

College Curriculum Committee Meeting Agenda
Tuesday, October 11, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

| Item | Action | Attachment(s) | Presenter |
|---|-------------|---|-----------|
| 1. CCC Orientation | Information | #10/11/16-1 | Escoto |
| 2. Minutes: June 14, 2016 | Action | #10/11/16-2 | Escoto |
| 3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. GE Course Applications d. CCC Priorities for 2016-17 | Information | #10/11/16-3—5 #10/11/16-6 #10/11/16-7 | Escoto |
| 4. New Stand Alone Process | Discussion | #10/11/16-8 & 8.1 | Escoto |
| 5. ADT Creation Process | Discussion | #10/11/16-9 | Escoto |
| 6. Report on Degrees Awarded | Information | #10/11/16-10 | Escoto |
| 7. Report Out from Division Reps | Discussion | | All |
| 8. Good of the Order | | | Escoto |
| 9. Adjournment | | | Escoto |

Attachments:

- #10/11/16-1 COR Issues for 2017-18
- #10/11/16-2 Draft Minutes: June 14, 2016
- #10/11/16-3 New Course Proposal: GID 55
- #10/11/16-4 New Course Proposal: IDS 406
- #10/11/16-5 New Course Proposal: MTEC 84D
- #10/11/16-6 CCC Notification of Proposed Requisites
- #10/11/16-7 CCC Priorities for 2016-17
- #10/11/16-8 Attachment-2.2-Stand-Alone
- #10/11/16-8.1 55002 Standards and Criteria for Courses
- #10/11/16-9 Program Creation Documents
- #10/11/16-10 Program Awards 2015-16

2016-2017 Curriculum Committee Meetings:

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

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

2016-2017 Curriculum Deadlines:

12/1/16 Deadline to submit courses to CSU for CSU GE approval.

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

2016-2017 Professional Development Opportunities & Conferences of Interest:

[ASCCC Fall 2016 Curriculum Regional Meeting \(North\)](#) - 10/21/16 - Skyline College
[ASCCC MQ and Equivalency Regional Meeting \(North\)](#) - 10/28/16 - Woodland College
[ASCCC Fall Plenary Session](#) - 11/3-5/16 - Westin South Coast Plaza, Costa Mesa
[ASCCC Formerly Incarcerated Student Regional Meeting \(North\)](#) - 11/18/16 - San Joaquin Delta College, Stockton
[ASCCC C-ID: Discipline Input Group \(DIG\) Meeting](#) - 11/18/16 - Double Tree by Hilton Hotel Anaheim, Orange
[ASCCC Contextualized Teaching and Learning Meeting \(North\)](#) - 12/2/16 - Skyline College
[ASCCC C-ID: Discipline Input Group \(DIG\) Meeting](#) - 12/9/16 - Grand Sheraton Hotel Sacramento
[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

Distribution:

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

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2016-17

Meeting Date: 10/11/16Co-Chairs (2)

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

Voting Membership (12 total; 1 vote per division)

| | | | | |
|-------------------------------------|-----------------------|------|--------------|----------------------------|
| <input checked="" type="checkbox"/> | Mark Anderson | 7156 | F A | andersonmark@fhda.edu |
| <input checked="" type="checkbox"/> | Benjamin Armerding | 7453 | L A | armerdingbenjamin@fhda.edu |
| <input checked="" type="checkbox"/> | Kathy Armstrong | 7487 | PSME | armstrongkathy@fhda.edu |
| <input checked="" type="checkbox"/> | Rachelle Campbell | 7469 | BH—CTE | campbellrachelle@fhda.edu |
| <input checked="" type="checkbox"/> | Milissa Carey (F & W) | 7582 | F A | careymilissa@fhda.edu |
| <input checked="" type="checkbox"/> | Sara Cooper | | BH | coopersara@fhda.edu |
| <input checked="" type="checkbox"/> | Bernie Day | 7225 | Articulation | daybernie@fhda.edu |
| <input checked="" type="checkbox"/> | Brian Evans (F & W) | 7575 | BSS | evansbrian@fhda.edu |
| <input checked="" type="checkbox"/> | Valerie Fong | 7135 | L A | fongvalerie@fhda.edu |
| <input checked="" type="checkbox"/> | Marnie Francisco | 7420 | PSME | franciscomarnie@fhda.edu |
| <input type="checkbox"/> | Kurt Hueg | 7394 | Dean—BSS | huegkurt@fhda.edu |
| <input checked="" type="checkbox"/> | Kay Jones | 7602 | LIBR | joneskay@fhda.edu |
| <input type="checkbox"/> | Marc Knobel (W & S) | 7049 | PSME | knobelmarc@fhda.edu |
| <input type="checkbox"/> | Don MacNeil | 6967 | K A | macneildon@fhda.edu |
| <input type="checkbox"/> | Gillian Schultz | 7292 | BH | schultzgillian@fhda.edu |
| <input checked="" type="checkbox"/> | Lety Serna | 7059 | CNSL | sernaleticia@fhda.edu |
| <input checked="" type="checkbox"/> | Barbara Shewfelt | 7658 | K A | shewfeltbarbara@fhda.edu |
| <input checked="" type="checkbox"/> | Paul Starer | 7227 | Dean—L A | starerpaul@fhda.edu |
| <input checked="" type="checkbox"/> | Lori Silverman | 7455 | Dean—PSME | silvermanlori@fhda.edu |
| <input checked="" type="checkbox"/> | Bill Ziegenhorn | 7799 | BSS | ziegenhornbill@fhda.edu |

Non-Voting Membership (4)

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

Visitors

Leticia Delgado, Thuy Nguyen, Kyle Brumbaugh

Reviewing CORs in Submissions—Notable Issues for 2017-18

| Question/clarification needed re: | # of CORs |
|---|-----------|
| Disciplines (e.g., invalid discipline(s) listed on COR; multiple disciplines listed - need to know if AND/OR) | 139 |
| Unclear, incomplete, or possibly incorrect information/language on one or more sections of COR | 71 |
| Representative Texts section (e.g., text listed is older than 5 years) | 70 |
| Distance Education (e.g., form needs to be submitted, DE language should be added to COR approved for DE) | 42 |
| One or more sections of COR completely blank | 31 |
| Prerequisites/corequisites/Advisory | 16 |
| Content Review form needs to be submitted (new courses only) | 12 |
| Foothill GE form needs to be submitted | 9 |
| Units/hours (e.g., do not match up) | 8 |
| Program requirement (e.g., core vs. support course) | 4 |
| Grading (e.g., one course in sequence doesn't match the rest) | 2 |

Numbers are based on review of about 500 CORs and include new and revised/updated CORs (including Title 5 review).

Note: still waiting on 26 CORs from the Title 5 list to complete the review process.

College Curriculum Committee
Meeting Minutes
Tuesday, June 14, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

| Item | Discussion |
|---|--|
| 1. Minutes: May 31, 2016 | Motion to approve M/S (Starer, Jones). Approved. |
| 2. Announcements | Speaker: Isaac Escoto The following proposals were presented: MDIA 13; MTEC 51C, 64A, 85A [<i>note: late request to use a different number for MTEC 85A—will be offered as MTEC 54A</i>]. Please share with your constituents. Comment that MTEC course titles are familiar, and question regarding possibility of duplicate courses—Escoto noted at least one is part of a series; will follow up with division [<i>note: course author stated that these courses all "feature new, advanced content that has (thus far) never been taught at Foothill"</i>]. |
| a. New Course Proposals | |
| b. Notification of Proposed Requisites | Prerequisites for new PHT courses for 2017-18. Please share with your constituents. |
| c. CCC Meeting Dates for 2016-17 | Meeting dates for the 2016-17 year have been scheduled. CCC will continue to meet every other Tuesday, from 2:00-3:30 p.m., in the President's Conference Room. Note that dates are scheduled for weeks that alternate with Academic Senate (with a few exceptions), to aid in communication between the two bodies, as well as assist those who attend both meetings. Note that CCC will meet during Thanksgiving break week. Vanatta will send calendar invitations once attendee list has been finalized. |
| d. CCC Reps for 2016-17 | At previous meeting, CCC reps were asked to report back with names of division attendees for 2016-17 (CCC reps and administrators): CNSL: Lety Serna will continue; hoping to identify someone to replace LeeAnn Emanuel. BSS: Bill Ziegenhorn will replace Allison Lenkeit Meezan; Brian Evans will continue for fall and winter only. Dean is currently unknown. PSME: Kathy Armstrong, Marnie Francisco, and Marc Knobel will continue. Dean is currently unknown. LIBR: Kay Jones will continue. LA: Valerie Fong and Ben Armerding will continue; Paul Starer believes he will continue. BHS: Sara Cooper and Dave Sauter will replace Rachelle Campbell and Brenda Hanning. ASFC: Student rep is currently unknown. FA: Mark Anderson will replace Suzanne Weller; Kristin Tripp-Caldwell will continue for winter and spring only, if possible. |
| 3. New Program Application: Public Health ADT | Speaker: Isaac Escoto Second read of new Public Health ADT; no changes to documents since last meeting. No comments or additional changes. Motion to approve M/S (Francisco, Hanning). Approved. |
| 4. Cross-listing Policy | Speaker: Isaac Escoto Second read of document. Note that draft has been updated since previous meeting, to strike-through text related to discussion of policy creation, which is not appropriate to include in final policy document. No comments or additional changes. |

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| <p>5. Apprenticeship Curriculum Review</p> | <p>Motion to approve M/S (Tam, Evans). Approved.</p> <p>Speaker: Isaac Escoto Second read of document; no changes to draft since first read at previous meeting. Escoto noted that each of the four options presented in document has its own pros and cons. The goal is to move forward with a plan, but without forcing or rushing the issue. Acknowledged that group consensus is unlikely; hope is that a majority decision can be reached. Noted that a Technical Review Team (TRT) can be implemented for any of the four options. Suggestion shared to prioritize options, to help aid in conversation if majority cannot be reached.</p> <p>Escoto asked each division for selection: FA: Interested in TRT. Selected option #1. CNSL: Selected option #1. Noted discussion among counselors resulted in agreement for option #2 in similar situations, but believe that option #1 best for Apprenticeship. BSS: Can no longer house Apprenticeship; volume is overwhelming. Noted need to return half of the 50+ CORs submitted for Title 5 updates, for revisions. Noted recent submission of 70+ new course proposal forms for one BSS CC meeting. Noted that BSS invites Apprenticeship to attend BSS CC, but Apprenticeship faculty rarely attend. Expressed belief that Apprenticeship needs to be more involved and should not be siloed by having their own CC—needs more support, not less. Concerned that separate Apprenticeship CC will result in problematic curriculum decisions. Selected option #4, with addition of TRT, as well as requiring Apprenticeship to attend CCC regularly. PSME: Selected option #2. Expressed belief that, most importantly, Apprenticeship needs to be more involved with CCC, regardless of which option is selected. LIBR: Selected option #4, with addition of TRT. Noted interest in combination of technical review and curriculum review by those outside of Apprenticeship. LA: Selected option #2. Noted concern that option #4 might not address problem of Apprenticeship needing to be more involved—would need to require attendance at CCC. BH: Selected option #2. Stressed importance of Apprenticeship attending CCC.</p> <p>Tam supported idea of Apprenticeship becoming more involved (option #2), as well as belief that they need support of TRT and/or another division (option #1).</p> <p>Messina noted need for on-campus person to serve as liaison with off-site faculty, as well as instructor of record for CORs. Reported on faculty member reassign time to coordinate Apprenticeship curriculum. This person would work with off-site faculty and attend all relevant Division CC and/or CCC meetings. This person would report to VP of Instruction. Noted that this arrangement can work with any agreed-upon process, going forward. Echoed concern of Apprenticeship having their own CC, especially considering course approval happens at the division level.</p> <p>Question for more information from BSS regarding current technical review process and associated issues. BSS noted that two adjuncts have recently worked with Apprenticeship. First person seemed to have little knowledge of the trades but was able to work with them; second person is off-campus and has not</p> |
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| | <p>attended any BSS CC meetings. Noted additional issue of current on-campus Apprenticeship liaison appearing to be unengaged with BSS CC and not participating in process to BSS's expectations. Stressed need for on-campus presence to be engaged and understand implications of curriculum changes.</p> <p>Escoto noted that option #2 and TRT selected most often. Will share selection with Academic Senate at retreat on Friday, and will note that decision was not by consensus but was option selected the most often. Additionally, will share concerns regarding this and other options. Messina suggested identifying additional option, in case initial plan does not work as expected. Escoto stated that CCC can revisit, if plan does not work out.</p> |
| <p>6. CCC Topics for 2016-17</p> | <p>Speaker: Isaac Escoto Escoto created document listing pending topics for future discussion; topics to discuss on an ongoing basis; and topics discussed at CCC this year, noting action taken. Noted variety of topics discussed and approved, and thanked group for hard work. Noted that discussions at CCC result in wider action being taken across campus, e.g., honors discussion resulted in new honors courses being developed.</p> <p>Ongoing topics list includes creation of new ADTs, C-ID standards, content review, and course equivalency with De Anza. Noted interest in discussing course equivalency more closely with district senate next year, in order to possibly help this item move forward.</p> <p>Pending topics are those that CCC had hoped to discuss this year but was unable to address. Hope to do so in 2016-17. List includes department review of CORs; student preparedness (including requisite recency); review of Foothill GE requirements (noted that preliminary discussion did occur this year); curriculum sheet approval process in divisions; high school articulation.</p> <p>Escoto asked group to share topics of interest to add to document, noting that CCC mainly discusses issues of policy. The following topics were suggested:</p> <ul style="list-style-type: none"> • Clarification of substantial and non-substantial changes, regarding CORs, and discussion of possibility of allowing fast-tracking of non-substantial changes. • Equity across our curriculum. • Academic dishonesty; need for better effort to deter. Escoto noted Academic Integrity Committee. Noted that COOL frequently discusses academic integrity. Mention of COOL-DEAC/Academic Integrity meeting to address topic, tomorrow. • Need for faculty training, to understand curriculum processes. • Discussion of ways for department/division CCs to be better supported. Comment that local committees rely on CCC reps to do a lot of curriculum-related work. • Reverse articulation and intricacies of being a quarter-system school in a semester-system world—becoming a more frequent issue with ADTs. • Need for administrative perspective at division CCs, especially regarding creation of new programs. Comment that curriculum is faculty purview and to be careful regarding level of administrative input and influence. • Support expressed regarding topic of prerequisite recency. • Comment regarding discussion of Foothill GE on list of pending |

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| | <p>topics—group should not necessarily focus on making it less “rigid” (in response to language on document). Escoto noted that document can be changed to reflect purpose of discussion. Comment regarding including discussion of separate issue of link between local GE and CSU GE/IGETC.</p> <ul style="list-style-type: none"> Relationship of curriculum and accreditation process. Escoto noted that there are four main standards that will be addressed for accreditation, and curriculum is mentioned throughout. Foothill’s self-study will be submitted in spring 2017, and different groups have been formed to help write self-study—have begun to meet. Comment regarding how articulation is related to writing and approving CORs. Concern expressed that, at department-level, faculty aren’t necessarily aware of Title 5 requirements. Does incorrect information on CORs (e.g., inactive courses listed as requisites) mean that current level of COR review insufficient, for some? Suggestion of group brainstorm of ways to ensure better COR review. Comment that CCC reps only see CORs for their own division and not the larger scope of frequent issues. Division-level discussion of requisites and advisories—how does it occur? Suggestion to bring ENGL/ESLL faculty to CCC for discussion regarding what students are learning, to aid divisions in determining requisites. <p>Escoto asked group to pick three topics to focus on for 2016-17: equity, academic dishonesty, requisite recency. Will prioritize these and hope to discuss as many as possible, from the others listed.</p> |
| 7. Report Out from Division Reps | <p>Speaker: All FA: Division CC approved Bruce McLeod's proposal to create Theatre Tech department, for those courses.</p> <p>Question regarding what happens if no one in a division steps up to be a CCC rep. Escoto noted that curriculum is faculty purview and that, from a senate perspective, this situation would be concerning. If this situation arose, senate President and/or VP might offer to attend a division CC meeting to discuss importance of curriculum representation and encourage faculty to represent their division.</p> |
| 8. Good of the Order | |
| 9. Adjournment | 3:28 PM |

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), K. Allison Lenkeit Meezan (BSS), Kimberlee Messina (Interim President—guest), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Bill Ziegenhorn (History faculty—guest)

Minutes Recorded by: M. Vanatta

**Foothill College
College Curriculum Committee
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Carolyn Brown

Proposed Number: GID 55

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours lab

Proposed Transferability: UC/CSU

Proposed Title: User Experience (UI/UX) Design

Proposed Catalog Description & Requisites:

Design and develop successful user experiences (UI/UX) for mobile devices. Identify users and analyze their needs and behaviors. Organize content, create pathways, design media, and produce reusable elements. Appreciate the significance of branding. Conduct usability testing and collect data. Design iterations based on data findings. Explore issues in mobile design for multiple devices. Develop proficiency with professional software for mobile development.

Proposed Discipline: GID

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

GID - Web Certificate

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

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

**Foothill College
College Curriculum Committee
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Katie Ha

Proposed Number: IDS 406

Proposed Units: 0 (non-credit)

Proposed Hours: 60 to 360 (per quarter)

Proposed Transferability: Non-Transferable

Proposed Title: Supervised Tutoring

Proposed Catalog Description & Requisites:

This course is designed to increase the probability of a student's academic success through self-paced, one-to-one, small group tutoring and/or other appropriately supervised assistance. Topics addressed include reading, writing, mathematics, speaking, decision making, and problem-solving skills necessary for academic and technical training success.

Proposed Discipline:

Interdisciplinary Studies

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

This course would not be added to a current certificate or degree program.

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

N/A

Comments & Other Relevant Information for Discussion:

This course is intended to allow for the expansion of peer tutoring and also the collection of apportionment for such tutoring under appropriate supervision.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Bruce Tambling

Proposed Number: MTEC 84D

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours lab

Proposed Transferability: CSU (will also submit for UC)

Proposed Title: PSYCHOLOGY OF MUSIC

Proposed Catalog Description & Requisites: The psychological, physiological, and sociological foundations of music, music therapy and sound therapy. The historic influence of music upon behavior and culture. Physiological and affective responses to music, perception and cognition of music, psychomotor components of music behavior, learning, development and creativity. Acoustics, perception of sound, and physical and psychosocial responses to music. Examination of ways sound and music interact with body/mind and brainwave states.

Proposed Discipline: Music, Commercial Music (and possibly Psychology)

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Music Technology and satisfies the Foothill GE Requirement for Humanities.

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

AA Music Technology

AA Psychology

Comments & Other Relevant Information for Discussion: Similar class titles are currently offered at UC locations.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

| Target Course Number & Title | Editor(s) | Requisite Course Number & Title | New/Ongoing |
|--|--------------|---|---|
| CHEM 1AH: Honors General Chemistry | R. Daley | Prereqs: MATH 105 or 108; Chemistry placement test or AP Chemistry score of 4 or 5; Honors Inst. participant Coreq: ENGL 209 or ESLL 25 | New for 2017-18 |
| CHEM 1BH: Honors General Chemistry | R. Daley | Prereqs: CHEM 1AH; Honors Inst. participant Coreq: ENGL 209 or ESLL 25 | New for 2017-18 |
| CHEM 12A: Organic Chemistry | K. Armstrong | Prereq: 1C (General Chemistry & Qualitative Analysis) Coreq: CHEM 12AL or CHEM 13AH (Lab/Honors Lab) | New for 2017-18 catalog (CHEM 1C prereq is ongoing) |
| CHEM 12B: Organic Chemistry | K. Armstrong | Prereqs: CHEM 12A (Organic Chemistry), and CHEM 12AL or CHEM 13AH (Lab/Honors Lab) Coreq: CHEM 12BL or CHEM 13BH (Lab/Honors Lab) | New for 2017-18 catalog (CHEM 12A prereq is ongoing) |
| CHEM 12C: Organic Chemistry | K. Armstrong | Prereqs: CHEM 12B (Organic Chemistry), and CHEM 12BL or CHEM 13BH (Lab/Honors Lab) Coreq: CHEM 12CL or CHEM 13CH (Lab/Honors Lab) | New for 2017-18 catalog (CHEM 12B prereq is ongoing) |
| CHEM 12AL: Laboratory for Organic Chemistry | K. Armstrong | Coreq: CHEM 12A (Organic Chemistry) | New for 2017-18 catalog |
| CHEM 12BL: Laboratory for Organic Chemistry | K. Armstrong | Coreq: CHEM 12B (Organic Chemistry) | New for 2017-18 catalog |
| CHEM 12CL: Laboratory for Organic Chemistry | K. Armstrong | Coreq: CHEM 12C (Organic Chemistry) | New for 2017-18 catalog |
| CHEM 13AH: Honors Laboratory for Organic Chemistry | K. Armstrong | Prereqs: CHEM 1C (General Chemistry & Qualitative Analysis); Honors Inst. participant Coreq: CHEM 12A (Organic Chemistry) | New for 2017-18 catalog |
| CHEM 13BH: Honors Laboratory for Organic Chemistry | K. Armstrong | Prereqs: CHEM 12A (Organic Chemistry), and CHEM 12AL or CHEM 13AH (Lab/Honors Lab); Honors Inst. participant Coreq: CHEM 12B (Organic Chemistry) | New for 2017-18 catalog |
| CHEM 13CH: Honors Laboratory for Organic Chemistry | K. Armstrong | Prereqs: CHEM 12B (Organic Chemistry), and CHEM 12BL or CHEM 13BH (Lab/Honors Lab); Honors Inst. participant Coreq: CHEM 12C (Organic Chemistry) | New for 2017-18 catalog |

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| EMTP 61B: Paramedic Cognitive, Affective & Psychomotor IIB | D. Huseman | Co-req: EMTP 61A (Paramedic Cognitive & Affective IIA) | Ongoing |
| EMTP 61B: Paramedic Cognitive, Affective & Psychomotor IIB | D. Huseman | Prereq: EMTP 60A (Paramedic Cognitive & Affective IA) | Ongoing |
| EMTP 61B: Paramedic Cognitive, Affective & Psychomotor IIB | D. Huseman | Prereq: EMTP 60B (Paramedic Cognitive, Psychomotor & Affective IB) | Ongoing |
| EMTP 62B: Paramedic Cognitive, Affective & Psychomotor IIIB | D. Huseman | Co-req: EMTP 62A (Paramedic Cognitive & Affective IIIA) | Ongoing |
| EMTP 62B: Paramedic Cognitive, Affective & Psychomotor IIIB | D. Huseman | Prereq: EMTP 61A (Paramedic Cognitive & Affective IIA) | Ongoing |
| EMTP 62B: Paramedic Cognitive, Affective & Psychomotor IIIB | D. Huseman | Prereq: EMTP 61B (Paramedic Cognitive, Affective & Psychomotor IIB) | Ongoing |
| ENGR 37: Introduction to Circuit Analysis | S. Wang | Prereqs: MATH 1B (Calculus) & PHYS 4B (General Physics - Calculus) | Ongoing |
| PCA 51A: Basic Science/ Microbiology/Infectious Disease | L. Hirahoka | Prereq: PCA 50 (Orientation to Primary Care Associate Program) | Ongoing |
| PCA 56A: Core Medicine I | L. Hirahoka | Prereq: PCA 50 (Orientation to Primary Care Associate Program) | Ongoing |
| PCA 56B: Core Medicine II | L. Hirahoka | Prereq: PCA 56A (Core Medicine I) | Ongoing |
| RSPT 51A: Introduction to Respiratory Anatomy & Physiology | B. Hanning | Prereqs: BIOL 40A, 40B & 40C (Human Anatomy & Physiology I, II & III) | New for 2017-18 catalog |
| RSPT 53B: Advanced Respiratory Therapy Pharmacology | B. Hanning | Prereq: RSPT 53A (Introduction to Respiratory Therapy Pharmacology) | Ongoing |
| RSPT 60C: Pulmonary Diagnostics | B. Hanning | Prereq: RSPT 51C (Patient Assessment & Pulmonary Disease) | Ongoing |
| R T 55B: Principles of Radiologic Technology II | R. Campbell | Prereq: R T 55A (Principles of Radiologic Technology I) | Re-sequenced for 2017-18 catalog |
| R T 55C: Principles of Radiologic Technology III | R. Campbell | Prereq: R T 55B (Principles of Radiologic Technology II) | Re-sequenced for 2017-18 catalog |
| R T 64: Fluoroscopy | J. Key | Prereq: R T 55C (Principles of Radiologic Technology III) | Ongoing |
| SPAN 4: Intermediate Spanish I | E. Coffin | Prereq: SPAN 3 (Elementary Spanish III) | Ongoing |
| SPAN 5: Intermediate Spanish II | E. Coffin | Prereq: SPAN 4 (Intermediate Spanish I) | Ongoing |
| SPAN 6: Intermediate Spanish III | E. Coffin | Prereq: SPAN 5 (Intermediate Spanish II) | Ongoing |
| SPAN 25A: Advanced Composition & Reading I | E. Coffin | Prereq: SPAN 6 (Intermediate Spanish III) | Ongoing |
| SPAN 25B: Advanced Composition & Reading II | E. Coffin | Prereq: SPAN 25A (Advanced Composition & Reading I) | Ongoing |

College Curriculum Committee Topic Schedule 2016-17

June 21, 2016

Pending Topics

| Topic | Summary | Discussion Schedule | Priority |
|--|--|---------------------|----------|
| Department Review of CORs | Is there a global review of all courses by department? In some areas, the pre/coreqs do not align or there is reference to CORs that no longer exist. | 2016-17 | |
| Student Preparedness | Discussion regarding how prepared our students are for courses. Do they seem to be prepared enough in English? Math? Mention of requisite recency conversation. | 2016-17 | Priority |
| Review local GE area requirements | Many feel that local GE requirements are more rigid than need be, and that this may negatively affect course options per local GE areas. We will revisit GE area requirements. | 2016-17 | |
| Curriculum Sheet Approval | What process is used by divisions to approve curriculum sheets? | 2016-17 | |
| High School Articulation | Discussion/updates regarding Foothill College high school articulation | 2016-17 | |
| Substantial vs Non-Substantial COR Changes | Clarification of this terminology. Is it possible to fast track certain changes? | 2016-17 | |
| Equity Across our Curriculum | Equity is a focus for our campus. How do we approach campus wide curriculum with an equity lens? | 2016-17 | Priority |
| Academic Integrity | Discuss concerns, decide best avenue for further discussion/action. | 2016-17 | Priority |
| Support for division curriculum committees | Discuss ways to better support CCC reps, in order to better divide curricular work. | 2016-17 | |
| Reverse Articulation | Discussion regarding how courses from other colleges match up with ours, especially with the semester/quarter conversion. | 2016-17 | |
| | | | |
| | | | |
| | | | |

Ongoing Topics

| Topic | Proposed Action |
|-------|---|
| ADTs | As new TMCs are approved and published, discipline faculty will continue to apply for those degrees for which FH has local programs and/or will develop |

College Curriculum Committee

Topic Schedule 2016-17

| | |
|--|--|
| | courses and degree programs as appropriate for our community. |
| C-ID (State-wide Course Identification Numbering System) | As C-ID descriptors and TMCs continue to be developed, faculty will continue to collaborate in development of standards by which individual courses may be assigned. |
| Content Review | As courses are updated or new courses created, Content Review will be done for all prerequisites and co-requisites. |
| District Equivalency | On-going work to identify equivalent courses across our district. |
| Curricular Process Training | Provide training in order for more faculty to better understand campus curricular process |
| | |
| | |
| | |

ATTACHMENT 1

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS: Credit Course Approval

Section 55100 of article 1 of subchapter 2 of chapter 6 of Division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55100. Credit Course Approval.

(a) The governing board of each community college district shall establish policies for, and may approve individual degree-applicable courses pursuant to section 55002 which are offered as part of an educational program approved by the Chancellor pursuant to section 55130. Such courses need not be separately approved by the Chancellor.

(b) ~~Effective for courses to be offered beginning in Fall 2007, a~~ A community college district may, ~~until December 31, 2012,~~ approve and offer nondegree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program without separate approval by the Chancellor. The Chancellor will conduct a periodic review to ensure that ~~provided that the districts continuously~~ complies are in compliance with the following requirements:

(1) the college curriculum committee and district governing board have approved each such course pursuant to section 55002;

~~(2) the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs;~~

~~(3)~~ (2) no course which has previously been denied separate approval by the Chancellor or is part of a program that has been disapproved by the Chancellor may be offered pursuant to this subdivision unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the college curriculum committee and district governing board;

~~(4) no group of courses approved pursuant to this subdivision which total 18 or more semester units or 27 or more quarter units in a single four-digit Taxonomy of Programs code may be linked to one another by means of prerequisites or corequisites;~~

~~(5) no student may be permitted to count 18 or more semester units or 27 or more quarter units of coursework approved pursuant to this subdivision toward satisfying the requirements for a certificate or other document evidencing completion of an educational program or towards a major or area of emphasis for completion of an associate degree; and~~

~~(6)~~ (3) the district promptly reports all courses approved pursuant to this subdivision to the Chancellor through the Chancellor's Office Curriculum Inventory and Management Information Systems.

~~(d)~~ (c) Effective January 1, 2013, or earlier if so required by subdivision (c), the

~~governing board of each community college district~~ Districts shall separately submit for approval to the Chancellor all courses which are not part of any approved educational program by the Chancellor for certification of compliance with all requirements ~~at nondegree-applicable credit courses and individual degree-applicable credit courses which are not part of any approved education program~~ pursuant to sections 55000 et seq., and the Program and Course Approval Handbook pursuant to section 55000.5.

~~(c)~~ (d) The Chancellor may, at any time, terminate the ability of a district to offer courses pursuant to subdivisions (b) and (c) if he or she determines that a district has failed to comply with all of the conditions set forth in ~~that~~ those subdivisions until such time a district demonstrates compliance with all requirements for certification. ~~In that event, the district will become immediately subject to the requirements of subdivision (d).~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

WestlawNext California Code of Regulations[Home Table of Contents](#)**§ 55002. Standards and Criteria for Courses.**

5 CA ADC § 55002

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 5. Education

Division 6. California Community Colleges

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article 1. Program, Course and Class Classification and Standards

5 CCR § 55002

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing

with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

- (1) is approved by the district governing board;
- (2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
- (3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
- (4) is conducted in accordance with a predetermined strategy or plan;
- (5) is open to all members of the community willing to pay fees to cover the cost of the offering; and
- (6) may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. Amendment of subsection (a) filed 12-28-83; effective upon filing pursuant to Government Code section 11346.2(d) (Register 83, No. 53).
2. Amendment filed 5-18-84; effective thirtieth day thereafter (Register 84, No. 20).
3. Repealer and new section filed 10-7-88; operative 11-6-88 (Register 88, No. 42).
4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
5. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).
6. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).
7. Editorial correction of History 4 (Register 95, No. 20).
8. Amendment filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).
9. Amendment of subsection (c)(1) filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).
10. Amendment of section heading and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

11. Amendment of subsections (a)(5) and (b)(5) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

This database is current through 5/9/14 Register 2014, No. 19

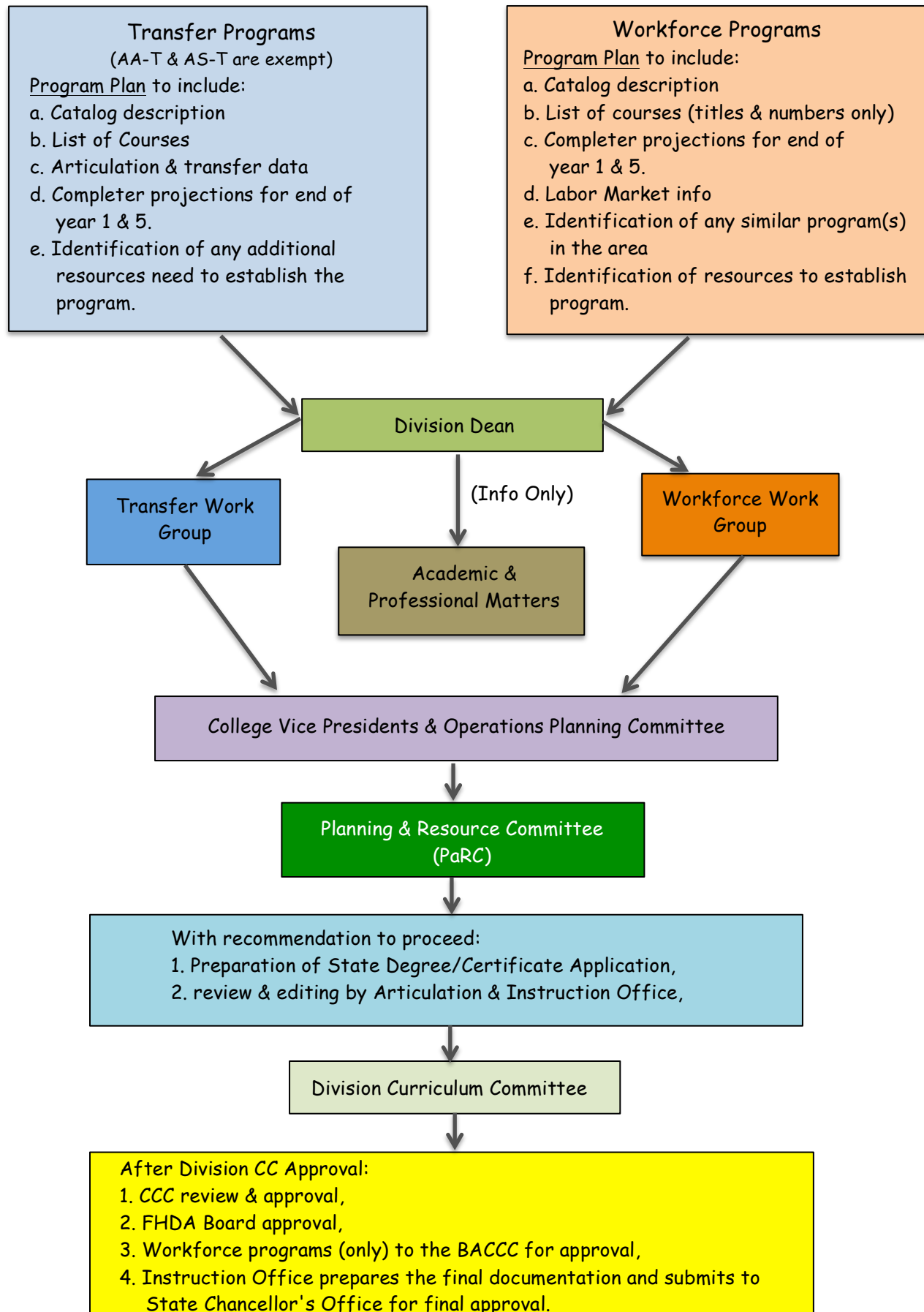
5 CCR § 55002, 5 CA ADC § 55002

END OF DOCUMENT

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Program Creation & Approval Flow Chart



Program Creation Guidelines

Each Division or program area identify new programs of **any unit value**, significant program expansions of other initiatives based on program review, changing demographics, workforce needs, developing technologies, etc. The Foothill College Governance Handbook has included some thoughtful requirements for establishing these "new" programs. The following information is a suggested guide to fulfill the process requirements outlined in the Program Creation section of the Handbook.

There are two types of programs: Workforce and Transfer¹. The differentiation for programs is determined by the State TOP code assigned to every program. Workforce Programs are those programs that focus on providing the knowledge and skills for a particular job or industry. Transfer Programs provide the groundwork course offerings that prepare students to transfer to four-year institutions.

If you are unsure of the TOP code for your proposed program, see the Curriculum Coordinator, Admin Bldg, Room 1925 or call at x 7439.

- A. Prepare a Program Plan², based on the type of program (workforce or transfer), that includes the following:
 1. Workforce Program Plan should include:
 - a. Catalog Description
 - b. List of courses (titles and numbers only)
 - c. Completer Projections (upon full establishment of the program)
 - d. Labor Market information
 - e. Identification of any similar program(s) in the area
 - f. Identification of any resources that would be needed to establish the program (i.e. faculty, equipment, licensing, etc.)
 2. Transfer Program Plan should include:
 - a. Catalog Description
 - b. List of courses
 - c. Articulation and transfer data
 - d. Identification of existing program(s) at CSU/UCs
 - e. Completer Projections (upon full establishment of the program)
 - f. Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.)
- B. The Plan is submitted, through your Division Dean, to the Workforce Workgroup or the Transfer Workgroup (whichever is appropriate) for review and feedback. Simultaneously, the Division Dean also notifies the Academic & Professional Matters group.
- C. The Plan and workgroup feedback is then forwarded to the Vice Presidents to determine if adequate resources are available (B budget, faculty, staff, facilities, etc.).
- D. The Plan and all feedback are then forwarded to PaRC for the final recommendation to the President. If the President determines that the program should proceed, the appropriate Vice President will notify the Dean, who will in turn notify the faculty proposer of the decision and return the plan and all feedback.
- E. The Degree/Certificate Program Application, required by the State Chancellor's Office, should now be prepared by the faculty and forwarded to the Instruction Office. The Curriculum Coordinator will review and recommend any possible edits to the faculty. The Articulation Officer will also review all transfer program applications and make suggestions where appropriate. When the document is complete, it will be included on the agenda for the next available Division Curriculum Committee meeting.
- F. Upon Division Curriculum Committee approval, the application will be forwarded to the Instruction Office for inclusion on the next available College Curriculum Committee agenda for approval.
- G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendaized at the next available Board meeting.
- H. Upon FHDA Board approval:
 - a. Workforce program applications will be sent to the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the State Chancellor's Office.
 - b. Transfer program applications and all attachments will be submitted by the Instruction Office to the State Chancellor's Office.

¹ AA-T and AS-T degree programs are exempt from these requirements.

² All items will be required in the State Application.

Program Creation Process Sign-Off

Program Title:

Program Units:

Division:

Proposing Faculty name(s):

Type of Program: _____ Transfer or _____ Workforce

Type of Award:

_____ Non-transcriptable certificate

_____ Certificate of Achievement

_____ AA/AS Degree

Documentation checklists:

Transfer documentation

_____ Catalog Description

_____ List of Courses

_____ Articulation & transfer data

_____ Identification of existing program(s) at CSU/UCs

_____ Completer Projections

_____ Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.)

Workforce documentation

_____ Catalog Description

_____ List of Courses

_____ Completer Projections

_____ Labor Market information

_____ Identification of any similar program(s) in the area

_____ Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.)

Transfer/Workforce Work Group:
Comments:

☐ **Recommended**

☐ **Not Recommended**

Work Group Signature: _____

Date: _____

Supervising Vice President:

☐ **Recommended**

☐ **Not Recommended**

Comments:

Vice President Signature: _____

Date: _____

Planning & Resource Committee:

☐ **Recommended**

☐ **Not Recommended**

Comments:

PaRC Signature: _____

Date: _____

Division Curriculum Committee:

☐ **Recommended**

☐ **Not Recommended**

Comments:

Division CC Signature: _____

Date: _____

Following the review by the listed committees, this form should be forwarded to the Office of Instruction.

10/22/14

Foothill College: Academic Program Awards and Related Student Headcount, 2013-14 to 2015-16

Introduction

The following document summarizes data in the 2015-16 MIS SP report¹ for Foothill College, which was submitted to the California Community College Chancellor's Office (CCCCO) on September of 2016. The MIS SP report allows analysts to identify students who were awarded any degree or certificate at a community college during a specific academic year, the area of studies for the award, and the title for the award (only those approved by CCCCCO). This document also includes related statistics for the two prior academic years to help readers construct a frame of reference to help identify (1) data issues in the report; (2) trends for the last three academic years regarding significant increases or declines in the number of awards and student headcounts for degrees, certificates, or specific programs at the College; and (3) preliminary figures to help validate data for related reports (e.g., IPEDS², Gainful Employment³).

Procedures

For degrees, award and student headcount figures were calculated at three levels: degree type (i.e., associate in arts, associate in arts for transfer, associate in science, and associate in science for transfer), program area (as identified by the first four characters of TOP⁴ code for the program), and program title as stated in

¹ For more information, visit:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentProgramAward.aspx>

² Information about IPEDS can be found at: <http://nces.ed.gov/ipeds/>.

³ Information about Gainful Employment can be found at:

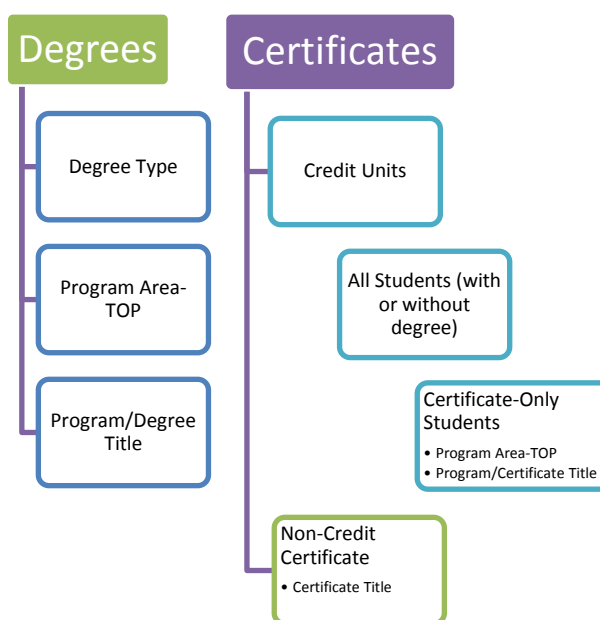
<https://ifap.ed.gov/GainfulEmploymentInfo/indexV2.html>.

⁴ TOP (Taxonomy of Program) code allows analysts to identify the discipline or area of studies (major) for the program (certificate or award). More information available at: http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf.

the CCCC curriculum inventory.⁵ For certificates not approved (not available in the inventory), the title provided by in the information system (i.e., Banner, SMRPRLE screen) was used instead.

Specific to certificates, figures are provided by certificate type, based on the number of units, for two groups: (1) all students who were awarded a certificate, independently of being also awarded a degree during the same year, and (2) for certificate-only students, which excludes students who earned a degree during the same year at the college. For the certificate-only students (i.e., applicable for Gainful Employment reports), data is also provided at the program area and certificate title levels. For non-credit credit certificates, headcount figures are provided by program title. See Figure 1 for an illustration of how the data was segregated for the analyses.

Figure 1. Data Segregation for Calculating Awards and Student Headcount Statistics for Degree and Certificates



⁵ Titles in the CCCC Curriculum Inventory were used to encourage users to become familiar with on this system. More information available at: <http://curriculum.cccco.edu/>. Also, using formal titles avoids creating duplicated records for what is essentially the same program.

Findings

- Data on Table D1 shows a 45% (654 to 947) increase in the number of students who were awarded a degree at Foothill College, compared to the number for 2013-14. The largest increase was for the associate degree in arts for transfer, which showed a 503% increase (40 to 241).
- There is no evidence that the significant increase in degrees shown in Table D1 (45% increase) is mainly due to the processing of a backlog of degree applications. For students who attended the College the same academic year of the award, the headcount increase for degrees is four percentage points less or 41% (589 to 833).
- Table D3 shows figures for student headcount by academic year and area of studies, as indicated by the first four digits of program TOP code. The data in this table, which is in descending order of total headcount, shows that *Social Sciences* is the area with the most degrees reported, with a 98% increase (109 to 216) in the last three year. After taking into account total headcount and percent change, program areas showing a significant decline in the number of degrees include: *Dental Occupations* (-24%, 41 to 31), *Animal Science* (-26%, 35 to 26), *Accounting* (-26%, 31 to 23), and *Radiologic Technology* (-32%, 31 to 21).
- Data in Table 4 identifies the program areas in which some students had been awarded more than one degree within the last three academic years. At Foothill, the main areas of study where some students have been awarded more than one degree include *Psychology* (30), *Speech Communication* (14), and *Sociology* (12). Data in Table D5 suggest that for certain areas, such as *Psychology*, the coursework for some students may have been applicable to different type of degrees offered within the same area (e.g., the associate degree and the degree for transfer).
- In Table D5, student headcounts are provided by program title in the CCCCCO curriculum inventory. Because the data refers to specific programs, including degree type, the figures may provide a more nuance picture of how the programs within the same area may be competing with each other or coalescing into one program. For instance, in the area of *Psychology* the degree for transfer showed significant increase in student headcount (211%,

28 to 87), while the regular associate for arts showed a decline (-35%, 52 to 34). The *Business Administration* area also shows a similar trend. As a program area, headcount figures for *Business Administration* more than doubled in the last three years. However, as the headcount for the degree-for-transfer increased during the last two years (319%, 16 to 67), the figures for the regular associate degree decreased (50%, 30 to 15) during the period. Another interesting fact shown by the data in this table is that the *Primary Care Associate*, which total costs for tuition and fees for California residents is estimated at more than \$50,000, is the program with the third largest student headcount (124) during the last three academic years at Foothill College.

- For non-degree program or certificates, data in Table C1 show headcounts for all students, independently of whether they were also awarded a degree. Table C2 includes only those students who were not awarded a degree during the same year they were awarded the certificate.
- Data in Table C1 show a decline of 1% (529 from 534) for the number of students who were awarded a certificate in 2015-16, when compared to the number for 2013-14. For students who were awarded only certificates during the academic year, certificate-only students, headcount figures showed a decline of 8% (325 from 343).
- Data in Table C3 show headcount figures for certificate-only students by program area. In this table, the data show that the area of *General Liberal Arts and Sciences* accounted for more than 85% (875 of 1021) of all certificate-only students for the last three academic years. This area, which relates to transfer studies, showed a decline in student headcount of 7% (300 to 280) between 2014-15 and 2015-16. In specific, data in Table C4 show a decline of 2% for *IGETC* (266 to 261) and a 44% decline for *CSU Education-Breadth* (34 to 19).
- None of the certificates in Table C4 has a student headcount of at least ten for 2015-16, or the sample size required for computing statistics related to on-time completion and debt amount for Gainful Employment disclosures.
- Regarding non-credit certificates, only data for the last two academic years were used to calculate headcount change and headcount percent change because in 2013-14 data were submitted for only one of the non-credit

programs. For the two non-credit programs at Foothill, data in Table C5 show a decline in headcount for the last two academic years in both areas: Mathematical Foundations (8%, 23 from 25) and Geriatric Home Aide (22%, 29 from 37).

Table D1. Foothill College: Award Count and Headcount by Degree Type and Academic Year, 2013-14 to 2015-16

| Degree Type | Academic Period | | | | | | Three-Year Statistics | | | |
|-------------------------------|-----------------|------------|------------|------------|--------------|------------|-----------------------|------------|----------------|------------|
| | 2013-14 | | 2014-15 | | 2015-16 | | Count Change | | Percent Change | |
| | Awards | Students | Awards | Students | Awards | Students | Awards | Students | Awards | Students |
| Associate in Arts | 404 | 365 | 391 | 346 | 458 | 426 | 54 | 61 | 13% | 17% |
| Associate in Arts-Transfer | 40 | 40 | 119 | 114 | 254 | 241 | 214 | 201 | 535% | 503% |
| Associate in Science | 266 | 260 | 313 | 306 | 286 | 276 | 20 | 16 | 8% | 6% |
| Associate in Science-Transfer | - | - | 22 | 22 | 101 | 99 | 101 | 99 | - | - |
| Total | 710 | 654 | 845 | 754 | 1,099 | 947 | 389 | 293 | 55% | 45% |

Notes

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

The data showed an increase of 45% for the number of students who earned a degree in 2015-16 at Foothill College, compared to the number for 2013-14. Associate degrees for transfer accounted for about 33% of all degrees awarded in 2015-16 at Foothill College, almost double the percentage figure for 2014-15 (17%).

Table D2. Foothill College: Headcount for Students who earned at least one Degree by Academic Year and Last Year of Attendance at the College

| | Academic Year for Degree | | | | | | | |
|----------------------------------|--------------------------|---------|---------|---------|---------|---------|--------------|----------------|
| | 2013-14 | | 2014-15 | | 2015-16 | | | |
| Last Year for College Attendance | Count | Percent | Count | Percent | Count | Percent | Count Change | Percent Change |
| Prior Academic Year | 65 | 10% | 57 | 8% | 114 | 12% | 49 | 75% |
| Current Academic Year | 589 | 90% | 697 | 92% | 833 | 88% | 244 | 41% |
| Total | 654 | 100% | 754 | 100% | 947 | 100% | 293 | 45% |

Notes

Prior Academic Year: Students who were awarded at least one degree during the academic year, but the last term they attended the college was during a prior academic year.

Current Academic Year: Students who attended the college during the academic year they were awarded the degree. They may have continued attending the college after the degree was awarded.

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

Table D3. Foothill College: Headcount by Degree Program Area and Academic Year, 2013-14 to 2015-16

| TOP Code-Program | Academic Year | | | Three-Year Statistics | | |
|---|---------------|---------|---------|-----------------------|--------|----------------|
| | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| 2201-Social Sciences | 109 | 103 | 216 | 428 | 107 | 98% |
| 2001-Psychology | 76 | 83 | 106 | 261 | 30 | 39% |
| 0505-Business Administration | 38 | 44 | 80 | 162 | 42 | 111% |
| 1506-Speech Communication | 36 | 45 | 69 | 149 | 33 | 92% |
| 1206-Physician's Assistant | 35 | 41 | 48 | 124 | 13 | 37% |
| 2208-Sociology | 21 | 50 | 51 | 120 | 30 | 143% |
| 1240-Dental Occupations | 41 | 37 | 31 | 107 | -10 | -24% |
| 0102-Animal Science | 35 | 37 | 26 | 98 | -9 | -26% |
| 0502-Accounting | 31 | 31 | 23 | 85 | -8 | -26% |
| 4902-Biological and Physical Sciences (and Mathematics) | 17 | 36 | 24 | 77 | 7 | 41% |
| 1210-Respiratory Care/Therapy | 21 | 25 | 25 | 71 | 4 | 19% |
| 1225-Radiologic Technology | 31 | 19 | 21 | 71 | -10 | -32% |
| 2204-Economics | 11 | 20 | 41 | 71 | 30 | 273% |
| 1305-Child Development/Early Care and Education | 14 | 13 | 22 | 49 | 8 | 57% |
| 1227-Diagnostic Medical Sonography | 17 | 15 | 16 | 48 | -1 | -6% |
| 0706-Computer Science (Transfer) | 9 | 12 | 25 | 45 | 16 | 178% |
| 1221-Pharmacy Technology | 13 | 20 | 10 | 43 | -3 | -23% |
| 1701-Mathematics | 4 | 14 | 24 | 41 | 20 | 500% |
| 0401-Biology | 9 | 15 | 13 | 37 | 4 | 44% |
| 2202-Anthropology | 9 | 14 | 14 | 37 | 5 | 56% |

| TOP Code-Program | Academic Year | | | Three-Year Statistics | | |
|--|---------------|---------|---------|-----------------------|--------|----------------|
| | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| 1005-Commercial Music | 11 | 15 | 9 | 35 | -2 | -18% |
| 1251-Paramedic | 9 | 14 | 11 | 34 | 2 | 22% |
| 0109-Horticulture | 9 | 10 | 14 | 33 | 5 | 56% |
| 1030-Graphic Art and Design | 11 | 8 | 13 | 32 | 2 | 18% |
| 1002-Art | 10 | 9 | 12 | 31 | 2 | 20% |
| 2205-History | 6 | 9 | 11 | 26 | 5 | 83% |
| 1501-English | 11 | 5 | 9 | 25 | -2 | -18% |
| 2207-Political Science | 6 | 7 | 11 | 23 | 5 | 83% |
| 1007-Dramatic Arts | 4 | 6 | 8 | 18 | 4 | 100% |
| 0835-Physical Education | 7 | 6 | 4 | 17 | -3 | -43% |
| 0901-Engineering | 6 | 6 | 5 | 17 | -1 | -17% |
| 1004-Music | 5 | 4 | 7 | 16 | 2 | 40% |
| 1011-Photography | 7 | 4 | 4 | 15 | -3 | -43% |
| 1270-Kinesiology | 0 | 5 | 10 | 15 | 10 | - |
| 1108-Japanese | 1 | 5 | 8 | 14 | 7 | 700% |
| 1105-Spanish | 2 | 3 | 7 | 12 | 5 | 250% |
| 1228-Athletic Training and Sports Medicine | 2 | 7 | 2 | 11 | 0 | 0% |
| 0809-Special Education | 5 | 3 | 1 | 9 | -4 | -80% |
| 1902-Physics | 3 | 3 | 3 | 9 | 0 | 0% |
| 0508-International Business and Trade | 2 | 3 | 3 | 8 | 1 | 50% |
| 1905-Chemistry | 0 | 2 | 6 | 8 | 6 | - |
| 1006-Technical Theater | 0 | 3 | 4 | 7 | 4 | - |
| 1401-Law | 4 | 1 | 0 | 5 | -4 | -100% |

| TOP Code-Program | Academic Year | | | Three-Year Statistics | | |
|--|---------------|---------|---------|-----------------------|--------|----------------|
| | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| 2206-Geography | 2 | 2 | 1 | 5 | -1 | -50% |
| 4903-Humanities | 2 | 1 | 2 | 5 | 0 | 0% |
| 1509-Philosophy | 1 | 2 | 1 | 4 | 0 | 0% |
| 0511-Real Estate | 0 | 1 | 1 | 2 | 1 | - |
| 0708-Computer Infrastructure and Support | 0 | 2 | 0 | 2 | 0 | - |
| 0999-Other Engineering and Related Industrial Technologies | 2 | 0 | 0 | 2 | -2 | -100% |
| 1001-Fine Arts | 0 | 1 | 1 | 2 | 1 | |
| 0707-Computer Software Development | 1 | 0 | 0 | 1 | -1 | -100% |
| 0952-Construction Crafts Technology | 0 | 1 | 0 | 1 | 0 | |

Notes

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

TOP: Taxonomy of Programs where programs are classified by discipline (first two digits) and area (first four digits).

Table D4. Foothill College: Headcount for Program Areas with Students Awarded More than One Degree between 2013-14 to 2015-16

| TOP Code-Program | Multiple Degree Student Headcount |
|----------------------------------|--|
| 2001-Psychology | 30 |
| 1506-Speech Communication | 14 |
| 2208-Sociology | 12 |
| 0505-Business Administration | 6 |
| 0706-Computer Science (Transfer) | 6 |
| 1701-Mathematics | 4 |
| 2207-Political Science | 3 |
| 2205-History | 3 |
| 1240-Dental Occupations | 2 |
| 1002-Art | 2 |
| 0809-Special Education | 1 |
| 2204-Economics | 1 |
| 2202-Anthropology | 1 |
| 1902-Physics | 1 |

Table D4 identifies the program areas with students who were awarded more than one degree (different degrees, same program area) at the College during the last three academic years.

Table D5. Foothill College: Headcount by Program Title, Degree Type, and Academic Year, 2013-14 to 2015-16

| Program Title | Degree Type | Academic Year | | | Three-Year Statistics | | |
|--------------------------------|-------------|---------------|---------|---------|-----------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| General Studies/Social Science | AA | 109 | 103 | 216 | 428 | 107 | 98% |
| Psychology | AA-T | 28 | 55 | 87 | 170 | 59 | 211% |
| Primary Care Associate | AS | 35 | 41 | 48 | 124 | 13 | 37% |
| Psychology | AA | 52 | 35 | 34 | 121 | -18 | -35% |
| Communication Studies | AA | 36 | 42 | 30 | 108 | -6 | -17% |
| Veterinary Technology | AS | 35 | 37 | 26 | 98 | -9 | -26% |
| Accounting | AA | 31 | 31 | 23 | 85 | -8 | -26% |
| Business Administration | AS-T | 0 | 16 | 67 | 83 | 67 | - |
| Business Administration | AA | 38 | 30 | 15 | 83 | -23 | -61% |
| General Studies: Science | AS | 17 | 36 | 24 | 77 | 7 | 41% |
| Respiratory Therapy | AS | 21 | 25 | 25 | 71 | 4 | 19% |
| Radiologic Technology | AS | 31 | 19 | 21 | 71 | -10 | -32% |
| Sociology | AA-T | 10 | 30 | 28 | 68 | 18 | 180% |
| Dental Hygiene | AS | 25 | 23 | 20 | 68 | -5 | -20% |
| Sociology | AA | 11 | 28 | 25 | 64 | 14 | 127% |
| Communication Studies | AA-T | 0 | 4 | 51 | 55 | 51 | - |
| Diagnostic Medical Sonography | AS | 17 | 15 | 16 | 48 | -1 | -6% |
| Pharmacy Technician | AS | 13 | 20 | 10 | 43 | -3 | -23% |
| Economics | AA-T | 0 | 8 | 34 | 42 | 34 | - |
| Child Development Teacher | AA | 14 | 13 | 15 | 42 | 1 | 7% |
| Dental Assisting | AS | 16 | 14 | 11 | 41 | -5 | -31% |

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| Program Title | Degree Type | Academic Year | | | Three-Year Statistics | | |
|-------------------------------------|-------------|---------------|---------|---------|-----------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| Computer Science | AS | 9 | 9 | 20 | 38 | 11 | 122% |
| Biological Sciences | AS | 9 | 15 | 13 | 37 | 4 | 44% |
| Music Technology | AA | 11 | 15 | 9 | 35 | -2 | -18% |
| Paramedic | AS | 9 | 14 | 11 | 34 | 2 | 22% |
| Environmental Horticulture & Design | AS | 9 | 10 | 14 | 33 | 5 | 56% |
| Graphic and Interactive Design | AA | 11 | 8 | 13 | 32 | 2 | 18% |
| Economics | AA | 11 | 12 | 7 | 30 | -4 | -36% |
| Mathematics | AS | 4 | 12 | 11 | 27 | 7 | 175% |
| Art: General | AA | 7 | 8 | 9 | 24 | 2 | 29% |
| Anthropology | AA | 9 | 10 | 2 | 21 | -7 | -78% |
| Mathematics | AS-T | 0 | 3 | 15 | 18 | 15 | - |
| English | AA | 10 | 2 | 6 | 18 | -4 | -40% |
| Anthropology | AA-T | 0 | 4 | 13 | 17 | 13 | - |
| Theatre Arts | AA | 4 | 6 | 7 | 17 | 3 | 75% |
| Engineering | AS | 6 | 6 | 5 | 17 | -1 | -17% |
| Physical Education | AA | 7 | 6 | 4 | 17 | -3 | -43% |
| Music: General | AA | 5 | 4 | 7 | 16 | 2 | 40% |
| Kinesiology | AA-T | 0 | 5 | 10 | 15 | 10 | - |
| History | AA-T | 1 | 3 | 11 | 15 | 10 | 1000% |
| Traditional Photography | AA | 7 | 4 | 4 | 15 | -3 | -43% |
| Japanese | AA | 1 | 5 | 8 | 14 | 7 | 700% |
| History | AA | 5 | 6 | 3 | 14 | -2 | -40% |

| Program Title | Degree Type | Academic Year | | | Three-Year Statistics | | |
|--------------------------------|-------------|---------------|---------|---------|-----------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| Computer Science | AS-T | 0 | 3 | 10 | 13 | 10 | - |
| Political Science | AA-T | 0 | 2 | 11 | 13 | 11 | - |
| Political Science | AA | 6 | 6 | 1 | 13 | -5 | -83% |
| Athletic Injury Care | AS | 2 | 7 | 2 | 11 | 0 | 0% |
| Spanish | AA | 2 | 1 | 6 | 9 | 4 | 200% |
| Chemistry | AS | 0 | 2 | 6 | 8 | 6 | - |
| Business International Studies | AA | 2 | 3 | 3 | 8 | 1 | 50% |
| Physics | AS | 3 | 3 | 2 | 8 | -1 | -33% |
| Theatre Technology | AA | 0 | 3 | 4 | 7 | 4 | - |
| Early Childhood Education | AS-T | 0 | 0 | 7 | 7 | 7 | - |
| English | AA-T | 1 | 3 | 3 | 7 | 2 | 200% |
| Adaptive Fitness Therapy | AA | 5 | 2 | 0 | 7 | -5 | -100% |
| Geography | AS | 2 | 2 | 1 | 5 | -1 | -50% |
| General Studies: Humanities | AA | 2 | 1 | 2 | 5 | 0 | 0% |
| Law & Society (Pre-Law) | AA | 4 | 1 | 0 | 5 | -4 | -100% |
| Art History | AA | 2 | 1 | 1 | 4 | -1 | -50% |
| Special Education | AA | 0 | 2 | 1 | 3 | 1 | - |
| Spanish | AA-T | 0 | 2 | 1 | 3 | 1 | - |
| Studio Art | AA | 1 | 1 | 1 | 3 | 0 | 0% |
| Philosophy | AA | 1 | 1 | 1 | 3 | 0 | 0% |
| Business Administration | AA-T | 0 | 1 | 1 | 2 | 1 | - |
| Real Estate Broker | AA | 0 | 1 | 1 | 2 | 1 | - |
| Enterprise Networking | AS | 0 | 2 | 0 | 2 | 0 | - |

| Program Title | Degree Type | Academic Year | | | Three-Year Statistics | | |
|-------------------------------|-------------|---------------|---------|---------|-----------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| Art History | AA-T | 0 | 1 | 1 | 2 | 1 | - |
| Studio Arts | AA-T | 0 | 0 | 2 | 2 | 2 | - |
| Physics | AS-T | 0 | 0 | 2 | 2 | 2 | - |
| Nanoscience | AS | 2 | 0 | 0 | 2 | -2 | -100% |
| General Electrician | AS | 0 | 1 | 0 | 1 | 0 | - |
| Theatre Arts | AA-T | 0 | 0 | 1 | 1 | 1 | - |
| Philosophy | AA-T | 0 | 1 | 0 | 1 | 0 | - |
| Computer Software Development | AS | 1 | 0 | 0 | 1 | -1 | -100% |

Notes

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

AA: Associate in Arts Degree

AS-T: Associate in Arts Degree for Transfer

AS: Associate in Science

AS-T: Associate in Science for Transfer

Table C1. Foothill College, All Students: Award and Student Headcount for Non-Degree Programs or Certificates, 2013-14 to 2015-16

| Certificate Units | Academic Period | | | | | | Three-Year Statistics | | | |
|-------------------|-----------------|----------|---------|----------|---------|----------|-----------------------|----------|----------------|----------|
| | 2013-14 | | 2014-15 | | 2015-16 | | Count Change | | Percent Change | |
| | Awards | Students | Awards | Students | Awards | Students | Awards | Students | Awards | Students |
| 18-23 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | - | - |
| 24-26 | 6 | 6 | 4 | 4 | 1 | 1 | -5 | -5 | -83% | -83% |
| 27-44 | 39 | 38 | 41 | 40 | 33 | 33 | -6 | -5 | -15% | -13% |
| 45-89 | 433 | 432 | 441 | 437 | 446 | 446 | 13 | 14 | 3% | 3% |
| > 89 | 58 | 58 | 54 | 54 | 49 | 49 | -9 | -9 | -16% | -16% |
| Total | 536 | 534 | 540 | 534 | 530 | 529 | -6 | -5 | -1% | -1% |

Notes

All Students: Refers to students who during the academic year were awarded at least one certificate at the college, independently of whether they were also awarded a degree on the same academic year.

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

Table C2. Foothill College, *Certificate-Only Students*: Award Count and Headcount for Non-Degree Programs or Certificates, 2013-14 to 2015-16

| Certificate Units | Academic Period | | | | | | Three-Year Statistics | | | |
|-------------------|-----------------|----------|---------|----------|---------|----------|-----------------------|----------|----------------|----------|
| | 2013-14 | | 2014-15 | | 2015-16 | | Count Change | | Percent Change | |
| | Awards | Students | Awards | Students | Awards | Students | Awards | Students | Awards | Students |
| 18-23 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | | |
| 24-26 | 5 | 5 | 3 | 3 | 0 | 0 | -5 | -5 | -100% | -100% |
| 27-44 | 17 | 17 | 33 | 32 | 24 | 24 | 7 | 7 | 41% | 41% |
| 45-89 | 324 | 324 | 305 | 305 | 298 | 298 | -26 | -26 | -8% | -8% |
| > 89 | 8 | 8 | 3 | 3 | 3 | 3 | -5 | -5 | -63% | -63% |
| Total | 354 | 354 | 344 | 343 | 326 | 325 | -28 | -29 | -8% | -8% |

Notes

Certificate-Only Students: Refers to students who during the academic year were awarded at least one certificate, but not a degree on the same academic year.
 Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

Table C3. Foothill College, *Certificate-Only Students*: Headcount for Certificates by Program Area and Academic Year, 2013-14 to 2015-16

| TOP Code-Program | Academic Year | | | Three-Year Statistics | | |
|--|---------------|---------|---------|-----------------------|--------|----------------|
| | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| 4901-General Liberal Arts and Sciences | 300 | 296 | 280 | 875 | -20 | -7% |
| 2206-Geography | 6 | 12 | 9 | 27 | 3 | 50% |
| 1221-Pharmacy Technology | 12 | 3 | 9 | 24 | -3 | -25% |
| 1240-Dental Occupations | 5 | 8 | 9 | 22 | 4 | 80% |
| 0109-Horticulture | 7 | 5 | 7 | 19 | 0 | 0% |
| 0502-Accounting | 1 | 7 | 3 | 11 | 2 | 200% |
| 1206-Physician's Assistant | 7 | 1 | 3 | 11 | -4 | -57% |
| 1005-Commercial Music | 3 | 3 | 3 | 9 | 0 | 0% |
| 0809-Special Education | 6 | 2 | 0 | 8 | -6 | -100% |
| 1030-Graphic Art and Design | 2 | 0 | 1 | 3 | -1 | -50% |
| 1227-Diagnostic Medical Sonography | 1 | 2 | 0 | 3 | -1 | -100% |
| 1011-Photography | 0 | 2 | 0 | 2 | 0 | - |
| 1251-Paramedic | 1 | 0 | 1 | 2 | 0 | 0% |
| 0430-Biotechnology and Biomedical Technology | 1 | 0 | 0 | 1 | -1 | -100% |
| 0999-Other Engineering and Related Industrial Technologies | 1 | 0 | 0 | 1 | -1 | -100% |
| 1002-Art | 0 | 1 | 0 | 1 | 0 | - |
| 1006-Technical Theater | 0 | 1 | 0 | 1 | 0 | - |
| 1305-Child Development/Early Care and Education | 1 | 0 | 0 | 1 | -1 | -100% |

Table C4. Foothill College, *Certificate-Only Students*: Headcount by Certificate Title and Academic Year, 2013-14 to 2015-16

| Certificate Title | Units | Academic Year | | | 2013-14 and 2015-16 Statistics | | |
|-------------------------------------|-------|---------------|---------|---------|--------------------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| IGETC | 45-89 | 266 | 267 | 261 | 793 | -5 | -2% |
| CSU General Education-Breadth | 45-89 | 34 | 29 | 19 | 82 | -15 | -44% |
| Advanced GIS | 27-44 | 6 | 12 | 8 | 26 | 2 | 33% |
| Pharmacy Technician | 45-89 | 12 | 3 | 9 | 24 | -3 | -25% |
| Dental Assisting | 27-44 | 5 | 8 | 9 | 22 | 4 | 80% |
| Environmental Horticulture & Design | 45-89 | 7 | 5 | 7 | 19 | 0 | 0% |
| Primary Care Associate | > 89 | 7 | 1 | 3 | 11 | -4 | -57% |
| Accounting | 27-44 | 1 | 6 | 2 | 9 | 1 | 100% |
| Music Technology | 27-44 | 3 | 1 | 3 | 7 | 0 | 0% |
| Adaptive Fitness Therapy | 24-26 | 5 | 2 | 0 | 7 | -5 | -100% |
| Diagnostic Medical Sonography | > 89 | 1 | 2 | 0 | 3 | -1 | -100% |
| Graphic and Interactive Design | 45-89 | 2 | 0 | 1 | 3 | -1 | -50% |
| Music Technology Pro Tools | 27-44 | 0 | 2 | 0 | 2 | 0 | - |
| Photography | 27-44 | 0 | 2 | 0 | 2 | 0 | - |
| Paramedic | 45-89 | 1 | 0 | 1 | 2 | 0 | 0% |
| Accounting | 24-26 | 0 | 1 | 0 | 1 | 0 | - |
| Art: General | 27-44 | 0 | 1 | 0 | 1 | 0 | - |
| Theatre Technology | 45-89 | 0 | 1 | 0 | 1 | 0 | - |
| Digital Imaging II | 27-44 | 0 | 1 | 0 | 1 | 0 | - |
| CPA Exam Preparation | 27-44 | 0 | 0 | 1 | 1 | 1 | - |
| Geographic Information Systems | 18-23 | 0 | 0 | 1 | 1 | 1 | - |

| Certificate Title | Units | Academic Year | | | 2013-14 and 2015-16 Statistics | | |
|---|-------|---------------|---------|---------|--------------------------------|--------|----------------|
| | | 2013-14 | 2014-15 | 2015-16 | Total Headcount | Change | Percent Change |
| Technology II | | | | | | | |
| Geographic Information Systems Technology I | 27-44 | 0 | 0 | 1 | 1 | 1 | - |
| Biotechnology | 45-89 | 1 | 0 | 0 | 1 | -1 | -100% |
| Spec Education Paraprofessional | 27-44 | 1 | 0 | 0 | 1 | -1 | -100% |
| Nanoscience | 27-44 | 1 | 0 | 0 | 1 | -1 | -100% |
| CHDV Teacher | 45-89 | 1 | 0 | 0 | 1 | -1 | -100% |

Notes

Three-Year Statistics: *Count Change* and *Percent Change* relate to figures for 2013-14 and 2015-16.

TOP: Taxonomy of Programs where programs are classified by discipline (first two digits) and area (first four digits).

Table C5. Foothill College, Non-Credit Certificates: Headcount by Certificate Title and Academic Year, 2013-14 to 2015-16

| Certificate Title | Hours | Academic Year | | | Total Headcount | Total Awards | 2014-15 to 2015-16 Statistics | |
|--|-------|---------------|---------|---------|-----------------|--------------|-------------------------------|--------------------------|
| | | 2013-14 | 2014-15 | 2015-16 | | | Headcount Change | Headcount Percent Change |
| Mathematical Foundations | 60 | 0 | 25 | 23 | 48 | 48 | -2 | -8% |
| Certificate of Completion in Geriatric Home Aide | 104 | 29 | 37 | 29 | 95 | 95 | -8 | -22% |