Tables 3, 4, 6, 9, 10 and 11 use job postings data from Burning Glass at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01).

- **Education Administrators, All Other (SOC 11-9039):** All education administrators not listed separately.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Training and Development Managers (SOC 11-3131):** Plan, direct, or coordinate the training and development activities and staff of an organization.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Training and Development Specialists (SOC 13-1151):** Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 31%

- **Instructional Coordinators (SOC 25-9031):** Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Includes educational consultants and specialists, and instructional material directors.

Entry-Level Educational Requirement: Master's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 11%

Occupational Demand

Table 1. Employment Outlook for Online and Blended Instruction Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	2,800	2,990	190	7%	1,320	264	\$25.20	\$35.36
Training and Development Managers	1,787	1,909	122	7%	941	188	\$47.43	\$68.57
Training and Development Specialists	9,676	10,802	1,126	12%	6,600	1,320	\$26.00	\$37.83
Instructional Coordinators	5,042	5,427	385	8%	2,815	563	\$24.52	\$32.84
TOTAL	19,304	21,128	1,823	9%	11,676	2,335	\$27.48	\$39.01

Source: EMSI 2020.1

Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Online and Blended Instruction Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	483	533	50	10%	248	50	\$26.78	\$41.57
Training and Development Managers	515	555	40	8%	276	55	\$61.55	\$76.42
Training and Development Specialists	2,848	3,219	372	13%	1,993	399	\$24.80	\$35.92
Instructional Coordinators	961	1,074	113	12%	584	117	\$27.24	\$33.54
TOTAL	4,805	5,381	575	12%	3,101	620	\$29.42	\$40.35

Source: EMSI 2020.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (April 2019 - March 2020)

Occupation	Bay Region	Silicon Valley
Training and Development Specialists	2,485	788
Training and Development Managers	963	251

Instructional Designers and Technologists	781	353
Distance Learning Coordinators	42	8
TOTAL	4,271	1,400

Source: Burning Glass

Table 4a. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Bay Region

Common Title	Bay	Common Title	Bay
Instructional Designer	652	Learning Development Specialist	33
Training Coordinator	343	Sales Training Manager	27
Training Specialist	337	Director, Learning, Development	27
Training Manager	296	Developer	25
Technical Trainer	149	Machine Learning Developer	21
Development Coordinator	110	Operations Specialist	20
Trainer	106	Field Trainer	20
Development Specialist	69	Curriculum Designer	19
Director, Staff Development	63	Machine Learning Specialist	18
Sales Trainer	54	Supervisor, Training	17
Education Specialist	52	Sales Training Specialist	17
Learning Specialist	41	Director of Sales	17
Development Trainer	38	Head, Development	16
Training Developer	34	Behavior Technician, Training	16

Table 4b. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Instructional Designer	327	Developer	11
Training Coordinator	145	Program Analyst	8
Training Specialist	94	Learning Development Specialist	8
Training Manager	92	Staff Assistant	7
Technical Trainer	65	Machine Learning Specialist	7
Trainer	29	Learning Specialist	7
Development Coordinator	23	Field Training Officer	7
Director, Staff Development	18	Education Specialist	7
Sales Trainer	17	Development Trainer	7
Machine Learning Developer	17	Commercial Learning Trainer	7
Training Developer	15	Product Trainer	6
Development Specialist	14	Management Training Program	6
Sales Training Manager	11	Learning Technology Specialist	6
Principal Epic Trainer, Billing, Healthcare Industry	11	Director, Development	6

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Online and Blended Instruction Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Elementary and Secondary Schools (Local Government) (903611)	1,625	1,686	4%	8%
Corporate, Subsidiary, and Regional Managing Offices (551114)	824	864	5%	4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	800	1,042	30%	4%
Colleges, Universities, and Professional Schools (State Government) (902612)	725	695	-4%	4%
Educational Support Services (611710)	719	842	17%	4%
Custom Computer Programming Services (541511)	715	914	28%	4%
Colleges, Universities, and Professional Schools (611310)	665	731	10%	3%
Local Government, Excluding Education and Hospitals (903999)	622	649	4%	3%
Elementary and Secondary Schools (611110)	520	550	6%	3%
Software Publishers (511210)	514	646	26%	3%
Computer Systems Design Services (541512)	404	495	23%	2%
Sports and Recreation Instruction (611620)	316	356	13%	2%
Administrative Management and General Management Consulting Services (541611)	312	383	23%	2%
Exam Preparation and Tutoring (611691)	306	347	13%	2%
State Government, Excluding Education and Hospitals (902999)	294	312	6%	2%
Colleges, Universities, and Professional Schools (Local Government) (903612)	277	261	-6%	1%
Federal Government, Military (901200)	270	261	-3%	1%

Source: EMSI 2020.1

Table 6. Top Employers Posting Online and Blended Instruction Occupations in Bay Region and Silicon Valley Sub-Region (April 2019 - March 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
UC Berkeley	34	Microsoft Corporation	18	Apple Inc.	27
Facebook	33	Workday, Inc	17	Intuitive Surgical Inc	21
Google Inc.	30	US Army	16	Google Inc.	21
Reynolds & Reynolds	28	Pinterest	16	Stanford University	18
Apple Inc.	27	Agiloft	16	Servicenow, Inc	12
Amazon	26	UC San Francisco	15	Reynolds & Reynolds	10
Anthem Blue Cross	25	Medtronic	14	Core Group Technologies Inc	10
Walmart / Sam's	23	Genentech	14	Microsoft Corporation	9
Stanford University	22	Abbott Laboratories	14	Applied Materials	9
Milestone Technologies Inc	21	Servicenow, Inc	13	Anthem Blue Cross	9
Intuitive Surgical Inc	21	Advance Behavioral Therapies	12	Comerica	8
Envision	21	Lucile Packard Childrens Hospital	11	Servicenow	7
Visa	20	Linkedin Limited	11	Abbott Laboratories	7
Kaiser Permanente	20	Health Services Llc	11	Walmart / Sam's	6
University California	19	Tti Incorporated	10	Palo Alto Networks	6
Core Group Technologies Inc	19	GP Strategies Corporation	10	Linkedin Limited	6

Online and Blended Instruction Occupations in 12 County Bay Region and in Silicon Valley Sub-Region, 2020

Pacific Gas and Electric Co	18	Falcon Cct	10	Intellipro Incorporated	6
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Source: Burning Glass

Educational Supply

There is one (1) community college in the Bay Region issuing 3 awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no colleges in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

There is one (1) Other Educational Institution in the Bay Region issuing two (2) Bachelor's Degrees on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no Other Educational Institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

Table 7a. Awards on TOP 0860.00 - Educational Technology in Bay Region

College	Sub-Region	Certificate Low Unit	Total
Merritt	East Bay	3	3
Total Bay Region		3	3
Total Silicon Valley Sub-Region		0	0

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institutions - Bachelor's Degree Awards on TOP 0860.00 - Educational Technology Bay Region

College	Sub-Region	Bachelor's Degree
Academy of Art University	Mid-Peninsula	2
Total Bay Region		2
Total Silicon Valley Sub-Region		0

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00-Educational Technology

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0860.00)	Bay (0860.00)	Silicon Valley (0860.00)	Foothill College (0860.00)
% Employed Four Quarters After Exit	74%	77%	81%	81%	77%	77%
Median Quarterly Earnings Two Quarters After Exit	\$10,550	\$15,301	\$20,325	\$22,242	\$20,549	\$20,549

Median % Change in Earnings	46%	82%	32%	30%	25%	25%
% of Students Earning a Living Wage	63%	76%	83%	88%	86%	86%

Source: Launchboard Pipeline (version available on 5/6/20)

Skills, Certifications and Education

Table 9. Top Skills for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Training Programs	941	Curriculum Development	264	Multimedia	178
Project Management	903	Needs Assessment	258	Adobe Creative Suite	177
Instructional Design	881	Staff Management	224	Talent Management	174
Training Materials	758	Staff Development	222	Course Development	168
Scheduling	638	Change Management	215	Content Management	167
Teaching	581	Leadership Development	215	Employee Training	166
Customer Service	485	Adobe Acrobat	213	Training Activities	156
Onboarding	455	Organizational Development	209	Technical Writing / Editing	154
Learning Management System	405	Adobe Indesign	196	Software as a Service (SaaS)	153
Technical Training	388	Project Planning and Development Skills	194	Performance Management	152
Budgeting	376	Sales Training	193	Quality Assurance and Control	152
Adobe Captivate	332	Graphic Design	191	New Hire Orientation	151
Sales	308	Stakeholder Management	186	Adobe Illustrator	146
Content Development	296	Technical Support	184	Psychology	136
Adobe Photoshop	286	Salesforce	179	Public Speaking	136

Source: Burning Glass

Table 10. Certifications for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Note: 80% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	314	Basic Life Saving (BLS)	16
Licensed Vocational Nurse (LVN)	75	Microsoft Certified Trainer (MCT)	15

First Aid CPR AED	74	Medical Examiner's License	14
Epic Certification	67	Lean Six Sigma Certification	14
Project Management Certification	59	Six Sigma Yellow Belt	13
Security Clearance	56	Certified Teacher	13
Registered Nurse	39	Adult Learning Certificate	12
Project Management Professional (PMP)	28	Professional in Human Resources	11
Registered Behavior Technician	26	Licensed Practical Nurse (LPN)	10
Hearing Aid Dealers	20	Special Education Certification	9
Board Certified Behavior Analyst (BCBA)	18	ServSafe	9
IT Infrastructure Library (ITIL) Certification	16	Psychologist License	9

Source: Burning Glass

Table 11. Education Requirements for Online and Blended Instruction Occupations in Bay Region

Note: 36% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	444	17%
Associate Degree	92	4%
Bachelor's Degree or Higher	2,004	79%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCC Data Mart.

Sources

O*Net Online
 Labor Insight/Jobs (Burning Glass)
 Economic Modeling Specialists International (EMSI)
 CTE LaunchBoard www.calpassplus.org/Launchboard/
 Statewide CTE Outcomes Survey
 Employment Development Department Unemployment Insurance Dataset
 Living Insight Center for Community Economic Development
 Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544



Instructional Design & Technology

Occupation Report For Santa Clara County

March 2016

This occupation report focuses on two occupational codes: Training and Development Specialists (SOC code 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031). For purposes of this report, these occupational groupings will be combined into one occupation, Instructional Design and Technology. The occupation summary data predicts there will be ongoing job growth in this area through 2020 (10%). In Santa Clara County, there were 3,533 full- and part-time jobs in 2015, most of these occupations are accounted for by Training and Development Specialists (2,703). It is projected that Santa Clara County will add 362 Instructional Design and Technology jobs by 2020 (10% or 3,895).

Occupation Summary for Industrial Design and Technology

3,533 Jobs (2015) 23% above National average	10.2% % Change (2015-2020) Nation: 8.0%	\$40.50/hr Median Hourly Earnings Nation: \$28.83/hr
---	--	---

Occupation	2015 Jobs	2020 Jobs	Change	% Change
Training and Development Specialists (13-1151)	2,703	2,962	259	10%
Instructional Coordinators (25-9031)	830	933	103	12%

The range in earnings in Santa Clara County among Industrial Design and Technology show that while the median earnings are \$40.50/hr, the top earning quartile earns \$16.63 more an hour while the lowest quartile earns \$10.12 less an hour. These data show that the range of earnings among Training and Development Specialists is higher than Instructional Coordinators/Instructional Designers and Technologists.

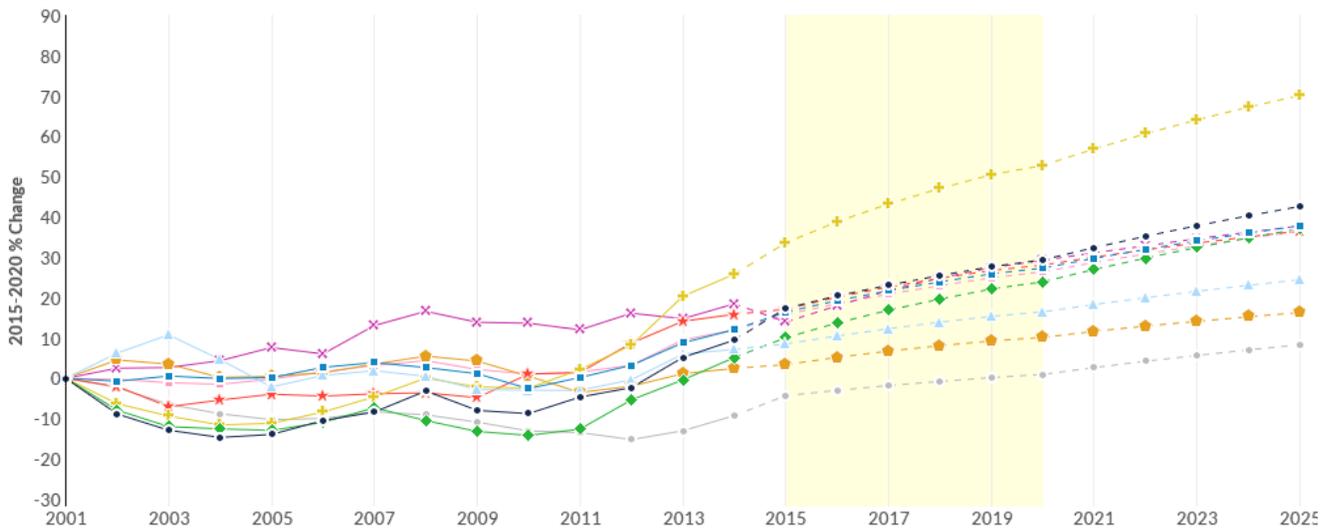
Industrial Design and Technology Percentile Earnings

\$30.38/hr 25th Percentile Earnings	\$40.50/hr Median Earnings	\$57.13/hr 75th Percentile Earnings	
Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings

Training and Development Specialists (13-1151)	\$31.60	\$42.60	\$59.34
Instructional Coordinators (25-9031)	\$26.52	\$33.86	\$50.10

An examination of the projected job growth among the nine counties in the Greater Bay Area region and at the state-level indicates the largest percentage rate change will be the highest In Santa Francisco County (14%), Napa (14%), San Mateo County (13%) and Santa Clara County (10%). Santa Clara County is projected to increase the most number of jobs by 2020 (362), followed by San Francisco (352), Alameda (210) and San Mateo (143) Counties.

Industrial Design and Technology Occupation Change Projections

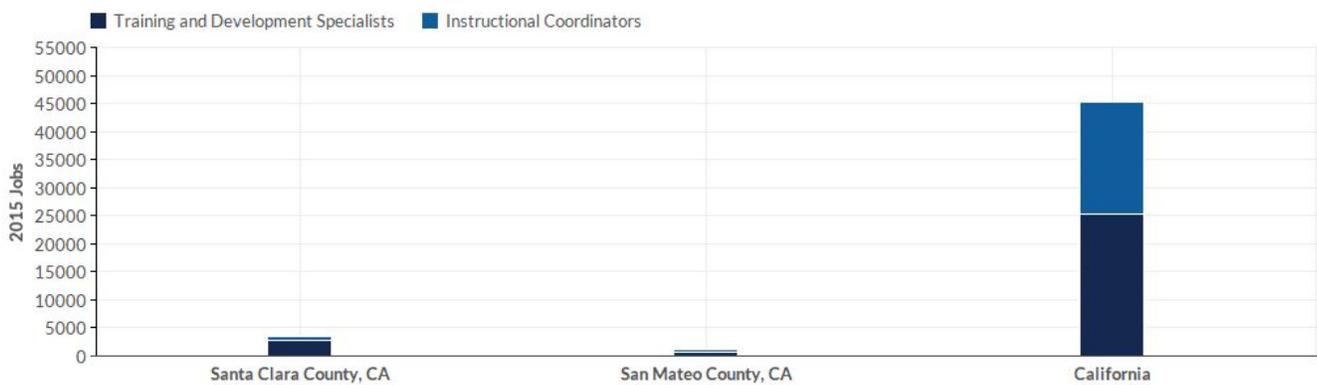


	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Santa Clara County, CA	3,533	3,895	362	10%	\$40.50
●	Alameda County, CA	2,246	2,456	210	9%	\$37.61
●	Contra Costa County, CA	1,004	1,077	73	7%	\$36.76
●	San Mateo County, CA	1,140	1,283	143	13%	\$35.47
●	San Francisco County, CA	2,447	2,799	352	14%	\$35.16

●	Marin County, CA	402	439	37	9%	\$33.04
●	Solano County, CA	360	383	23	6%	\$32.27
●	Napa County, CA	162	184	22	14%	\$31.69
●	Sonoma County, CA	460	485	25	5%	\$31.63
●	California	45,261	49,397	4,136	9%	\$33.43

The data and accompanying tables below show the number of jobs between 2015 and 2020, disaggregated by Santa Clara and San Mateo Counties.

Industrial Design and Technology Occupation Breakdown - 2015 Jobs



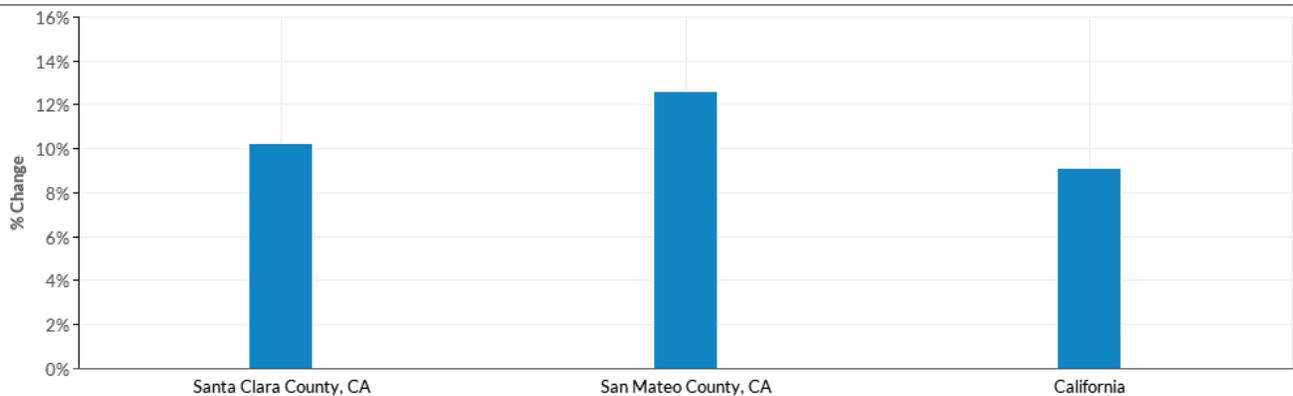
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,703	778	25,267
25-9031	Instructional Coordinators	830	362	19,994
	Total	3,533	1,140	45,261

Industrial Design and Technology Occupation Breakdown - 2020 Jobs



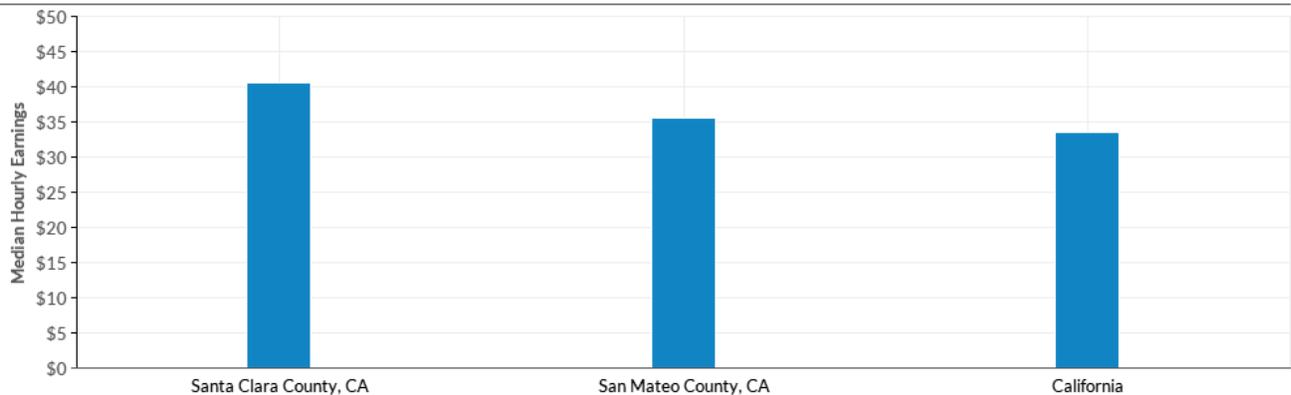
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,962	882	27,881
25-9031	Instructional Coordinators	933	402	21,515
	Total	3,895	1,283	49,397

Occupation Breakdown - % Change



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	12%	11%	8%
13-1151	Training and Development Specialists	10%	13%	10%
	Total	10%	13%	9%

Occupation Breakdown - Median Hourly Earnings



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	\$42.60	\$37.05	\$31.71
25-9031	Instructional Coordinators	\$33.86	\$32.20	\$35.54
	Total	\$40.50	\$35.47	\$33.43

Target Occupations Demographics

The demographics among those employed in Industrial Design and Technology occupations in Santa Clara County for 2015 show that a majority are female (64%) and about three-fourths are between the ages of 25-54 (73%) and White (59%).

Occupation Gender Breakdown

Gender	2015 Jobs	2015 Percent
Males	1,279	36.2%
Females	2,253	63.8%

Occupation Age Breakdown

Age	2015 Jobs	2015 Percent	
14-18	9	0.2%	
19-24	140	4.0%	■
25-34	785	22.2%	■
35-44	987	27.9%	■
45-54	837	23.7%	■
55-64	606	17.2%	■
65+	169	4.8%	■

Occupation Race/Ethnicity Breakdown

Race/Ethnicity	2015 Jobs	2015 Percent	
White	2,093	59.2%	■
Asian	606	17.2%	■
Hispanic or Latino	516	14.6%	■
Black or African American	206	5.8%	■
Two or More Races	84	2.4%	■
Native Hawaiian or Other Pacific Islander	14	0.4%	
American Indian or Alaska Native	14	0.4%	

Industries Employing Industrial Design and Technology Occupations

A number of industries in Santa Clara County employ those trained in Industrial Design and Technology occupations. The following table represents a regional industry breakdown of the number of Industrial Design and Technology positions employed, the percentage of Industrial Design and Technology employed by industry and the percentage Industrial Design and Technology jobs represent within all jobs by each industry. While top five industries employed 28% of all regional Industrial Design and Technology positions in 2015, Industrial Design and Technology compose a minority of all jobs in that industry (3%).

Top Industries Employing Industrial Design and Technology Occupations

Industry	Occupation Group Jobs in Industry (2015)	% of Occupation Group in Industry (2015)	% of Total Jobs in Industry (2015)
Custom Computer Programming Services	242	6.9%	0.6%
Elementary and Secondary Schools (Local Government)	214	6.1%	0.7%
Colleges, Universities, and Professional Schools	190	5.4%	0.6%
Internet Publishing and Broadcasting and Web Search Portals	190	5.4%	0.5%
Computer Systems Design Services	178	5.0%	0.6%

* Inverse Staffing Patterns - Settings

Data Sources and Calculations

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Federal Data Sources

This report uses federal data from the following agencies: Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA).

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

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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 #: LINC 411

Course Title: Google Drive

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google Drive, as part of the G Suite of tools. Skills covered include managing and organizing files and folders in Google Drive, as well as managing sharing settings. This course will prepare students for the Drive portion of the G Suite Certification exam.

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:

Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

Submissions Course Outline Editor

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Business and Social Sciences

LINC 411 GOOGLE DRIVE

[Edit Course Outline](#)

LINC 411 GOOGLE DRIVE
3 hours lecture total per quarter.

Summer 2021
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50 **Load Factor:** .004 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of Google Drive, as part of the G Suite of tools. Skills covered include managing and organizing files and folders in Google Drive, as well as managing sharing settings. This course will prepare students for the Drive portion of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course.

2. Course Objectives -

The student will be able to:

- A. Manage files in Google Drive.
- B. Create and manage folders in Google Drive.
- C. Use multiple strategies to locate files and folders in Google Drive.
- D. Customize the display and settings of Google Drive to improve efficiency.
- E. Share files and folders within Google Drive and publish them to the public.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Files
 1. Copying
 2. Moving to trash
 3. Downloading to hard drive
 4. Uploading from hard drive
- B. Folders
 1. Moving
 2. Renaming
 3. Removing (moving to trash)
 4. Uploading folders from hard drive
- C. Locating files and folders
 1. Search
 2. Recent
 3. Shared with me
 4. Computer and device sync settings
- D. Customizing settings
 1. Grid or list view
 2. File or folder details
 3. Offline accessibility
 4. Notifications (adding content, delete a file)
 5. Folder activity (users, last modified date)
- E. Sharing and publishing
 1. Add to My Drive
 2. Assigning or removing ownership
 3. Permission settings
 - a. Folders

1. Organize
 2. Add
 3. Edit
 4. View only
- b. Docs
1. Edit
 2. Comment
 3. View
4. Sharing notifications
 5. Publish to web

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. [The Ridiculously Simple Guide to Google Apps \(G Suite\)](#). 1st ed. SL Editions, 2019.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: LINC 412

Course Title: Gmail

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google's email service, Gmail, as part of the G Suite of tools. Skills covered include personalizing settings, managing and organizing the inbox, and using the contacts features. This course will prepare students for the Gmail portion of the G Suite Certification exam.

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
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Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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

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

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Business and Social Sciences

LINC 412 GMAIL

[Edit Course Outline](#)

LINC 412 GMAIL

Summer 2021

3 hours lecture total per quarter.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50

Load Factor: .004

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

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Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course.

2. Course Objectives -

The student will be able to:

- A. Personalize Gmail settings for preferences and specific needs.
- B. Manage the Gmail inbox, including controlling what information is received and how it is received.
- C. Manage and communicate with contacts.
- D. Use multiple features to sort and locate messages in the inbox.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Personalizing settings
 1. Set vacation responder
 2. Desktop notifications
 3. Language and display preferences
- B. Managing inbox
 1. Applying filters and blocking addresses
 2. Archiving messages
 3. Mute
 4. Multiple inboxes
- C. Contacts
 1. Composing messages
 - a. Replying/reply all
 - b. Forwarding messages
 - c. CCing
 - d. BCCing
 2. Launching a text chat
 3. Launching a video call
 4. Sharing files (attaching or linking)
 5. Inserting images
- D. Locating messages
 1. Searching and sorting the inbox
 2. Sent messages
 3. Drafts

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. [The Ridiculously Simple Guide to Google Apps \(G Suite\)](#). 1st ed. SL Editions, 2019.

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Instructional Design/Technology

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10. Lab Content -

Not applicable.

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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 #: LINC 413

Course Title: Google Hangouts Meet

Credit Status:

Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google's video conferencing service, Hangouts Meet, as part of the G Suite of tools. Skills covered include setting up a Hangout, managing audio and visuals, and handling users. This course will prepare students for the Hangouts Meet portion of the G Suite Certification exam.

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
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- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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:

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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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

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Business and Social Sciences

LINC 413 GOOGLE HANGOUTS MEET

[Edit Course Outline](#)

LINC 413 GOOGLE HANGOUTS MEET

Summer 2021

3 hours lecture total per quarter.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50

Load Factor: .004

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of Google's video conferencing service, Hangouts Meet, as part of the G Suite of tools. Skills covered include setting up a Hangout, managing audio and visuals, and handling users. This course will prepare students for the Hangouts Meet portion of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course; a computer with a built-in or connected camera and microphone are necessary for this course.

2. Course Objectives -

The student will be able to:

- A. Set up and launch a Hangout.
- B. Manage sound, video, and bandwidth during a Hangout.
- C. Manage meetings using Hangouts features.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Set-up and launch
 - 1. Scheduling
 - 2. Launching from browser
 - 3. Launching from apps
 - 4. Presenting and sharing screens
- B. Sound, video and bandwidth
 - 1. Muting microphone
 - 2. Turning camera off
 - 3. Reducing bandwidth
- C. Managing meetings
 - 1. Dialing in
 - 2. Inviting users
 - 3. Hangouts chat
 - 4. Muting other users
 - 5. Ejecting users

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. The Ridiculously Simple Guide to Google Apps (G Suite). 1st ed. SL Editions, 2019.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.

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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 #: LINC 414

Course Title: Google Docs

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google's cloud-based document service, Google Docs, as part of the G Suite of tools. Skills covered include setting up a document, formatting text, inserting images and tables, and collaborating with other users. This course will prepare students for the Docs portion of the G Suite Certification exam.

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:

Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

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Business and Social Sciences

LINC 414 GOOGLE DOCS

[Edit Course Outline](#)

LINC 414 GOOGLE DOCS
4 hours lecture total per quarter.

Summer 2021
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50 **Load Factor:** .005 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of Google's cloud-based document service, Google Docs, as part of the G Suite of tools. Skills covered include setting up a document, formatting text, inserting images and tables, and collaborating with other users. This course will prepare students for the Docs portion of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course.

2. Course Objectives -

The student will be able to:

- A. Set up and customize pages.
- B. Insert non-text elements into documents.
- C. Change text attributes to meet content and user needs.
- D. Format text blocks to include advanced text features.
- E. Use app-specific tools to improve efficiency and writing.
- F. Insert and edit tables in documents.
- G. Collaborate on and share documents.
- H. Download documents into different file formats.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Set-up pages
 - 1. Page size, orientation, and color
 - 2. Adding footers, headers, and page numbers
 - 3. Adding Table of Contents
- B. Non-text elements
 - 1. Images
 - 2. Tables
 - 3. External links
 - 4. In-doc linking
 - 5. Bookmarks
- C. Text attributes
 - 1. Font
 - 2. Font size
 - 3. Text and highlight color
 - 4. Bold, italic, underline
- D. Format text blocks
 - 1. Paragraph styles
 - 2. Alignment
 - 3. Line and paragraph spacing
 - 4. Columns
 - 5. Numbering and bullets
- E. Tools

1. Spelling
 2. Dictionary
 3. Explore
- F. Tables
1. Creating/deleting tables
 2. Inserting/deleting rows and columns
 3. Managing table properties
 - a. Color
 - b. Border
 - c. Dimensions
 - d. Alignment
- G. Collaborating and sharing
1. Comments
 2. Editing
 3. Suggesting
 4. Revision history
- H. Download
1. Microsoft Word
 2. Rich text format
 3. PDF
 4. Plain text
 5. Webpage (HTML)

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

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. [The Ridiculously Simple Guide to Google Apps \(G Suite\)](#). 1st ed. SL Editions, 2019.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: LINC 415

Course Title: Google Sheets

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google's cloud-based spreadsheet service, Google Sheets, as part of the G Suite of tools. Skills covered include cell management, formatting spreadsheets, using functions, and managing data. This course will prepare students for the Sheets portion of the G Suite Certification exam.

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:

Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

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Business and Social Sciences

LINC 415 GOOGLE SHEETS

[Edit Course Outline](#)

LINC 415 GOOGLE SHEETS

Summer 2021

5 hours lecture total per quarter.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50

Load Factor: .006

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of Google's cloud-based spreadsheet service, Google Sheets, as part of the G Suite of tools. Skills covered include cell management, formatting spreadsheets, using functions, and managing data. This course will prepare students for the Sheets portion of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course.

2. Course Objectives -

The student will be able to:

- A. Manage data values, rows, cells, and columns.
- B. Format sheets and cells.
- C. Insert non-text elements into sheets.
- D. Use basic functions to manipulate data and solve numeric problems.
- E. Manage and transform data to meet different user needs.
- F. Collaborate on, and share sheets with other users.
- G. Import, export, and convert from other file types to utilize data across multiple formats and applications.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Manage data
 1. Adding
 2. Deleting
 3. Freezing
 4. Inserting
- B. Formatting
 1. Bolding and italicizing
 2. Merging cells
 3. Text wrapping
 4. Fill color
 5. Borders
 6. Data validation
 7. Alignment
 8. Fonts
 9. Font size
 10. Date formats
 11. Currency
 12. Sheet formatting
 - a. Adding
 - b. Deleting
 - c. Duplicate
 - d. Copy to...
 - e. Renaming

- C. Non-text elements
 - 1. Charts
 - 2. Images
 - 3. Links
 - 4. Forms
 - 5. Drawings
- D. Functions
 - 1. Function list
 - 2. SUM
 - 3. AVERAGE
 - 4. MIN
 - 5. MAX
 - 6. COUNT
- E. Transform data
 - 1. Conditional formatting
 - 2. Naming, sorting, and protecting sheets and ranges
 - 3. Creating filters and filter views
 - 4. Validating data
 - 5. Creating and modifying charts
- F. Collaboration and sharing
 - 1. Comments
 - 2. Revision history
 - 3. Download as
- G. Other file types
 - 1. Comma separated values
 - 2. Excel sheets

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

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. The Ridiculously Simple Guide to Google Apps (G Suite). 1st ed. SL Editions, 2019.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
 - B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.
-

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: LINC 416

Course Title: Google Slides

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of Google's cloud-based presentation service, Google Slides, as part of the G Suite of tools. Skills covered include presentation design, formatting text, inserting images and videos, arranging objects, and sharing presentations. This course will prepare students for the Slides portion of the G Suite Certification exam.

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:

Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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.

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Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

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Business and Social Sciences

LINC 416 GOOGLE SLIDES

[Edit Course Outline](#)

LINC 416 GOOGLE SLIDES
3 hours lecture total per quarter.

Summer 2021
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50

Load Factor: .004

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of Google's cloud-based presentation service, Google Slides, as part of the G Suite of tools. Skills covered include presentation design, formatting text, inserting images and videos, arranging objects, and sharing presentations. This course will prepare students for the Slides portion of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course.

2. Course Objectives -

The student will be able to:

- A. Design and build functional and aesthetic presentations.
- B. Use a variety of text features to enhance presentation design and functionality.
- C. Insert and manipulate non-text elements into slides.
- D. Arrange and format objects in slides.
- E. Share presentations with different user groups.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. Build presentations
 - 1. Adding, copying, and deleting slides
 - 2. Apply layouts and themes
 - 3. Presenter notes
 - 4. Copy and paste slides and adjust to destination formatting
 - 5. Linking slides
- B. Text features
 - 1. Inserting text blocks
 - 2. Font
 - 3. Font size
 - 4. Text and highlight color
 - 5. Bold, italic, underline
 - 6. Setting capitalization
- C. Non-text elements
 - 1. Images
 - 2. Charts
 - 3. Diagrams
 - 4. Lines
 - 5. Shapes
 - 6. Tables
 - 7. Slide numbers
 - 8. Videos
- D. Arranging objects
 - 1. Sending to front or back
 - 2. Group/ungroup

3. Alignment
 4. Rotation
 5. Distribute
 6. Snap-to guiding lines
 7. Resizing
- E. Sharing
1. Presenter view
 2. Print settings and preview
 3. Publish to web

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

6. Methods of Evaluation -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

7. Representative Text(s) -

La Counte, Scott. The Ridiculously Simple Guide to Google Apps (G Suite). 1st ed. SL Editions, 2019.

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.

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 #: LINC 417

Course Title: G Suite Certification Preparation

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

This noncredit workforce preparation course provides an overview of the G Suite Certification exam. Topics covered include exam question types, test strategies and review of G Suite tools. Students will practice with sample exam questions and performance tasks. This course will prepare students for the format and expectations of the G Suite Certification exam.

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:

Noncredit Certificate of Completion in G Suite Tools

- 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?)

This program is currently in development. It is anticipated that the program will be submitted in Fall 2020.

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.

There is a demonstrated significant need for courses related to online and blended instruction such as this one. In the Bay Region, there were 19,304 jobs in this occupation in 2019, with an expected growth of 9% or 1,823 jobs over the next 5 years. There is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Please see the full labor market analysis report attached for more details.

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: Cassandra Pereira **Date:** 6/4/20

Division Curriculum Representative: K. Allison Lenkeit Meezan **Date:** 6/10/20

Date of Approval by Division Curriculum Committee: 6/10/20

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

Submissions Course Outline Editor

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Business and Social Sciences

LINC 417 G SUITE CERTIFICATION PREPARATION

[Edit Course Outline](#)

LINC 417 G SUITE CERTIFICATION PREPARATION

Summer 2021

3 hours lecture total per quarter.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Basic skills are provided for this topic. As students repeat the course, additional basic skills with different methods of applying them via different projects may be added, and students will become more proficient in the overall use and application of the G Suite tools, including combining tools to achieve more complex results.

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: 6/15/2020

Division Dean Information -

Seat Count: 50

Load Factor: .004

FOAP Code: 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content

Review**Date:****Former ID:**

Need/Justification -

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

1. Description -

This noncredit workforce preparation course provides an overview of the G Suite Certification exam. Topics covered include exam question types, test strategies and review of G Suite tools. Students will practice with sample exam questions and performance tasks. This course will prepare students for the format and expectations of the G Suite Certification exam.

Prerequisite: None

Co-requisite: None

Advisory: Basic experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer; students will need a free Google account to participate in this course; a computer with a built-in or connected camera and microphone are necessary for this course; it is recommended that students have completed LINC 411, 412, 413, 414, 415, and 416 before beginning this course.

2. Course Objectives -

The student will be able to:

- A. Demonstrate essential use and understanding of the G Suite apps required for Level 1 certification.
- B. Select the appropriate G Suite app for a given task, using features to maximize efficiency.
- C. Combine several features in G Suite applications to complete specified performance tasks.
- D. Pass a G Suite Level 1 Certification practice exam.

3. Special Facilities and/or Equipment -

- A. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
- B. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

4. Course Content (Body of knowledge) -

- A. G Suite apps
 1. Drive overview
 2. Gmail overview
 3. Hangouts Meet overview
 4. Docs overview
 5. Sheets overview
 6. Slides overview
- B. Selecting appropriate app
 1. Drive features
 2. Gmail features
 3. Hangouts Meet features
 4. Docs features
 5. Sheets features
 6. Slides features
- C. Performance tasks
 1. Drive performance tasks
 2. Gmail performance tasks
 3. Hangouts Meet performance tasks
 4. Docs performance tasks
 5. Sheets performance tasks
 6. Slides performance tasks
- D. Practice exam
 1. Multiple choice questions
 2. Performance tasks

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

6. **Methods of Evaluation** -

- A. Completing assignments through an online course system.
- B. Class performance with demonstrations.

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

La Counte, Scott. The Ridiculously Simple Guide to Google Apps (G Suite). 1st ed. SL Editions, 2019.

8. **Disciplines** -

Instructional Design/Technology

9. **Method of Instruction** -

- A. The student will be writing notes, listening, and participating in lecture presentation
- B. The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
- C. The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

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: Students will read, both in print and online, instructions relating to the basic operation of a G Suite application. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a G Suite application, such as email, word processing document, or spreadsheet.



Online and Blended Instruction Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
May 2020

Recommendation

Based on all available data, there appears to be an undersupply of Online and Blended Instruction workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 2,330 students in the Bay region and 620 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0860.00 - Educational Technology in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Online and Blended Instruction Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College. Labor market information (LMI) is not available at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01), therefore, the data shown in Tables 1 and 2 is for Education Administrators, All Other (at the six digit SOC level) and likely overstates demand for Distance Learning Coordinators. Tables 3, 4, 6, 9, 10 and 11 use job postings data from Burning Glass at the eight-digit SOC Code level for Distance Learning Coordinators (11-9039.01).

- **Education Administrators, All Other (SOC 11-9039):** All education administrators not listed separately.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Training and Development Managers (SOC 11-3131):** Plan, direct, or coordinate the training and development activities and staff of an organization.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Training and Development Specialists (SOC 13-1151):** Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.
Entry-Level Educational Requirement: Bachelor's degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 31%

- **Instructional Coordinators (SOC 25-9031):** Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Includes educational consultants and specialists, and instructional material directors.

Entry-Level Educational Requirement: Master's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 11%

Occupational Demand

Table 1. Employment Outlook for Online and Blended Instruction Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	2,800	2,990	190	7%	1,320	264	\$25.20	\$35.36
Training and Development Managers	1,787	1,909	122	7%	941	188	\$47.43	\$68.57
Training and Development Specialists	9,676	10,802	1,126	12%	6,600	1,320	\$26.00	\$37.83
Instructional Coordinators	5,042	5,427	385	8%	2,815	563	\$24.52	\$32.84
TOTAL	19,304	21,128	1,823	9%	11,676	2,335	\$27.48	\$39.01

Source: EMSI 2020.1

Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Online and Blended Instruction Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Education Administrators, All Other	483	533	50	10%	248	50	\$26.78	\$41.57
Training and Development Managers	515	555	40	8%	276	55	\$61.55	\$76.42
Training and Development Specialists	2,848	3,219	372	13%	1,993	399	\$24.80	\$35.92
Instructional Coordinators	961	1,074	113	12%	584	117	\$27.24	\$33.54
TOTAL	4,805	5,381	575	12%	3,101	620	\$29.42	\$40.35

Source: EMSI 2020.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (April 2019 - March 2020)

Occupation	Bay Region	Silicon Valley
Training and Development Specialists	2,485	788
Training and Development Managers	963	251

Instructional Designers and Technologists	781	353
Distance Learning Coordinators	42	8
TOTAL	4,271	1,400

Source: Burning Glass

Table 4a. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Bay Region

Common Title	Bay	Common Title	Bay
Instructional Designer	652	Learning Development Specialist	33
Training Coordinator	343	Sales Training Manager	27
Training Specialist	337	Director, Learning, Development	27
Training Manager	296	Developer	25
Technical Trainer	149	Machine Learning Developer	21
Development Coordinator	110	Operations Specialist	20
Trainer	106	Field Trainer	20
Development Specialist	69	Curriculum Designer	19
Director, Staff Development	63	Machine Learning Specialist	18
Sales Trainer	54	Supervisor, Training	17
Education Specialist	52	Sales Training Specialist	17
Learning Specialist	41	Director of Sales	17
Development Trainer	38	Head, Development	16
Training Developer	34	Behavior Technician, Training	16

Table 4b. Top Job Titles for Online and Blended Instruction Occupations for latest 12 months (April 2019 - March 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Instructional Designer	327	Developer	11
Training Coordinator	145	Program Analyst	8
Training Specialist	94	Learning Development Specialist	8
Training Manager	92	Staff Assistant	7
Technical Trainer	65	Machine Learning Specialist	7
Trainer	29	Learning Specialist	7
Development Coordinator	23	Field Training Officer	7
Director, Staff Development	18	Education Specialist	7
Sales Trainer	17	Development Trainer	7
Machine Learning Developer	17	Commercial Learning Trainer	7
Training Developer	15	Product Trainer	6
Development Specialist	14	Management Training Program	6
Sales Training Manager	11	Learning Technology Specialist	6
Principal Epic Trainer, Billing, Healthcare Industry	11	Director, Development	6

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Online and Blended Instruction Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Elementary and Secondary Schools (Local Government) (903611)	1,625	1,686	4%	8%
Corporate, Subsidiary, and Regional Managing Offices (551114)	824	864	5%	4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	800	1,042	30%	4%
Colleges, Universities, and Professional Schools (State Government) (902612)	725	695	-4%	4%
Educational Support Services (611710)	719	842	17%	4%
Custom Computer Programming Services (541511)	715	914	28%	4%
Colleges, Universities, and Professional Schools (611310)	665	731	10%	3%
Local Government, Excluding Education and Hospitals (903999)	622	649	4%	3%
Elementary and Secondary Schools (611110)	520	550	6%	3%
Software Publishers (511210)	514	646	26%	3%
Computer Systems Design Services (541512)	404	495	23%	2%
Sports and Recreation Instruction (611620)	316	356	13%	2%
Administrative Management and General Management Consulting Services (541611)	312	383	23%	2%
Exam Preparation and Tutoring (611691)	306	347	13%	2%
State Government, Excluding Education and Hospitals (902999)	294	312	6%	2%
Colleges, Universities, and Professional Schools (Local Government) (903612)	277	261	-6%	1%
Federal Government, Military (901200)	270	261	-3%	1%

Source: EMSI 2020.1

Table 6. Top Employers Posting Online and Blended Instruction Occupations in Bay Region and Silicon Valley Sub-Region (April 2019 - March 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
UC Berkeley	34	Microsoft Corporation	18	Apple Inc.	27
Facebook	33	Workday, Inc	17	Intuitive Surgical Inc	21
Google Inc.	30	US Army	16	Google Inc.	21
Reynolds & Reynolds	28	Pinterest	16	Stanford University	18
Apple Inc.	27	Agiloft	16	Servicenow, Inc	12
Amazon	26	UC San Francisco	15	Reynolds & Reynolds	10
Anthem Blue Cross	25	Medtronic	14	Core Group Technologies Inc	10
Walmart / Sam's	23	Genentech	14	Microsoft Corporation	9
Stanford University	22	Abbott Laboratories	14	Applied Materials	9
Milestone Technologies Inc	21	Servicenow, Inc	13	Anthem Blue Cross	9
Intuitive Surgical Inc	21	Advance Behavioral Therapies	12	Comerica	8
Envision	21	Lucile Packard Childrens Hospital	11	Servicenow	7
Visa	20	Linkedin Limited	11	Abbott Laboratories	7
Kaiser Permanente	20	Health Services Llc	11	Walmart / Sam's	6
University California	19	Tti Incorporated	10	Palo Alto Networks	6
Core Group Technologies Inc	19	GP Strategies Corporation	10	Linkedin Limited	6

Pacific Gas and Electric Co	18	Falcon Cct	10	Intellipro Incorporated	6
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Source: Burning Glass

Educational Supply

There is one (1) community college in the Bay Region issuing 3 awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no colleges in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

There is one (1) Other Educational Institution in the Bay Region issuing two (2) Bachelor's Degrees on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. There are no Other Educational Institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

Table 7a. Awards on TOP 0860.00 - Educational Technology in Bay Region

College	Sub-Region	Certificate Low Unit	Total
Merritt	East Bay	3	3
Total Bay Region		3	3
Total Silicon Valley Sub-Region		0	0

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institutions - Bachelor's Degree Awards on TOP 0860.00 - Educational Technology Bay Region

College	Sub-Region	Bachelor's Degree
Academy of Art University	Mid-Peninsula	2
Total Bay Region		2
Total Silicon Valley Sub-Region		0

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 2,335 annual openings for the Online and Blended Instruction occupational cluster and 5 annual (3-year average) awards for an annual undersupply of 2,330 students. In the Silicon Valley Sub-Region, there is also a gap with 620 annual openings and no annual (3-year average) awards for an annual undersupply of 620 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00-Educational Technology

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0860.00)	Bay (0860.00)	Silicon Valley (0860.00)	Foothill College (0860.00)
% Employed Four Quarters After Exit	74%	77%	81%	81%	77%	77%
Median Quarterly Earnings Two Quarters After Exit	\$10,550	\$15,301	\$20,325	\$22,242	\$20,549	\$20,549

Median % Change in Earnings	46%	82%	32%	30%	25%	25%
% of Students Earning a Living Wage	63%	76%	83%	88%	86%	86%

Source: Launchboard Pipeline (version available on 5/6/20)

Skills, Certifications and Education

Table 9. Top Skills for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Training Programs	941	Curriculum Development	264	Multimedia	178
Project Management	903	Needs Assessment	258	Adobe Creative Suite	177
Instructional Design	881	Staff Management	224	Talent Management	174
Training Materials	758	Staff Development	222	Course Development	168
Scheduling	638	Change Management	215	Content Management	167
Teaching	581	Leadership Development	215	Employee Training	166
Customer Service	485	Adobe Acrobat	213	Training Activities	156
Onboarding	455	Organizational Development	209	Technical Writing / Editing	154
Learning Management System	405	Adobe Indesign	196	Software as a Service (SaaS)	153
Technical Training	388	Project Planning and Development Skills	194	Performance Management	152
Budgeting	376	Sales Training	193	Quality Assurance and Control	152
Adobe Captivate	332	Graphic Design	191	New Hire Orientation	151
Sales	308	Stakeholder Management	186	Adobe Illustrator	146
Content Development	296	Technical Support	184	Psychology	136
Adobe Photoshop	286	Salesforce	179	Public Speaking	136

Source: Burning Glass

Table 10. Certifications for Online and Blended Instruction Occupations in Bay Region (April 2019 - March 2020)

Note: 80% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	314	Basic Life Saving (BLS)	16
Licensed Vocational Nurse (LVN)	75	Microsoft Certified Trainer (MCT)	15

First Aid CPR AED	74	Medical Examiner's License	14
Epic Certification	67	Lean Six Sigma Certification	14
Project Management Certification	59	Six Sigma Yellow Belt	13
Security Clearance	56	Certified Teacher	13
Registered Nurse	39	Adult Learning Certificate	12
Project Management Professional (PMP)	28	Professional in Human Resources	11
Registered Behavior Technician	26	Licensed Practical Nurse (LPN)	10
Hearing Aid Dealers	20	Special Education Certification	9
Board Certified Behavior Analyst (BCBA)	18	ServSafe	9
IT Infrastructure Library (ITIL) Certification	16	Psychologist License	9

Source: Burning Glass

Table 11. Education Requirements for Online and Blended Instruction Occupations in Bay Region

Note: 36% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	444	17%
Associate Degree	92	4%
Bachelor's Degree or Higher	2,004	79%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCC Data Mart.

Sources

O*Net Online
 Labor Insight/Jobs (Burning Glass)
 Economic Modeling Specialists International (EMSI)
 CTE LaunchBoard www.calpassplus.org/Launchboard/
 Statewide CTE Outcomes Survey
 Employment Development Department Unemployment Insurance Dataset
 Living Insight Center for Community Economic Development
 Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544



Instructional Design & Technology

Occupation Report For Santa Clara County

March 2016

This occupation report focuses on two occupational codes: Training and Development Specialists (SOC code 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031). For purposes of this report, these occupational groupings will be combined into one occupation, Instructional Design and Technology. The occupation summary data predicts there will be ongoing job growth in this area through 2020 (10%). In Santa Clara County, there were 3,533 full- and part-time jobs in 2015, most of these occupations are accounted for by Training and Development Specialists (2,703). It is projected that Santa Clara County will add 362 Instructional Design and Technology jobs by 2020 (10% or 3,895).

Occupation Summary for Industrial Design and Technology

3,533 Jobs (2015) 23% above National average	10.2% % Change (2015-2020) Nation: 8.0%	\$40.50/hr Median Hourly Earnings Nation: \$28.83/hr
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Occupation	2015 Jobs	2020 Jobs	Change	% Change
Training and Development Specialists (13-1151)	2,703	2,962	259	10%
Instructional Coordinators (25-9031)	830	933	103	12%

The range in earnings in Santa Clara County among Industrial Design and Technology show that while the median earnings are \$40.50/hr, the top earning quartile earns \$16.63 more an hour while the lowest quartile earns \$10.12 less an hour. These data show that the range of earnings among Training and Development Specialists is higher than Instructional Coordinators/Instructional Designers and Technologists.

Industrial Design and Technology Percentile Earnings

\$30.38/hr 25th Percentile Earnings	\$40.50/hr Median Earnings	\$57.13/hr 75th Percentile Earnings	
Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings

Training and Development Specialists (13-1151)	\$31.60	\$42.60	\$59.34
Instructional Coordinators (25-9031)	\$26.52	\$33.86	\$50.10

An examination of the projected job growth among the nine counties in the Greater Bay Area region and at the state-level indicates the largest percentage rate change will be the highest In Santa Francisco County (14%), Napa (14%), San Mateo County (13%) and Santa Clara County (10%). Santa Clara County is projected to increase the most number of jobs by 2020 (362), followed by San Francisco (352), Alameda (210) and San Mateo (143) Counties.

Industrial Design and Technology Occupation Change Projections



	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Santa Clara County, CA	3,533	3,895	362	10%	\$40.50
●	Alameda County, CA	2,246	2,456	210	9%	\$37.61
●	Contra Costa County, CA	1,004	1,077	73	7%	\$36.76
●	San Mateo County, CA	1,140	1,283	143	13%	\$35.47
●	San Francisco County, CA	2,447	2,799	352	14%	\$35.16

●	Marin County, CA	402	439	37	9%	\$33.04
●	Solano County, CA	360	383	23	6%	\$32.27
●	Napa County, CA	162	184	22	14%	\$31.69
●	Sonoma County, CA	460	485	25	5%	\$31.63
●	California	45,261	49,397	4,136	9%	\$33.43

The data and accompanying tables below show the number of jobs between 2015 and 2020, disaggregated by Santa Clara and San Mateo Counties.

Industrial Design and Technology Occupation Breakdown - 2015 Jobs



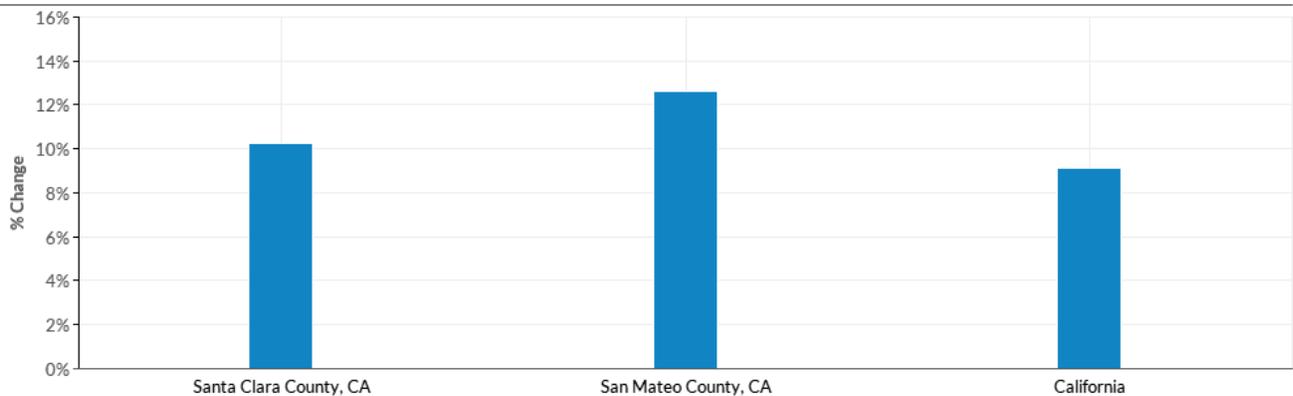
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,703	778	25,267
25-9031	Instructional Coordinators	830	362	19,994
	Total	3,533	1,140	45,261

Industrial Design and Technology Occupation Breakdown - 2020 Jobs



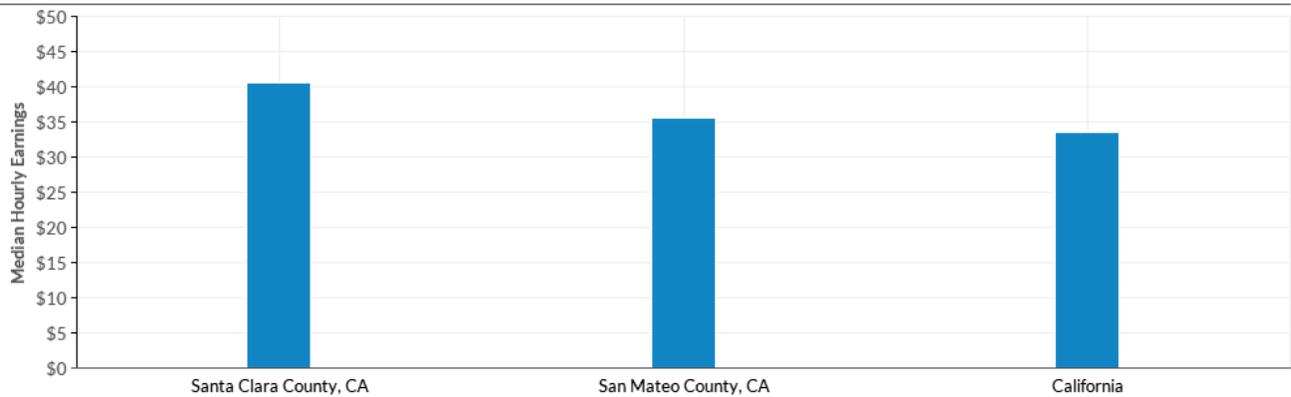
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,962	882	27,881
25-9031	Instructional Coordinators	933	402	21,515
	Total	3,895	1,283	49,397

Occupation Breakdown - % Change



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	12%	11%	8%
13-1151	Training and Development Specialists	10%	13%	10%
	Total	10%	13%	9%

Occupation Breakdown - Median Hourly Earnings



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	\$42.60	\$37.05	\$31.71
25-9031	Instructional Coordinators	\$33.86	\$32.20	\$35.54
	Total	\$40.50	\$35.47	\$33.43

Target Occupations Demographics

The demographics among those employed in Industrial Design and Technology occupations in Santa Clara County for 2015 show that a majority are female (64%) and about three-fourths are between the ages of 25-54 (73%) and White (59%).

Occupation Gender Breakdown

Gender	2015 Jobs	2015 Percent
Males	1,279	36.2%
Females	2,253	63.8%

Occupation Age Breakdown

Age	2015 Jobs	2015 Percent	
14-18	9	0.2%	
19-24	140	4.0%	■
25-34	785	22.2%	■
35-44	987	27.9%	■
45-54	837	23.7%	■
55-64	606	17.2%	■
65+	169	4.8%	■

Occupation Race/Ethnicity Breakdown

Race/Ethnicity	2015 Jobs	2015 Percent	
White	2,093	59.2%	■
Asian	606	17.2%	■
Hispanic or Latino	516	14.6%	■
Black or African American	206	5.8%	■
Two or More Races	84	2.4%	■
Native Hawaiian or Other Pacific Islander	14	0.4%	
American Indian or Alaska Native	14	0.4%	

Industries Employing Industrial Design and Technology Occupations

A number of industries in Santa Clara County employ those trained in Industrial Design and Technology occupations. The following table represents a regional industry breakdown of the number of Industrial Design and Technology positions employed, the percentage of Industrial Design and Technology employed by industry and the percentage Industrial Design and Technology jobs represent within all jobs by each industry. While top five industries employed 28% of all regional Industrial Design and Technology positions in 2015, Industrial Design and Technology compose a minority of all jobs in that industry (3%).

Top Industries Employing Industrial Design and Technology Occupations

Industry	Occupation Group Jobs in Industry (2015)	% of Occupation Group in Industry (2015)	% of Total Jobs in Industry (2015)
Custom Computer Programming Services	242	6.9%	0.6%
Elementary and Secondary Schools (Local Government)	214	6.1%	0.7%
Colleges, Universities, and Professional Schools	190	5.4%	0.6%
Internet Publishing and Broadcasting and Web Search Portals	190	5.4%	0.5%
Computer Systems Design Services	178	5.0%	0.6%

* *Inverse Staffing Patterns - Settings*

Data Sources and Calculations

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Federal Data Sources

This report uses federal data from the following agencies: Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA).

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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 #: NCEL 410

Course Title: LOW-BEGINNING ENGLISH AS A SECOND LANGUAGE

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Low-beginning noncredit integrated skills course for learners of English as an additional language. Focus is on developing language for basic daily needs through listening, speaking, reading and writing.

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.

Student need:
This course is designed to improve students overall English in listening, speaking, reading, and writing. Recently, Foothill began to offer NCEL courses out in the community. Our goal in offering the courses in the community was to make these courses more readily available to many underserved populations in our service area. We knew that the students were often lower than we see in the NCEL program at Sunnyvale, so the course we offered was NCEL 411 as it is the lowest course we have. After talking with and interviewing the teachers of NCEL 411 offered in the community, we realized that the textbook and the course content needed to start lower than NCEL 411, go at a slower pace, and include more life skills. We bought a lower level text for these students, but this did not address the underlying issue of the course itself being too advanced. NCEL 410 is written so that we have a lower level course to fill this need.

Need in the service area:
Our service area is one of the most diverse regions in the world and has a large need for ESL classes and specifically lower level ESL courses, as “Immigrants comprise more than 45 percent of Silicon Valley’s total labor force. While the majority of the immigrant workforce in San Mateo and Santa Clara Counties are fluent in English, about 21 percent are English language learners. About 47 percent of adult English language learners have household incomes that are below 250 percent of the federal poverty level, compared to 28 percent of the overall adult population” – National Immigration Forum on Building the Skills of the Immigrant Workforce in Silicon Valley (2017). There are many adult learners in the area who need to improve their English level to improve their standard of living and the “Non-credit ESL classes offered by some community colleges are a critical bridge between beginning/intermediate ESL and the higher level needed for college courses” - Silicon Valley Allies Research Brief (2015). NCEL 410 would benefit many of the residents in our service area who are in need of beginning ESL to improve their chances of both academic and professional success.

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: Melissa Jaquish **Date:** 3/19/19

Division Curriculum Representative: Allison Herman **Date:** 4/21/19

Date of Approval by Division Curriculum Committee: 4/24/19

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Language Arts

NCEL 410 LOW-BEGINNING ENGLISH AS A SECOND LANGUAGE

Summer 2021

72 hours lecture 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 hours and Out of Class 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: Students can repeat the course to build their basic language skills.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Basic Skills, -6 level

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/20/19

Division Dean Information -

Seat Count: 43 **Load Factor:** .094 **FOAP Code:** 114000152013493087

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:

1. Description -

Low-beginning noncredit integrated skills course for learners of English as an additional language. Focus is on developing language for basic daily needs through listening, speaking, reading and writing.

Advisory: Designed for students whose native language is not English.

2. Course Objectives -

The student will be able to:

- A. Demonstrate understanding of spoken English on everyday topics at the low-beginning level (described in section A of Course Content)
- B. Communicate basic needs using low-beginning level English (described in section B of Course Content)
- C. Read at the low-beginning level (described in section C of Course Content)
- D. Write at the low-beginning level (described in section D of Course Content)
- E. Demonstrate knowledge of low-beginning level grammar (described in section E of Content)

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Demonstrate understanding of spoken English on everyday topics at the low-beginning level
 - 1. Complete listening tasks involving target language
 - a. Comprehend questions and follow directions from the instructor or other students
 - b. Respond to listening tasks in the classroom
 - c. Answer questions based on listening material used in class, e.g., CDs, internet sources, newscasts, movies, songs, etc.
 - 2. Comprehend the alphabet, numbers, time, dates and addresses
 - 3. Comprehend basic directions in the classroom and in a medical exam
 - 4. Comprehend introductions and conversations about daily life and activities, e.g., schedule, family, shopping, work, etc.
- B. Communicate basic needs using low-beginning level English
 - 1. Speak comprehensibly
 - a. Pronounce words with correct syllabification, including plural nouns and simple present third person singular
 - b. Respond to listening tasks
 - c. Answer questions based on listening material used in class, e.g., CDs, internet sources, newscasts, movies, songs, etc.
 - 2. Pronounce the alphabet, numbers, time, dates and addresses
 - 3. Take part in introductions comprehensibly
 - 4. Pronounce parts of the body
 - 5. Talk about common health ailments (e.g., headache, fever, pain)
 - 6. Talk about daily life and activities, e.g., schedule, family, shopping, work, etc.
 - 7. Talk about present experiences comprehensibly
 - 8. Ask and answer questions in present and present progressive comprehensibly
- C. Read at the low-beginning level
 - 1. Read letters and numbers
 - 2. Read high-frequency words, and simple sentences on everyday topics (e.g., shopping, school, work)
 - 3. Read short passages on everyday topics (e.g., shopping, school, work)
- D. Write at the low-beginning level
 - 1. Write letters and numbers
 - 2. Write high-frequency words, and simple sentences on everyday topics (e.g., shopping, school, work)
 - 3. Write short personal passages on everyday topics (e.g., shopping, school, work)
- E. Demonstrate knowledge of the low-beginning level grammar
 - 1. Simple present with be verb - affirmative/negative statements, yes/no questions, and Wh-questions
 - 2. Simple present and present progressive - affirmative/negative statements, yes/no questions, and Wh-questions
 - 3. Nouns: singular and plural
 - 4. Pronouns: subject (e.g., I, you, they)
 - 5. Adjectives
 - a. Before a noun (e.g., a red dress)
 - b. Possessive (your, my)
 - c. Demonstrative (e.g., that, these + noun)
 - 6. Verbs: contractions, subject-verb agreement
 - 7. Modals: I'd like to (request), should (suggestions), can (ability)
 - 8. Prepositions of time and place
 - 9. Imperatives
 - 10. Statements and questions with "there is" and "there are"

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. In-class exercises
- B. Homework exercises
- C. Dictations
- D. Speaking/pronunciation activities
- E. Listening activities
- F. Reading activities
- G. Sentence writing
- H. Short passages

7. Representative Text(s) -

Grammar:

Nishio, Yvonne Wong. Future Intro: English for Work, Life, and Academic Success. 2nd ed. Hoboken, NJ: Pearson Education, 2019.

Dictionary:

Adelson-Goldstein, Jayme, and Norma Shapiro. Oxford Picture Dictionary. 2nd ed. NY, NY: Oxford University Press, 2016.

8. Disciplines -

English as a Second Language (ESL) or English as a Second Language (ESL): Noncredit

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Oral presentations
- E. Demonstration

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Read written conversations, short narrative paragraphs, explanations and instructions in the text
- B. Read short texts and paragraphs
- C. Write sentences and short passages about personal experiences

13. Need/Justification -

This course improves students' basic English skills to improve chances of success professionally and academically. It prepares students for credit coursework that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: PHED 401

Course Title: Principles of Strength Training for the Older Adult

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate strength fitness program. The physical and mental changes that occur in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain their independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 401 PRINCIPLES OF STRENGTH TRAINING FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 **Lab Hours:** 3 **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate strength fitness program. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Identify and apply the components of a comprehensive strength training program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand the physical changes that occur with aging
- E. Recognize the benefits of lifelong participation in a strength fitness program

3. Special Facilities and/or Equipment -

Gymnasium, weight machines, free weights, resistant bands, medicine balls, cardio equipment, exercise mats, etc.

4. Course Content (Body of knowledge) -

- A. Components of strength training
 - 1. Overload
 - 2. Specificity
 - 3. Frequency
 - 4. Intensity
 - 5. Sets and repetitions
 - 6. Progression
- B. Principles of fitness
 - 1. Muscular strength
 - 2. Muscular endurance
 - 3. Cardiovascular endurance
 - 4. Flexibility
 - 5. Body composition
- C. Proper exercise techniques and body mechanics
 - 1. Proper breathing technique
 - 2. Joint range of motion
 - 3. Proper posture and body mechanics
 - 4. Balance and coordination
- D. Physical changes that occur with aging
 - 1. Bone density
 - 2. Joint range of motion
 - 3. Muscle imbalance
 - 4. Balance and coordination
- E. Benefits of lifelong participation in a strength fitness program
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improved sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Armbruster, Carol K., PhD., Ellen M. Evans, PhD, and Catherine M. Laughline, HSD, MPH. [Fitness and Wellness.](#)

Champaign, IL: Human Kinetics, 2018.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong learning and enrichment opportunities to the older adult student on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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

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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 #: PHED 402

Course Title: Functional Movement, Balance & Mobility Training for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate functional movement, balance and mobility training program. The physical and mental changes that occur late in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 402 FUNCTIONAL MOVEMENT, BALANCE & MOBILITY TRAINING FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 **Lab Hours:** 3 **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:**

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate functional movement, balance and mobility training program. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Understand what a functional fitness exercise program includes
- B. Demonstrate proper technique and body mechanics of each exercise
- C. Demonstrate improved total body strength, balance and mobility
- D. Recognize the benefits of lifelong participation in a fitness program

3. Special Facilities and/or Equipment -

Gymnasium with room for movement activity, resistance equipment to include exercise machines, medicine balls, resistant bands, cardiovascular equipment, chairs, etc.

4. Course Content (Body of knowledge) -

- A. Understand what a functional fitness exercise program includes
 - 1. Functional strength training exercises
 - a. Squats
 - b. Lunges
 - c. Step-ups
 - d. Push-ups
 - e. Core exercises
 - 2. Flexibility exercise
 - 3. Cardiovascular endurance exercise
 - 4. Balance, coordination and mobility exercises
- B. Demonstrate proper technique and body mechanics of each exercise
 - 1. Posture
 - 2. Joint range of motion
 - 3. Breathing technique
 - 4. Balance and coordination
- C. Demonstrate improved body strength, balance and mobility
 - 1. Participation and performance
 - 2. Pre- and post-activity measurements
 - 3. Self evaluation
- D. Recognize the benefits of lifelong participation in functional fitness program
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improved sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Armbruster, Carol K., PhD, Ellen M. Evans, PhD, and Catherine M. Laughline, HSD, MPH. Fitness and Wellness: A Way of Life. Champaign, IL: Human Kinetics, 2018.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong learning and enrichment opportunities to the older adult student on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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 #: PHED 403

Course Title: Stretching & Postural Exercise for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate stretching and postural exercise program. The physical and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 403 STRETCHING & POSTURAL EXERCISE FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 **Lab Hours:** 3 **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate stretching and postural exercise program. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Participate in a safe and effective stretching and postural exercise program
- B. Select appropriate stretches for individual abilities and needs
- C. Demonstrate proper technique of exercises
- D. Understand how stretching exercises improves posture
- E. Understand the lifelong benefits of participation in a stretching and postural exercise program

3. Special Facilities and/or Equipment -

Exercise room or gymnasium with room for floor mats, foam rollers, stretching bands.

4. Course Content (Body of knowledge) -

- A. Participate in a safe and effective stretching program
 - 1. Use of proper form
 - 2. Awareness of muscle tension and relaxation
 - 3. Demonstration of ability to relax through the use of proper breathing
- B. Select appropriate stretches
 - 1. Knowledge of individual functional range of motion
 - 2. Demonstrate body awareness as it relates to each stretch
- C. Demonstrate proper technique of exercises
 - 1. Participation in an group lead stretching class
 - 2. Understand what muscle or muscle group is being stretched
- D. Understand how stretching exercises improves posture
 - 1. Muscle imbalances
 - 2. Opposing muscle groups
 - 3. Lordosis and kyphosis
- E. Benefits of participation in a stretching and postural exercise program
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improve sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Hopson, Janet L., Rebecca J. Donatelle, and Tanya R. Littrell. Get Fit, Stay Well. 7th ed. Glenview, IL: Pearson Education, 2017.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong learning and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and need. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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 #: PHED 404

Course Title: Principles of Aquatic Exercise for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate aquatic exercise program. The physical and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 404 PRINCIPLES OF AQUATIC EXERCISE FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 **Lab Hours:** 3 **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate aquatic exercise program. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Identify and describe the components of a comprehensive water exercise program.
- B. Demonstrate the proper technique and body mechanics while participating in a water exercise program.
- C. Recognize the benefits of exercising in the water.
- D. Recognize the benefits of lifelong participation in water exercise.

3. Special Facilities and/or Equipment -

Accessible pool with shallow end, aqua bells, kick boards, noodles, etc.

4. Course Content (Body of knowledge) -

- A. Components of a comprehensive water exercise program
 - 1. Cardiovascular endurance
 - 2. Muscular strength and endurance
 - 3. Flexibility
 - 4. Balance and coordination
- B. Demonstration of proper technique and body mechanics
 - 1. Proper form
 - 2. Posture
 - 3. Breathing technique
 - 4. Joint range of motion
 - 5. Buoyancy
- C. Benefits of exercising in the water
 - 1. Low impact fitness
 - 2. Buoyancy
 - 3. Resistance
 - 4. Heart rate
 - 5. Injury rehabilitation and prevention
- D. Benefits of lifelong participation in water exercise
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy and stamina
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improved sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Instructor prepared materials.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong learning and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course fall under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: PHED 405

Course Title: Introduction to Fitness Walking for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate fitness walking program. The physical and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 405 INTRODUCTION TO FITNESS WALKING FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 Lab Hours: 3 Weekly Out of Class Hours: 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate fitness walking program. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Identify the components of a comprehensive fitness walking program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics
- D. Recognize the benefits of lifelong participation in a fitness walking program

3. Special Facilities and/or Equipment -

Athletic track.

4. Course Content (Body of knowledge) -

- A. Components of a comprehensive fitness walking program
 - 1. Duration
 - 2. Distance
 - 3. Frequency
 - 4. Intensity/target heart rate
 - 5. Warm-up
 - 6. Cool down
 - 7. Proper shoes
- B. Principles of fitness
 - 1. Cardiovascular endurance
 - 2. Muscular strength and endurance
 - 3. Flexibility
 - 4. Body composition
- C. Proper technique and body mechanics
 - 1. Arm swing
 - 2. Leg stride
 - 3. Foot placement
 - 4. Arm/leg synchronization
- D. Recognize the benefits of lifelong participation in a fitness walking program
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase energy and stamina
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improved sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Instructor prepared materials.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to the expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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 #: PHED 406

Course Title: Physical Activity & Mental Focusing for the Older Adult

Credit Status:

Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in physical strengthening and mental focusing activity. The and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 406 PHYSICAL ACTIVITY & MENTAL FOCUSING FOR THE OLDER ADULT Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 Lab Hours: 3 Weekly Out of Class Hours: 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in physical strengthening and mental focusing activity. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Participate in physical strengthening and mental focusing activities
- B. Demonstrate the basic training/methodology
- C. Understand the benefits of lifelong participation in physical and mental activities

3. Special Facilities and/or Equipment -

Appropriate gym space, indoor room or outdoor space.

4. Course Content (Body of knowledge) -

- A. Participation in physical strengthening and mental focusing activity
 - 1. Weight training
 - 2. Stretching
 - 3. Relaxation and mediation
 - 4. Activities
 - a. Archery
 - b. Golf
 - c. Swimming
 - d. Yoga
 - e. Tai Chi
 - f. Martial arts
- B. Demonstrate the basic training/methodology
 - 1. Muscular strength and endurance
 - 2. Cardiovascular endurance
 - 3. Flexibility
 - 4. Specificity
 - 5. Balance and coordination
 - 6. Motor skills
 - 7. Relaxation and mental focusing skills
- C. Understand the benefits of lifelong participation in physical and mental focused activity
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improves sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluations

7. Representative Text(s) -

Instructor prepared materials.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong learning and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: PHED 407

Course Title: Creative Dance Expression for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity while expressing their creativity through participation in various dance styles. The physical and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 407 CREATIVE DANCE EXPRESSION FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 Lab Hours: 3 Weekly Out of Class Hours: 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity while expressing their creativity through participation in various dance styles. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

The student will be able to:

- A. Understand the physical benefits that dance provides
- B. Demonstrate proper performance of various dance styles
- C. Appreciate the social aspects of dance
- D. Understand the lifelong benefits of participating in various dance activities

3. Special Facilities and/or Equipment -

Activity room/dance studio.

4. Course Content (Body of knowledge) -

- A. Understand the physical benefits that dance provides
 - 1. Muscular strength and endurance
 - 2. Cardiovascular endurance
 - 3. Flexibility
 - 4. Balance and coordination
 - 5. Motor skills
 - a. Walk, turn, run, sway, hop, spin, leap
 - 6. Posture
 - 7. Mobility
 - 8. Fall prevention
- B. Demonstrate the proper performance of various dance styles
 - 1. Modern dance
 - 2. Ballroom dance
 - 3. Contemporary dance
 - 4. World dance
 - 5. Line dance
 - 6. Folk dance
 - 7. Chair dance
- C. Appreciate the social aspects of dance
 - 1. Social interaction
 - 2. Group performances/team building
 - 3. Confidence building
 - 4. Part of a community
 - 5. Memory skills/memorization
 - 6. Cultural influence of dance
- D. Understand the lifelong benefits of participating in dance activity
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy and stamina
 - 4. Improved self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improved sense of well-being
 - 7. Increase independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity assessment
- B. Self evaluation

7. Representative Text(s) -

Instructor prepared materials.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum providing lifelong and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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

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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 #: PHED 408

Course Title: Agility & Eye Hand Coordination Activity for the Older Adult

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in agility and eye hand coordination activity. The physical and mental changes that occur later in life will be addressed.

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.

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in a safe and appropriate activity program that will help the student maintain independence and thrive as a productive member of society.

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: Rita O'Loughlin **Date:** 9/24/20

Division Curriculum Representative: Don MacNeil **Date:** 12/4/20

Date of Approval by Division Curriculum Committee: 12/4/20

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

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Kinesiology and Athletics

PHED 408 AGILITY & EYE HAND COORDINATION ACTIVITY FOR THE OLDER ADULT

Summer 2021

3 hours laboratory.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 0 **Lab Hours:** 3 **Weekly Out of Class Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a physical education class serving the needs of the older adult student. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ and or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this class will serve older adult students the students taking the course would greatly benefit from repeated practice and participation.

Status -

Course Status: Active

Grading:

No Credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 1/2020

Division Dean Information -

Seat Count: 35

Load Factor: .045

FOAP Code: 114000124201083500

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:**

1. Description -

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in agility and eye hand coordination activity. The physical and mental changes that occur later in life will be addressed.

2. Course Objectives -

Student will be able to:

- A. Participate in agility and eye-hand coordination activities
- B. Demonstrate the basic training/methodology
- C. Understand the social aspects of participating in various activities
- D. Understand the benefits of lifelong participation in agility and eye-hand coordination activities

3. Special Facilities and/or Equipment -

Appropriate gym space, indoor or outdoor space.

4. Course Content (Body of knowledge) -

- A. Participation in agility and eye-hand coordination activities
 - 1. Activities
 - a. Tennis
 - b. Badminton
 - c. Pickle ball
 - d. Basketball
 - e. Table tennis
- B. Demonstrate the basic training/methodology
 - 1. Muscular strength and endurance
 - 2. Cardiovascular endurance
 - 3. Flexibility
 - 4. Specificity
 - 5. Balance and coordination
 - 6. Motor skills
- C. Understand the social aspects of participating in various activities
 - 1. Socialization
 - 2. Confidence building
 - 3. Team building
 - 4. Trust
- D. Benefits of lifelong participation in agility and eye-hand coordination activities
 - 1. Improved functional movement and mobility
 - 2. Decrease in depression, anxiety and stress
 - 3. Increase in energy and stamina
 - 4. Improve self image, body image and confidence
 - 5. Improved mental acuity
 - 6. Improve sense of well being
 - 7. Increased independence in daily living activities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Pre- and post-activity measurements
- B. Self evaluation

7. Representative Text(s) -

Instructor prepared materials.

8. Disciplines -

Physical Education

9. Method of Instruction -

Instructor discussion, demonstration and interaction

10. Lab Content -

During the periods of instruction the student will:

- A. Demonstrate proper warm up activities.
- B. Demonstrate skill by performing each exercise with awareness and the application of proper technique.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Optional reading and writing assignments as recommended by the instructor.

13. Need/Justification -

This course will be part of the noncredit physical education curriculum, providing lifelong learning and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit instruction per Ed. Code 84757: Course for Older Adults.

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FOOTHILL COLLEGE Stand-Alone Course Approval Request

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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 #: THTR 22

Course Title: Auditioning for Theatre

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Students will be introduced to a variety of auditioning scenarios and strategies. With a focus on stage techniques, the course will explore the practical application of audition theories. Topics will include monologues for general auditions, building a repertoire, strategies for cold readings and improvisation situations. Students will be introduced to theories of preparation and etiquette as well as the use of informational resources.

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.

Theatre enrollment has been inconsistent and dominated by courses in the Major AA tracks. This course will target students who are looking for additional training in the field for recreational or community involvement.

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: Bruce McLeod **Date:** 5/28/20

Division Curriculum Representative: Hilary Gomes & Che Meneses **Date:** 5-28-20

Date of Approval by Division Curriculum Committee: 5-28-20

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



Jobs



Claims



Employers



Newsroom



Sea

Training Program Summary



Drama and Dramatics/Theatre Arts, General

Drama and Dramatics/Theatre Arts, General. A program that focuses on the general study of dramatic and their performance. Includes instruction in major works of dramatic literature, dramatic styles and and the principles of organizing and producing full live or filmed productions.

Training Providers for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Provider Name	Program Name
San Jose State University	Drama and Dramatics/Theatre Arts, General
Santa Clara University	Drama and Dramatics/Theatre Arts, General
Stanford University	Drama and Dramatics/Theatre Arts, General
San Jose City College	Drama and Dramatics/Theatre Arts, General

Occupations for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Occupation Title	Estimated Year	Employment		Employment Change		Minimum Educational Requirement
	- Projected Year	Estimated	Projected	Number	Percent	
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree

Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree
Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)

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		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☒ 01	AGRICULTURE AND NATURAL RESOURCES	89.80	84.59	84.14	76.82	38.27	41.15
☒ 02	ARCHITECTURE AND RELATED TECHNOLOGIES	91.74	93.33	91.81	67.03	29.91	32.48
☒ 03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	89.83	91.15	87.29	73.68	31.36	31.25
☒ 04	BIOLOGICAL SCIENCES	82.82	96.28	88.72	79.05	53.24	53.40
☒ 05	BUSINESS AND MANAGEMENT	83.64	90.77	87.60	70.75	43.79	46.97
☒ 06	MEDIA AND COMMUNICATIONS	92.52	89.08	87.28	69.92	38.01	39.52
☒ 07	INFORMATION TECHNOLOGY	90.85	89.19	86.54	68.97	18.28	17.11
☒ 08	EDUCATION	72.04	94.85	88.70	80.87	18.10	18.83
☒ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	90.57	72.94	80.93	80.70	6.41	7.43
☒ 10	FINE AND APPLIED ARTS	91.41	90.81	87.86	69.97	43.38	44.27
☒ 1001	FINE ARTS, GENERAL	100.00	66.67	33.33	50.00		
☒ 1002	ART	97.96	100.00	95.83	60.00		
☒ 1004	MUSIC	96.99	89.36	84.21	72.92		
☒ 1005	COMMERCIAL MUSIC	85.98	90.03	86.89	67.49	19.52	22.03
☒ 1006	TECHNICAL THEATER	93.14	93.03	91.26	78.87		
	100600 TECHNICAL THEATER	93.14	93.03	91.26	78.87		
☒ 1007	DRAMATIC ARTS	100.00	98.67	95.41	83.87		
	100700 DRAMATIC ARTS	100.00	98.67	95.41	83.87		
☒ 1008	DANCE	88.70	96.49	96.55	80.00		
☒ 1009	APPLIED DESIGN	60.00	100.00	94.74	66.67		
☒ 1011	PHOTOGRAPHY	96.32	91.23	92.64	66.67		
☒ 1012	APPLIED PHOTOGRAPHY	93.74	86.60	86.39	63.42	53.15	55.86
☒ 1013	COMMERCIAL ART	89.78	89.91	89.29	75.86		
☒ 1030	GRAPHIC ART AND DESIGN	89.88	91.35	86.03	70.20	50.36	51.41
☒ 1099	OTHER FINE AND APPLIED ARTS	73.61	100.00	94.37	38.46		
☒ 11	FOREIGN LANGUAGE	100.00		100.00			
☒ 12	HEALTH	86.50	96.76	84.72	87.47	17.64	17.82
☒ 13	FAMILY AND CONSUMER SCIENCES	89.88	87.30	86.62	76.82	14.29	12.84
☒ 14	LAW	91.98	89.37	83.58	77.20	22.79	23.28
☒ 16	LIBRARY SCIENCE	87.12	95.56	81.01	88.43	20.08	20.98
☒ 17	MATHEMATICS	100.00	100.00	100.00		0.00	0.00
☒ 20	PSYCHOLOGY	94.44	100.00	100.00	100.00		
☒ 21	PUBLIC AND PROTECTIVE SERVICES	83.78	87.52	86.10	85.91	31.35	33.99
☒ 22	SOCIAL SCIENCES	81.03	97.30	81.95	82.71	100.00	
☒ 30	COMMERCIAL SERVICES	93.15	87.96	79.09	70.51	8.87	10.09
☒ 49	INTERDISCIPLINARY STUDIES	85.24	87.75	87.70	79.82	0.00	0.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: % Performance Goal - (2014- 2015)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: % Performance Goal - (2014- 2015)

Core 3 - Persistence in Higher Education: % Performance Goal - (2014- 2015)

Core 4 - Employment: % Performance Goal - (2014- 2015)

Core 5 - Training Leading to Non-traditional Employment: Greater than % Participation & % Completion - (2014- 2015)

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Fine Arts and Communication

THTR 22 AUDITIONING FOR THEATRE

Summer 2021

1.5 hours lecture, 1.5 hours laboratory.

2 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

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

Lecture Hours: 1.5 **Lab Hours:** 1.5 **Weekly Out of Class Hours:** 3

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with P/NP option

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 1/27/11; 10/20

Division Dean Information -

Seat Count: 30

Load Factor: .057

FOAP Code: 114000143101100700

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: DRAM 53, THTR 53

1. Description -

Students will be introduced to a variety of auditioning scenarios and strategies. With a focus on stage techniques, the course will explore the practical application of audition theories. Topics will include monologues for general auditions, building a repertoire, strategies for cold readings and improvisation situations. Students will be introduced to theories of preparation and etiquette as well as the use of informational resources.

Advisory: THTR 20A or equivalent; not open to students with credit in DRAM 53 or THTR 53.

2. Course Objectives -

The student will be able to:

- A. Perceive and apply the psychology of the audition process from the perspectives of actor, director, casting director.
- B. Recognize and respond appropriately to the various audition formats used in theatre, film and television.
- C. Prepare and perform appropriate audition selections drawn from dramatic literature.
- D. Develop a working resume and appropriately consider the function of industry photography as it relates to self-promotion.
- E. Understand and apply the precepts of traditional and "non-traditional" casting issues, as they relate to contemporary employment prospects.

3. Special Facilities and/or Equipment -

- A. Rehearsal clothing, changing rooms.
- B. Play scripts as required.
- C. A rehearsal studio with an unobstructed, flat floor approximately 30' x 40' for rehearsal and simulated auditions.
- D. Video recording and playback equipment.
- E. College library dramatic literature collection.
- F. For online instruction, regular weekly internet access for online content.

4. Course Content (Body of knowledge) -

Students will experience, encounter and practically engage:

- A. Strategies for approaching cold and prepared reading audition situations
- B. Strategies for approaching improvisational audition situations
- C. Preparation for a general audition situation including memorized monologues or songs
 1. Two modern performance pieces of appropriate length
 - a. Comic
 - b. Serious
 2. Two classical performance pieces of appropriate length
 - a. Comic
 - b. Serious
- D. Development of an industry appropriate resume with photographs
 1. Research of industry resources for employment opportunities
 2. Concepts of self-marketing appropriate for the industry
- E. Research and discuss industry casting trends of both professional, semi-professional and community companies with the assistance of industry professional guests where applicable

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Public presentation of four monologues.
- B. Resume preparation and scrutiny.
- C. Quizzes of introduced class elements.
- D. Participation in developmental in-class activities.

7. Representative Text(s) -

Shurtleff, Michael. Audition. Walker & Co, 2003. (Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.)
Additional play scripts, anthologies and scene books assigned on an individual basis.

8. Disciplines -

Theater Arts

9. Method of Instruction -

- A. Lecture
- B. Discussion

- C. Cooperative learning exercises
- D. Oral presentations
- E. Laboratory
- F. Demonstration
- G. Field trips
- H. Laboratory performances
- I. Observation
- J. Video recording and critique

10. Lab Content -

- A. Cooperative rehearsal of class assignments and projects.
- B. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.
- C. Observe industry general audition session.
- D. View and study live performance.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Preparation of industry suitable resume
- B. Individually assigned play scripts
- C. Journal of self-reflection

13. Need/Justification -

This course prepares students for a career in the Theatre Arts.

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 #: THTR 24

Course Title: Readers Theatre

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Preparation and performance of individual and group readings from various types of literature, especially play scripts, employing a range of vocal skills, and presented in a dramatic context.

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.

Jobs in Dramatic Arts (SOC 27-2011) encompass a variety of positions within the performing arts and entertainment industries. See attached LMI for job expectations in the larger Sunnyvale-Santa Clara M.S.A. No data collected for Santa Clara county.

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: Bruce McLeod **Date:** 5/28/20

Division Curriculum Representative: Hilary Gomes & Che Meneses **Date:** 5-28-20

Date of Approval by Division Curriculum Committee: 5-28-20

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



Jobs



Claims



Employers



Newsroom



Sea

Training Program Summary



Drama and Dramatics/Theatre Arts, General

Drama and Dramatics/Theatre Arts, General. A program that focuses on the general study of dramatic and their performance. Includes instruction in major works of dramatic literature, dramatic styles and and the principles of organizing and producing full live or filmed productions.

Training Providers for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Provider Name	Program Name
San Jose State University	Drama and Dramatics/Theatre Arts, General
Santa Clara University	Drama and Dramatics/Theatre Arts, General
Stanford University	Drama and Dramatics/Theatre Arts, General
San Jose City College	Drama and Dramatics/Theatre Arts, General

Occupations for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Occupation Title	Estimated Year	Employment		Employment Change		Minimum Educational Requirement
	- Projected Year	Estimated	Projected	Number	Percent	
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree

Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree
Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)

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		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☒ 01	AGRICULTURE AND NATURAL RESOURCES	89.80	84.59	84.14	76.82	38.27	41.15
☒ 02	ARCHITECTURE AND RELATED TECHNOLOGIES	91.74	93.33	91.81	67.03	29.91	32.48
☒ 03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	89.83	91.15	87.29	73.68	31.36	31.25
☒ 04	BIOLOGICAL SCIENCES	82.82	96.28	88.72	79.05	53.24	53.40
☒ 05	BUSINESS AND MANAGEMENT	83.64	90.77	87.60	70.75	43.79	46.97
☒ 06	MEDIA AND COMMUNICATIONS	92.52	89.08	87.28	69.92	38.01	39.52
☒ 07	INFORMATION TECHNOLOGY	90.85	89.19	86.54	68.97	18.28	17.11
☒ 08	EDUCATION	72.04	94.85	88.70	80.87	18.10	18.83
☒ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	90.57	72.94	80.93	80.70	6.41	7.43
☐ 10	FINE AND APPLIED ARTS	91.41	90.81	87.86	69.97	43.38	44.27
☒ 1001	FINE ARTS, GENERAL	100.00	66.67	33.33	50.00		
☒ 1002	ART	97.96	100.00	95.83	60.00		
☒ 1004	MUSIC	96.99	89.36	84.21	72.92		
☒ 1005	COMMERCIAL MUSIC	85.98	90.03	86.89	67.49	19.52	22.03
☐ 1006	TECHNICAL THEATER	93.14	93.03	91.26	78.87		
	100600 TECHNICAL THEATER	93.14	93.03	91.26	78.87		
☐ 1007	DRAMATIC ARTS	100.00	98.67	95.41	83.87		
	100700 DRAMATIC ARTS	100.00	98.67	95.41	83.87		
☒ 1008	DANCE	88.70	96.49	96.55	80.00		
☒ 1009	APPLIED DESIGN	60.00	100.00	94.74	66.67		
☒ 1011	PHOTOGRAPHY	96.32	91.23	92.64	66.67		
☒ 1012	APPLIED PHOTOGRAPHY	93.74	86.60	86.39	63.42	53.15	55.86
☒ 1013	COMMERCIAL ART	89.78	89.91	89.29	75.86		
☒ 1030	GRAPHIC ART AND DESIGN	89.88	91.35	86.03	70.20	50.36	51.41
☒ 1099	OTHER FINE AND APPLIED ARTS	73.61	100.00	94.37	38.46		
☒ 11	FOREIGN LANGUAGE	100.00		100.00			
☒ 12	HEALTH	86.50	96.76	84.72	87.47	17.64	17.82
☒ 13	FAMILY AND CONSUMER SCIENCES	89.88	87.30	86.62	76.82	14.29	12.84
☒ 14	LAW	91.98	89.37	83.58	77.20	22.79	23.28
☒ 16	LIBRARY SCIENCE	87.12	95.56	81.01	88.43	20.08	20.98
☒ 17	MATHEMATICS	100.00	100.00	100.00		0.00	0.00
☒ 20	PSYCHOLOGY	94.44	100.00	100.00	100.00		
☒ 21	PUBLIC AND PROTECTIVE SERVICES	83.78	87.52	86.10	85.91	31.35	33.99
☒ 22	SOCIAL SCIENCES	81.03	97.30	81.95	82.71	100.00	
☒ 30	COMMERCIAL SERVICES	93.15	87.96	79.09	70.51	8.87	10.09
☒ 49	INTERDISCIPLINARY STUDIES	85.24	87.75	87.70	79.82	0.00	0.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: % Performance Goal - (2014- 2015)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: % Performance Goal - (2014- 2015)

Core 3 - Persistence in Higher Education: % Performance Goal - (2014- 2015)

Core 4 - Employment: % Performance Goal - (2014- 2015)

Core 5 - Training Leading to Non-traditional Employment: Greater than % Participation & % Completion - (2014- 2015)

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Fine Arts and Communication

THTR 24 READERS THEATRE

Summer 2021

3 hours lecture, 3 hours laboratory.

4 Units

Total Contact Hours: 72 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 144 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 3 **Lab Hours:** 3 **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading:

Letter Grade with P/NP option

Degree Status: Applicable

Credit Status:

Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: 01-14-2008; 10/20

Division Dean Information -

Seat Count: 30

Load Factor:
.115

FOAP Code:
114000143101100700

Instruction Office Information -

FSA Code: 1000 - DRAMA/THEATER ARTS

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: DRAM 24

1. Description -

Preparation and performance of individual and group readings from various types of literature, especially play scripts, employing a range of vocal skills, and presented in a dramatic context.

Advisory: Not open to students with credit in COMM 24 or DRAM 24.

2. Course Objectives -

The student will be able to:

- A. Select, prepare, deliver and critique monologue, dialogue, and choral readings from various types and genres of literature, with increasing levels of sophistication.
- B. Apply a variety of fundamental vocal techniques to literature selected.
- C. Identify and synthesize a selection of literary materials into a coherent, unified dramatic presentation.
- D. Distinguish and demonstrate processes of transforming non-dramatic materials into a dramatic context.
- E. Recognize and differentiate between the forms of oral interpretation, readers theatre and "acted" oral work.
- F. Value dramatic literature from historically rich and diverse multi-ethnic and multi-cultural sources.
- G. Recognize the interdisciplinary nature of readers theatre, combining literature of many genres, music, and humanities.

3. Special Facilities and/or Equipment -

- A. Reading stands, room with theatre-style seating for performance.
- B. For online instruction, regular weekly internet access for online content.

4. Course Content (Body of knowledge) -

- A. Exposure to various samples of readers theatre
- B. Conscious attention to multi-cultural sources of literature
- C. Lecture presentations regarding form and style of readers theatre processes
- D. Minimum of four dramatic readings each quarter
- E. Participation in rehearsal and performance of a readers theatre production composed around an organizing principle:
 1. One author's works
 2. A particular literary genre, e.g., poetry, drama, narrative
 3. A single major work
 4. Thematic organization
 5. Literature exploring a specific cultural or ethnic source
- F. Fundamental vocal exercises
 1. Articulation
 2. Projection
 3. Expressive skills
 4. Sight reading

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Graded class reading assignments
- B. Written assembly and analysis of literary materials
- C. Final group reading project

7. Representative Text(s) -

Kleinau, Marion L., and Janet Larsen McHughes. Theatres for Literature. Sherman Oaks, CA: Alfred, 2003.
Yordon, Judy. Experimental Theatre: Creating and Staging Texts. Prospect Heights, IL: Waveland Press, 2001.
Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Literature and play scripts selected to assure exposure to the best classical and contemporary material.

8. Disciplines -

Theater Arts

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Oral presentations

- E. Laboratory
- F. Demonstration

10. Lab Content -

- A. Cooperative rehearsal of class assignments and projects.
- B. Individual and partner exploration and self-analysis of concepts and exercises introduced in class.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Selected play scripts and appropriate background reading as assigned by the instructor each quarter. The play scripts chosen each term will not repeat within a minimum of five years. Additional texts are chosen based on the specific performance projects.

13. Need/Justification -

This course prepares Theatre Arts students and practitioners for entry into the local and regional pool of performing artists.



Jobs



Claims



Employers



Newsroom



Sea

Training Program Summary



Drama and Dramatics/Theatre Arts, General

Drama and Dramatics/Theatre Arts, General. A program that focuses on the general study of dramatic and their performance. Includes instruction in major works of dramatic literature, dramatic styles and and the principles of organizing and producing full live or filmed productions.

Training Providers for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Provider Name	Program Name
San Jose State University	Drama and Dramatics/Theatre Arts, General
Santa Clara University	Drama and Dramatics/Theatre Arts, General
Stanford University	Drama and Dramatics/Theatre Arts, General
San Jose City College	Drama and Dramatics/Theatre Arts, General

Occupations for Drama and Dramatics/Theatre Arts, General in Santa Clara County

Occupation Title	Estimated Year	Employment		Employment Change		Minimum Educational Requirement
	- Projected Year	Estimated	Projected	Number	Percent	
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Art, Drama, and Music Teachers, Postsecondary	2016 - 2026	430	510	80	18.6	Master`s degree
Actors	2016 - 2026	160	140	20	-12.5	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree

Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)
Producers and Directors	2016 - 2026	470	560	90	19.1	Work experience, plus bachelor`s or higher degree
Entertainers/Sports /Related Workers, All Other	2016 - 2026	100	100	0	0.0	Long-term on-the-job training (> 12 months)

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☒ 03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	89.83	91.15	87.29	73.68	31.36	31.25
☒ 04	BIOLOGICAL SCIENCES	82.82	96.28	88.72	79.05	53.24	53.40
☒ 05	BUSINESS AND MANAGEMENT	83.64	90.77	87.60	70.75	43.79	46.97
☒ 06	MEDIA AND COMMUNICATIONS	92.52	89.08	87.28	69.92	38.01	39.52
☒ 07	INFORMATION TECHNOLOGY	90.85	89.19	86.54	68.97	18.28	17.11
☒ 08	EDUCATION	72.04	94.85	88.70	80.87	18.10	18.83
☒ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	90.57	72.94	80.93	80.70	6.41	7.43
☒ 10	FINE AND APPLIED ARTS	91.41	90.81	87.86	69.97	43.38	44.27
☒ 1001	FINE ARTS, GENERAL	100.00	66.67	33.33	50.00		
☒ 1002	ART	97.96	100.00	95.83	60.00		
☒ 1004	MUSIC	96.99	89.36	84.21	72.92		
☒ 1005	COMMERCIAL MUSIC	85.98	90.03	86.89	67.49	19.52	22.03
☒ 1006	TECHNICAL THEATER	93.14	93.03	91.26	78.87		
	100600 TECHNICAL THEATER	93.14	93.03	91.26	78.87		
☒ 1007	DRAMATIC ARTS	100.00	98.67	95.41	83.87		
	100700 DRAMATIC ARTS	100.00	98.67	95.41	83.87		
☒ 1008	DANCE	88.70	96.49	96.55	80.00		
☒ 1009	APPLIED DESIGN	60.00	100.00	94.74	66.67		
☒ 1011	PHOTOGRAPHY	96.32	91.23	92.64	66.67		
☒ 1012	APPLIED PHOTOGRAPHY	93.74	86.60	86.39	63.42	53.15	55.86
☒ 1013	COMMERCIAL ART	89.78	89.91	89.29	75.86		
☒ 1030	GRAPHIC ART AND DESIGN	89.88	91.35	86.03	70.20	50.36	51.41
☒ 1099	OTHER FINE AND APPLIED ARTS	73.61	100.00	94.37	38.46		
☒ 11	FOREIGN LANGUAGE	100.00		100.00			
☒ 12	HEALTH	86.50	96.76	84.72	87.47	17.64	17.82
☒ 13	FAMILY AND CONSUMER SCIENCES	89.88	87.30	86.62	76.82	14.29	12.84
☒ 14	LAW	91.98	89.37	83.58	77.20	22.79	23.28
☒ 16	LIBRARY SCIENCE	87.12	95.56	81.01	88.43	20.08	20.98
☒ 17	MATHEMATICS	100.00	100.00	100.00		0.00	0.00
☒ 20	PSYCHOLOGY	94.44	100.00	100.00	100.00		
☒ 21	PUBLIC AND PROTECTIVE SERVICES	83.78	87.52	86.10	85.91	31.35	33.99
☒ 22	SOCIAL SCIENCES	81.03	97.30	81.95	82.71	100.00	
☒ 30	COMMERCIAL SERVICES	93.15	87.96	79.09	70.51	8.87	10.09
☒ 49	INTERDISCIPLINARY STUDIES	85.24	87.75	87.70	79.82	0.00	0.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: % Performance Goal - (2014- 2015)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: % Performance Goal - (2014- 2015)

Core 3 - Persistence in Higher Education: % Performance Goal - (2014- 2015)

Core 4 - Employment: % Performance Goal - (2014- 2015)

Core 5 - Training Leading to Non-traditional Employment: Greater than % Participation & % Completion - (2014- 2015)

FOOTHILL COLLEGE
College Curriculum Committee
Proposal to Create New Ad Hoc Committee: Curriculum Best Practices

Name of Committee

Curriculum Best Practices (CBP) Ad Hoc Committee

Process

- A. The committee shall document best practices for curriculum development and management within a decentralized curriculum model.
 - a. The resulting handbook/documentation shall include equity considerations, wherever appropriate
 - b. CCC recommends the committee create an ongoing process for training new curriculum reps, either to include in the best practices documentation/handbook or as separate documentation
- B. To aid in the documentation process, CCC highly recommends that the committee:
 - a. Gather input from the curriculum reps from each division, including any resources and/or platforms (e.g., Canvas sites) currently in use
 - b. Review resources published at the state level (e.g., ASCCC, CCCCCO) for possible adaptation for local use
 - c. Review any previous handbooks/resources published locally (e.g., CCC Orientation PowerPoint, Office of Instruction handouts/checklists)
- C. CCC highly recommends that the resulting handbook/documentation not be created in hardcopy format; instead, a dynamic platform shall be used (e.g., Canvas).
- D. The resulting documentation should not be presented as the definitive approach for all divisions; instead, it shall be a list of suggestions that each division can adapt to fit their unique needs.

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall be open to all college faculty.

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- B. The committee chairperson shall present the committee's findings and recommendation in ~~winter~~ **spring** of 2021.