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

Item	Action	Attachment(s)	Presenter
1. Minutes: November 22, 2016	Action	#12/6/16-1	Escoto

2. Announcements
  a. New Course Proposal
  b. Notification of Proposed Requisites
	Information	
		#12/6/16-2
		#12/6/16-3
			Escoto

3. Consent Calendar a. GE Applications	Action	 #12/6/16-4—5	Escoto
4. Noncredit Subject Codes	2nd Read/ Action	#12/6/16-6	Escoto
5. New Program Application: Humanities Certificate of Achievement	2nd Read/ Action	#12/6/16-7	Escoto
6. Stand Alone Approval Request: ALTW 223	2nd Read/ Action	#12/6/16-8	Escoto
7. Stand Alone Approval Request: ALTW 229	2nd Read/ Action	#12/6/16-9	Escoto
8. Stand Alone Approval Request: NCEL 470	2nd Read/ Action	#12/6/16-10	Escoto
9. Stand Alone Approval Request: NCEL 471	2nd Read/ Action	#12/6/16-11	Escoto
10. Stand Alone Approval Request: NCEL 480	2nd Read/ Action	#12/6/16-12	Escoto
11. Stand Alone Approval Request: PSE 56	2nd Read/ Action	#12/6/16-13	Escoto
12. Apprenticeship Curriculum Committee Resolution	1st Read/ Possible Action	#12/6/16-14	Escoto
13. Stand Alone Approval Request: CNSL 8H	1st Read	#12/6/16-15	Escoto
14. Stand Alone Approval Request: NCP 400A	1st Read	#12/6/16-16	Escoto
15. Stand Alone Approval Request: NCP 400B	1st Read	#12/6/16-17	Escoto
16. Stand Alone Approval Request: NCP 401B	1st Read	#12/6/16-18	Escoto
17. Adding a Course Discipline	Discussion	#12/6/16-19	Escoto
18. Timing of List of Courses not Taught in Four Years	Discussion	#12/6/16-20	Escoto
19. Program Creation Process	Discussion		Escoto
20. Report Out from Division Reps	Discussion		All
21. Good of the Order			Escoto
22. Adjournment			Escoto

Consent Calendar:
Foothill General Education (attachments 4—5)
    Area VI—United States Cultures & Communities: ENGL 45A, 45B

Attachments:
    #12/6/16-1   Draft Minutes: November 22, 2016

#12/6/16-2   New Course Proposal: AHS 60
#12/6/16-3   CCC Notification of Proposed Requisites
#12/6/16-6   Noncredit Subject Codes Policy draft
#12/6/16-7   Humanities Certificate of Achievement Narrative
#12/6/16-8   Stand Alone Course Approval Request: ALTW 223
#12/6/16-9   Stand Alone Course Approval Request: ALTW 229
#12/6/16-10   Stand Alone Course Approval Request: NCEL 470
#12/6/16-11   Stand Alone Course Approval Request: NCEL 471
#12/6/16-12   Stand Alone Course Approval Request: NCEL 480
#12/6/16-13   Stand Alone Course Approval Request: PSE 56
#12/6/16-14   Resolution for Apprenticeship Curriculum Committee draft
#12/6/16-15   Stand Alone Course Approval Request: CNSL 8H
#12/6/16-16   Stand Alone Course Approval Request: NCP 400A
#12/6/16-17   Stand Alone Course Approval Request: NCP 400B
#12/6/16-18   Stand Alone Course Approval Request: NCP 401B
#12/6/16-19   ASCCC Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines
#12/6/16-20   Policy on Course Currency

2016-2017 Curriculum Committee Meetings:

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

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

2016-2017 Curriculum Deadlines:

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

2016-2017 Professional Development Opportunities & Conferences of Interest:

~~ASCCC 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

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2016-17

Meeting Date: _12/6/16_

<u>Co-Chairs (2)</u>

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

<u>Voting Membership (12 total; 1 vote per division)</u>

✓	Mark Anderson	7156	F A	andersonmark@fhda.edu
	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
✓	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
✓	Sara Cooper		BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Leticia Delgado (F)	7045	CNSL	delgadoleticia@fhda.edu
✓	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
✓	Valerie Fong	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@fhda.edu
	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
✓	Don MacNeil	6967	K A	macneildon@fhda.edu
✓	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
✓	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
✓	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

<u>Non-Voting Membership (4)</u>

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

<u>Visitors</u>

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College Curriculum Committee
Meeting Minutes
Tuesday, November 22, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: November 8, 2016	Minutes approved as written. **Approved by consent**.
2. Announcements	**Speaker: Isaac Escoto** Escoto noted upcoming panel at Foothill on Immigration, on 11/30.
a. New Course Proposal	The following proposal was presented: EDUC (course number TBD). Course is being developed to meet requirement for Elementary Education ADT. Day noted that course will not be submitted for IGETC (correction to proposal form) but will be submitted for general UC transferability.
b. CCC Co-Chair	This is the last year of Escoto's second term as Senate VP and Curriculum Co-Chair; will not be running for an additional term. Please reach out to Escoto with any questions regarding the role. Term ends at the end of the academic year. Note that senate constitution requires co-chair to have served on CCC within the previous three years.
c. New AP Legislation	**Speaker: Bernie Day** Recent mandate for ASCCC and CCCCO to develop common AP policy for all CA community colleges, regarding GE (local, CSU GE & IGETC) by the end of June, 2017. If not developed, colleges must adopt the AP policy for CSU GE as local policy, starting July. Day has reached out for further information, but has not yet received any additional insight. Note that this does not affect our local AP policy related to major courses—just for GE courses.
3. Noncredit Subject Codes	**Speaker: Isaac Escoto** First read of proposed Noncredit Subject Codes Policy document. Currently, most noncredit courses use a subject code starting with "NC," but some subject codes do contain both credit and noncredit courses. If adopted, policy would require noncredit courses to use subject codes starting with "NC." Bio Health concerned about impact on their students—moving noncredit courses out of EMR/EMT subject codes would mean students may not become aware of them, because they would not show up when students looking at courses in EMR/EMT in online search. Ong noted that students currently search for Adaptive Learning to find all AL courses, regardless of credit status—moving noncredit courses would affect those students, many of whom are students with disabilities. Suggestion to consider whether students specifically search for noncredit courses, or search for courses in a specific department regardless of credit status. Counseling noted that using specific "NC" designation for noncredit will be helpful, in terms of continuity; noted that students frequently have questions regarding which courses are transferable, so they may not be paying close attention to course numbering system (which currently separates noncredit, as 400-level). LaManque concerned that students may inadvertently register for noncredit version of EMT courses, for example. Suggestion to include "noncredit" within course title for noncredit

	courses in EMT, to prevent confusion. Question regarding whether or not a course can use "NC" subject code but still show up when a student searches for overall department (e.g., search for EMT department will return credit and noncredit courses, regardless of subject code). LaManque noted that he believes search function is restricted to subject code. Dave Huseman noted that, in the first week of the EMR/EMT program, students receive explanation regarding the two options of credit and noncredit, so that the student can make the appropriate decision. Noted that both credit and noncredit students may take national test at end of program and apply for the same job position upon passing, regardless of which version of courses taken. Question regarding the legality of offering same course as credit and noncredit—Bio Health clarified that specialized vocational does allow for this situation. Hueg noted that the state is encouraging colleges to create noncredit vocational programs, as a path to credit programs, but that students are unable to switch between credit and noncredit courses to fulfill program requirements. Escoto will put together list of nuances and comments expressed for reps to use in conversation with constituents. Second read and possible action will occur at next meeting.
4. New Department Code: EMS	**Speaker: Isaac Escoto** Bio Health has approved the creation of a new department/subject code of EMS (Emergency Medical Services). All current courses in EMR, EMT & EMTP will be moved to EMS; most course numbers will not change (see attachment for exceptions). This code will go into effect for the 2017-18 catalog. Note that new code of PARA, announced at 10/25/16 CCC meeting, will not be used, as it is already in use at De Anza. Huseman noted that listing all courses under one designation will make it clear to students how courses relate to one another, and the pathway for students within the department. Students have expressed confusion when trying to figure out sequence of courses. Noted that Santa Rosa uses a similar system.
5. Stand Alone Approval Request: EMT 50A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for EMT 50A. Motion to approve **M/S** (Schultz, Anderson). **Approved.**
6. Stand Alone Approval Request: EMT 51A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for EMT 51A. Motion to approve **M/S** (Schultz, Anderson). **Approved.**
7. Stand Alone Approval Request: EMT 401A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for EMT 401A. Noncredit version of EMT 50A. Motion to approve **M/S** (Schultz, Anderson). **Approved.**
8. Stand Alone Approval Request: EMT 402A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for EMT 402A. Noncredit version of EMT 51A. Motion to approve **M/S** (Schultz, Anderson). **Approved.**
9. New Program Application: Humanities Certificate of Achievement	**Speaker: Isaac Escoto** Item has been pulled from today's agenda, at the request of the faculty member. Will be postponed to next meeting.

10. New Program Application: Emergency Medical Technology Non-Credit Certificate	**Speaker: Isaac Escoto** Second read of new Emergency Medical Technology (EMT) noncredit certificate. Motion to approve **M/S** (Schultz, Cooper). **Approved.**
11. Stand Alone Approval Request: ALTW 223	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for ALTW 223. Course will be permanently Stand Alone. Second read and possible action will occur at next meeting.
12. Stand Alone Approval Request: ALTW 229	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for ALTW 229. Course will be permanently Stand Alone. Second read and possible action will occur at next meeting.
13. Stand Alone Approval Request: NCEL 470	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for NCEL 470. Course will be permanently Stand Alone. Suggestion to rewrite language in Criteria B section of application, which makes note of interviewing chefs and restaurant managers, to a more general statement. Second read and possible action will occur at next meeting.
14. Stand Alone Approval Request: NCEL 471	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for NCEL 471. Course will be permanently Stand Alone. Suggestion to rewrite language in Criteria B section of application, which makes note of interviewing chefs and restaurant managers, to a more general statement. Second read and possible action will occur at next meeting.
15. Stand Alone Approval Request: NCEL 480	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for NCEL 480. Course will be permanently Stand Alone. Second read and possible action will occur at next meeting.
16. Stand Alone Approval Request: PSE 56	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for PSE 56. Intent is to include in the new Instructional Design & Technology certificate. Second read and possible action will occur at next meeting.
17. Adding a Course Discipline	**Speaker: Isaac Escoto** Moved to next meeting, due to time constraint.
18. Foothill Courses Offered at Local High Schools	**Speaker: Isaac Escoto & Jazmine Garcia** Escoto noted recent resolution passed at Fall Plenary regarding dual enrollment programs. Garcia is CTE Pathways and Grants Program Coordinator. Garcia links high school (HS) pathways programs to Foothill programs; some HS offer programs and some offer stand alone CTE courses. No official definition of "dual enrollment" at the state level—definition used in Garcia's department is that the student is dually enrolled at the HS and the college. "Dual credit" (also called "concurrent enrollment") is when a student takes a college course that counts on HS transcript and college transcript. Example of Sports Medicine pathway at Palo Alto HS—noted that in spring semester of senior year, students not enrolled in pathway course, which is seen as opportunity for dual enrollment in a course as a bridge to a program here at Foothill. Garcia reviews pathway courses for possible articulation

	with Foothill courses. Articulation involves faculty and program directors from both schools. Articulated courses are HS-owned courses; after finishing course, student must submit form to Foothill to apply for Foothill credit. Question regarding Middle College's relationship—considered a form of dual enrollment. Question regarding a student taking, for example, KINS 1 at the HS level and then receiving credit at Foothill via HS articulation, can the student then transfer the course to a four year school? Day noted that when HS articulation was first devised, the idea was for Foothill to be the terminal institution for such courses; however, record keeping issues complicate the situation. Many colleges are moving to a model of credit by exam instead of articulation, which further allows the course to be listed on the college transcript (HS articulation does not). Garcia noted that the state Chancellor's Office is sponsoring new software system to eliminate need for paperwork related to HS articulation. Will enable HS instructor to input grades that then feed into Foothill's system, for record keeping. Courses listed on attachment are those offered at HS locations and taught by Foothill faculty. Question regarding ratio of HS to college students enrolled in these courses—not many college students take courses offered at HS location (note that some courses are online sections). Day noted recent conversation with USC, in which they stated that a student who took course at HS, as a HS student, cannot then receive credit at USC. Concern that parents might not be aware of such issues. Garcia noted that she does present concerns such as this when setting up relationships with HS, so that all are aware. Question regarding intention of program, and comment that HS listed may not be reaching those student populations who need the most help in transitioning to college. Garcia noted recent and future efforts at additional HS that may reach underserved populations. Comment that offering Foothill courses at any HS can help increase visibility of Foothill and improve image of community college. Garcia noted that HS instructors do meet minimum qualifications and undergo a specific hiring process.
19. Report Out from Division Reps	**Speaker: All** Apprenticeship: Bruce McLeod shared Resolution for Apprenticeship Curriculum Committee document. McLeod has been working closely with sites, specifically with San Leandro, on new course proposals. Proposals are being finalized, but CC does not yet exist for approval purposes. LaManque noted that while CCC did approve Apprenticeship to have separate CC last year, said approval did not include any specific details as to structure or membership of CC. McLeod's intent is to involve site instructors in curriculum and process, and proposed CC would consist of Foothill faculty chairperson (McLeod, currently) and 3-5 instructors and/or site coordinators from a variety of fields. Has received buy-in from multiple instructors. Escoto noted not only need for CC to exist for curriculum purposes, but also the topic of representation at CCC, which will be discussed at senate in winter quarter. Will forward McLeod's document to group; further discussion will occur at next meeting. Please share with your constituents. PSME: Discussing creating calculus II honors course (MATH 1BH). Revisiting structure of pre-calculus courses. Articulation: C-ID will now accept the first course in Statway (MATH 217) as a prerequisite for second course in Statway

	(MATH 17), meaning that we can now submit MATH 17 for C-ID approval. PSME comment that MATH 17 does not match C-ID descriptor and may not be accepted. Update to Biology ADT: Day has been in conversation with the state Chancellor's Office regarding unit calculation for IGETC for STEM, and the state has lowered units. ADT has been resubmitted for approval. BHS: Horticulture department will be proposing cannabis production course. Dental Assisting also developing new courses. New chemistry prerequisite for Veterinary Technology. Counseling: Noted increase in students visiting counseling at the end of the quarter; asked faculty to encourage students to visit counselors throughout the quarter, as students have been waiting until the end of the quarter. Ong: The Testing Center will strictly enforce their 7-day policy for finals—please share with your students. This policy refers to seven business days. The exam is not needed seven days in advance, but the student must inform the Testing Center seven or more days in advance of the scheduled final.
20. Good of the Order	
21. Adjournment	**3:27 PM**

Attendees: Mark Anderson (FA), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Jazmine Garcia (guest—CTE Pathways Program), Kurt Hueg (Dean, BSS), Dave Huseman (guest—BH), Kay Jones (LIBR), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Bruce McLeod (guest—FA), Teresa Ong (guest—Dean, DRC), Gillian Schultz (BH), Lety Serna (CNSL), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Shirley Treanor

Proposed Number: AHS 60   **Proposed Units:** 3
Proposed Hours: 3 hours lecture
Proposed Transferability: CSU
Proposed Title: Medical Terminology

Proposed Catalog Description & Requisites:
This course is an introduction to medical terminology as used in the health professions. It provides opportunities for practical application of medical terminology and further development of skill in analyzing components of medical terms and building a medical vocabulary applicable to specialties of medicine. Course content includes anatomical and physiological terminology; basic structure, prefixes, suffixes; combining forms; abbreviations, clinical procedures, laboratory and diagnostic tests related to each body system.

Advisory: ENGL 1A or ESLL 25.

Proposed Discipline:
Health, Radiological Technology, Emergency Medical Technologies, Diagnostic Medical Technology, Dental Technology, Pharmacy Technology, Respiratory Technologies, Veterinary Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
RT, RSPT & DMS. This would be a stand alone course at first. The course is for students who want to transfer to other medical programs that require Medical Terminology.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None, other than those the Directors of the Allied Health Departments have already discussed. The potential impacts are within their departments only.

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor(s)	Requisite Course Number & Title	New/Ongoing
EMTP 63B: Paramedic Hospital Emergency Department Rotations	D. Huseman	Prereq: EMTP 60A (Paramedic Cognitive & Affective IA) and EMTP 60B (Paramedic Cognitive, Psychomotor & Affective IB)	Ongoing
MUS 47C: Advanced Music Theatre Production Workshop	M. Carey	Prereq: MUS 47B or THTR 47B (Intermediate Music Theatre Production Workshop - crosslisted)	New (crosslisted course w/ THTR 47C)
MUS 47D: Advanced Music Theatre Production Workshop II	M. Carey	Prereq: MUS 47C or THTR 47C (Advanced Music Theatre Production Workshop - crosslisted)	New (crosslisted course w/ THTR 47D)
MUS 48C: Musical Theatre Repertoire for Singers	M. Carey	Prereq: MUS 48B or THTR 48B (Singing Technique for Musical Theatre - crosslisted)	New (crosslisted course w/ THTR 48C)
THTR 48D: Musical Theatre Repertoire for Singers II	M. Carey	Prereq: MUS 48C or THTR 48C (Musical Theatre Repertoire for Singers - crosslisted)	New

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ENGL 45A SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865

<u>Breadth Criteria:</u>

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).

<u>Depth Criteria for Area VI –United States Cultures & Communities:</u>

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must* include *at least three* of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

U7. Explain culture as a concept and how it can unite or divide people into various groups;

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

U9. Analyze and interpret how culture shapes human development and behavior.

Course Number & Title: **ENGL 45A** **SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865**

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: <u>Must</u> include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):
Description:
ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Content
1. Relevant critical and theoretical frameworks
   a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
      i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
   b. Gender studies
   c. Queer theories; sexuality studies
   d. Psychological theories (Freudian or Jungian)
   e. Marxian or other socioeconomic frameworks
   f. Theories of race and ethnicity
   g. Postcolonial and neocolonial studies

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):
Description:
ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Students Will be Able to:
1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1492-1865 by analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the emergence and development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content
1. Major writers and canonical texts
    a.   Pre-contact Native American literatures
    b.   Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
    c.   Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
    d.   Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phyllis Wheatley
    e.   African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
    f.   Transcendentalism (writers such as Emerson, Thoreau, Fuller)
    g.   Gothic literature (writers such as Hawthorne, Poe)
    h.   American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
    a.   Native American oral literatures such as myths, songs, and legends
    b.   Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
    c.   Revolutionary War political documents
    d.   slave narratives and speeches
    e.   autobiography
    f.   nature writing
    g.   frontier fiction, tall tales
    h.   poetic forms
    i.   short fiction
    j.   essays
3. Relevant critical and theoretical frameworks
    a.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        i.   Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
    b.   Gender studies
    c.   Queer theories; sexuality studies
    d.   Psychological theories (Freudian or Jungian)
    e.   Marxian or other socioeconomic frameworks
    f.   Theories of race and ethnicity
    g.   Postcolonial and neocolonial studies

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):
Course Content
1. Relevant critical and theoretical frameworks
    a.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        i.   Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
    b.   Gender studies
    c.   Queer theories; sexuality studies
    d.   Psychological theories (Freudian or Jungian)
    e.   Marxian or other socioeconomic frameworks
    f.   Theories of race and ethnicity
    g.   Postcolonial and neocolonial studies

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United
States culture;

Matching course component(s):
Course Content
1. Major writers and canonical texts
    a. Pre-contact Native American literatures
    b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
    c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
    d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phyllis Wheatley
    e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
    f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
    g. Gothic literature (writers such as Hawthorne, Poe)
    h. American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
    a. Native American oral literatures such as myths, songs, and legends
    b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
    c. Revolutionary War political documents
    d. slave narratives and speeches
    e. autobiography
    f. nature writing
    g. frontier fiction, tall tales
    h. poetic forms
    i. short fiction
    j. essays

U5. Evaluate and analyze the interaction of at least one marginalized culture with the
dominant U.S. culture;

Matching course component(s):
Course Content
2. Major writers and canonical texts
    a. Pre-contact Native American literatures
    b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
    c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
    d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phyllis Wheatley
    e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
    f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
    g. Gothic literature (writers such as Hawthorne, Poe)
    h. American Folk Literature (e.g., Irving, Boone)
3. Literary genres and forms
    a. Native American oral literatures such as myths, songs, and legends
    b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
    c. Revolutionary War political documents
    d. slave narratives and speeches
    e. autobiography
    f. nature writing
    g. frontier fiction, tall tales
    h. poetic forms
    i. short fiction
    j. essays
4. Relevant critical and theoretical frameworks

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a.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
   i.   Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights

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</table>

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):
Course Content
1. Major writers and canonical texts
   a.   Pre-contact Native American literatures
   b.   Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
   c.   Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
   d.   Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phyllis Wheatley
   e.   African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
   f.   Transcendentalism (writers such as Emerson, Thoreau, Fuller)
   g.   Gothic literature (writers such as Hawthorne, Poe)
   h.   American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
   a.   Native American oral literatures such as myths, songs, and legends
   b.   Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
   c.   Revolutionary War political documents
   d.   slave narratives and speeches
   e.   autobiography
   f.   nature writing
   g.   frontier fiction, tall tales
   h.   poetic forms
   i.   short fiction
   j.   essays
3. Relevant critical and theoretical frameworks
   a.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
      i.   Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
   b.   Gender studies
   c.   Queer theories; sexuality studies
   d.   Psychological theories (Freudian or Jungian)
   e.   Marxian or other socioeconomic frameworks
   f.   Theories of race and ethnicity
   g.   Postcolonial and neocolonial studies

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):
Description:
ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

  1. Relevant critical and theoretical frameworks
      a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
          i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
      b. Gender studies
      c. Queer theories; sexuality studies
      d. Psychological theories (Freudian or Jungian)
      e. Marxian or other socioeconomic frameworks
      f. Theories of race and ethnicity
      g. Postcolonial and neocolonial studies

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):
Description:
ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

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 Content:
  1. Analytical understanding of the literary texts
      a. Class discussion regarding analytical reading of literary texts
      b. Composition of literary analysis essays on literary texts
      c. Research to supplement understanding of the literary texts
  2. Formatting and documentation
      a. Modern Language Association (MLA)
      b. American Psychological Association (APA)

Methods of Evaluation
  1. Quizzes (comprehension, basic interpretation)
  2. Participation in class discussion
  3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
  4. Formal papers (analysis, argument, self-analysis, new synthesis)
  5. Preparing and leading discussion groups
  6. Oral presentations, critical reading journals, and similar activities

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

Matching course component(s):

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

Matching course component(s):

Course Content:
1. Analytical understanding of the literary texts
    a. Class discussion regarding analytical reading of literary texts
    b. Composition of literary analysis essays on literary texts
    c. Research to supplement understanding of the literary texts
2. Formatting and documentation
    a. Modern Language Association (MLA)
    b. American Psychological Association (APA)

Methods of Evaluation
1. Quizzes (comprehension, basic interpretation)
2. Participation in class discussion
3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
4. Formal papers (analysis, argument, self-analysis, new synthesis)
5. Preparing and leading discussion groups
6. Oral presentations, critical reading journals, and similar activities

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):
ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Content
1. Relevant critical and theoretical frameworks
    a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
        i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
    b. Gender studies
    c. Queer theories; sexuality studies
    d. Psychological theories (Freudian or Jungian)
    e. Marxian or other socioeconomic frameworks
    f. Theories of race and ethnicity
    g. Postcolonial and neocolonial studies

AREA VI - UNITED STATES CULTURES & COMMUNITIES

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):
1. Analytical understanding of the literary texts
    a. Class discussion regarding analytical reading of literary texts
    b. Composition of literary analysis essays on literary texts
    c. Research to supplement understanding of the literary texts
2. Formatting and documentation
    a. Modern Language Association (MLA)
    b. American Psychological Association (APA)

Requesting Faculty: Brian Lewis   Date: 5/6/16

Division Curr Rep: Valerie Fong   Date: May 17, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Milissa Carey, Scott Lankford, Leticia Serna

Comments:

We are all in agreement that this course meets the criteria for the US Cultures and Communities.

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

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ENGL 45B SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT

<u>**Breadth Criteria:**</u>

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).

<u>**Depth Criteria for Area VI –United States Cultures & Communities:**</u>

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must i*nclude *at least three* of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

Course Number & Title: ENGL 45B SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT

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: <u>Must</u> include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):
Description:
ENGL 45B introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

Course Content
1. Relevant critical and theoretical frameworks
   a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
   b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
   c. Gender studies
   d. Queer theories; sexuality studies
   e. Psychological theories (Freudian, Jungian)
   f. Marxian and other socioeconomic frameworks
   g. Theories of race and ethnicity
   h. Postcolonial and neocolonial studies

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):
Description:
ENGL 45B introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

Students Will be Able to:
1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content
1. Major writers and canonical texts
    a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
    b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
    c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
    d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
    e. Studies of African American culture and politics by authors such as Washington and Dubois.
    f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
    g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
    h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
    i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
    j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
    k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
    l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
    m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
    n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
    o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
    p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
    q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
    a. satire
    b. "free" and other experimental verse
    c. drama
    d. fiction
    e. political manifestos
    f. Modernism
    g. Postmodernism
    h. Realism
    i. Naturalism
3. Relevant critical and theoretical frameworks
    a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
    b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    c. Gender studies
    d. Queer theories; sexuality studies
    e. Psychological theories (Freudian, Jungian)
    f. Marxian and other socioeconomic frameworks
    g. Theories of race and ethnicity
    h. Postcolonial and neocolonial studies

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):
Course Content
1. Relevant critical and theoretical frameworks
    a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
    b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    c. Gender studies
    d. Queer theories; sexuality studies
    e. Psychological theories (Freudian, Jungian)

f.   Marxian and other socioeconomic frameworks
g.   Theories of race and ethnicity
h.   Postcolonial and neocolonial studies

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:

U4.   Critically examine the contributions of many groups to a particular aspect of United
States culture;

Matching course component(s):
Course Content
1. Major writers and canonical texts
   a.   Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
   b.   Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
   c.   Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
   d.   Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
   e.   Studies of African American culture and politics by authors such as Washington and Dubois.
   f.   Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
   g.   Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
   h.   Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
   i.   Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
   j.   Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
   k.   Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
   l.   The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
   m.   Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
   n.   Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
   o.   Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
   p.   Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
   q.   Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
   a.   satire
   b.   "free" and other experimental verse
   c.   drama
   d.   fiction
   e.   political manifestos
   f.   Modernism
   g.   Postmodernism
   h.   Realism
   i.   Naturalism
3. Relevant critical and theoretical frameworks
   a.   Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
   b.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
   c.   Gender studies
   d.   Queer theories; sexuality studies
   e.   Psychological theories (Freudian, Jungian)
   f.   Marxian and other socioeconomic frameworks
   g.   Theories of race and ethnicity
   h.   Postcolonial and neocolonial studies

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):
Course Content
2. Major writers and canonical texts
   a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
   b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
   c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
   d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
   e. Studies of African American culture and politics by authors such as Washington and Dubois.
   f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
   g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
   h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
   i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
   j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
   k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
   l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
   m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
   n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
   o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
   p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
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   b. "free" and other experimental verse
   c. drama
   d. fiction
   e. political manifestos
   f. Modernism
   g. Postmodernism
   h. Realism
   i. Naturalism
4. Relevant critical and theoretical frameworks
   a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
   b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
   c. Gender studies
   d. Queer theories; sexuality studies
   e. Psychological theories (Freudian, Jungian)
   f. Marxian and other socioeconomic frameworks
   g. Theories of race and ethnicity
   h. Postcolonial and neocolonial studies

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):
Course Content
1. Major writers and canonical texts
   a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
   b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
   c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.

    d.   Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
    e.   Studies of African American culture and politics by authors such as Washington and Dubois.
    f.   Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
    g.   Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
    h.   Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
    i.   Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
    j.   Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
    k.   Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
    l.   The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
    m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
    n.   Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
    o.   Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
    p.   Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
    q.   Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.

2. Literary genres and forms
    a.   satire
    b.   "free" and other experimental verse
    c.   drama
    d.   fiction
    e.   political manifestos
    f.   Modernism
    g.   Postmodernism
    h.   Realism
    i.   Naturalism

3. Relevant critical and theoretical frameworks
    a.   Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
    b.   Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
    c.   Gender studies
    d.   Queer theories; sexuality studies
    e.   Psychological theories (Freudian, Jungian)
    f.   Marxian and other socioeconomic frameworks
    g.   Theories of race and ethnicity
    h.   Postcolonial and neocolonial studies

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):
Description:
ENGL 45B introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

1. Relevant critical and theoretical frameworks
    a.   Analysis of the role of literary representations in fostering significant social movements such as the civil

> rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
> b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
> c. Gender studies
> d. Queer theories; sexuality studies
> e. Psychological theories (Freudian, Jungian)
> f. Marxian and other socioeconomic frameworks
> g. Theories of race and ethnicity
> h. Postcolonial and neocolonial studies

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):
Description:
ENGL 45B introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

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 Content:
1. Analytical understanding of the literary texts
   a. Class discussion regarding analytical reading of literary texts
   b. Composition of literary analysis essays on literary texts
   c. Research to supplement understanding of the literary texts
2. Formatting and documentation
   a. Modern Language Association (MLA)
   b. American Psychological Association (APA)

Methods of Evaluation
1. Quizzes (comprehension, basic interpretation)
2. Participation in class discussion
3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
4. Formal papers (analysis, argument, self-analysis, new synthesis)
5. Preparing and leading discussion groups
6. Oral presentations, critical reading journals, and similar activities

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

Matching course component(s):

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

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

Matching course component(s):

Course Content:
1. Analytical understanding of the literary texts
   a. Class discussion regarding analytical reading of literary texts
   b. Composition of literary analysis essays on literary texts
   c. Research to supplement understanding of the literary texts
2. Formatting and documentation
   a. Modern Language Association (MLA)
   b. American Psychological Association (APA)

Methods of Evaluation
1. Quizzes (comprehension, basic interpretation)
2. Participation in class discussion
3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
4. Formal papers (analysis, argument, self-analysis, new synthesis)
5. Preparing and leading discussion groups
6. Oral presentations, critical reading journals, and similar activities

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):

ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Content
1. Relevant critical and theoretical frameworks
   a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
      i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
   b. Gender studies
   c. Queer theories; sexuality studies
   d. Psychological theories (Freudian or Jungian)
   e. Marxian or other socioeconomic frameworks
   f. Theories of race and ethnicity
   g. Postcolonial and neocolonial studies

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

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):
1. Analytical understanding of the literary texts
   a. Class discussion regarding analytical reading of literary texts
   b. Composition of literary analysis essays on literary texts
   c. Research to supplement understanding of the literary texts
2. Formatting and documentation
   a. Modern Language Association (MLA)
   b. American Psychological Association (APA)

Requesting Faculty: Brian Lewis _____ Date: 5/6/16 _____

Division Curr Rep: Valerie Fong _____ Date: May 17, 2016 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Milissa Carey, Scott Lankford, Leticia Serna

Comments:

We are all in agreement that this course meets the criteria for AREA VI US Cultures and Communities.

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

FOOTHILL COLLEGE
College Curriculum Committee
Noncredit Subject Codes Policy Proposal

The Foothill College Curriculum Committee has previously approved the use of 400-499 as course numbers for noncredit courses.

Additionally, many noncredit course subject codes begin with "NC." Noncredit subject codes currently include:

> ALCB
> EMR
> EMT
> NCBH
> NCBS
> NCEL
> NCLA
> NCP
> NCSV

To avoid confusion for students, faculty, and staff, especially in cases where the same subject code is used for both credit and noncredit courses, **it is proposed that all noncredit courses begin with "NC**."

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Humanities

Item 1. Program Goals and Objective

The goals of this certificate are to graduate students who have gained a solid foundation in the Humanities and for transfer students to apply these skills to other areas of study. This certificate emphasizes the principles and concepts in interdisciplinary thinking and problem solving that will transfer across disciplines and enrich professional careers in areas as varied as technical writers, public relation managers, lawyers and FBI agents. A certificate of Achievement in Humanities enables students to better see the interconnectedness of all areas of knowledge, develop a global perspective as a result of having studies the ideas and cultural products of cultures throughout the world, clarify one's values by comparing and contrasting them to what others have thought and deepen one's sources of wisdom by learning how others have dealt with failures, success, adversities and triumphs.

As Steve Jobs summarized his strategy when he introduced the iPad 2 in March of 2011, "It is in Apple's DNA that technology alone is not enough – it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing." Great ideas emerge from the intersection of technology and Humanities, and this certificate will quantify competency in the area of Humanities to perspective employers.

*See: http://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough

Graduates will have achieved the following competencies:
- Synthesize critical, empathetic, creative, cooperative and independent thinking skills.
- Demonstrate the ability, both orally and in writing, to analyze meaning within various modes of cultural production in relation to their political, economic, social, and religious context.
- Formulate knowledge of the deep connection between and within the complexities of diverse historical periods and cultural traditions as a framework for a dynamic understanding of the contemporary world.
- Develop the practice of thinking through moral and ethical problems and examining one's own assumptions.
- Deepen sources of wisdom through a complex understanding of how others have dealt with failures, successes, adversities and triumphs.
- Cultivate the capacity for personal, as well as social change.

Item 2. Catalog Description

The Humanities Program educates students in the ways of thinking and acting from a global and interdisciplinary perspective by fostering engagement with the diverse, dynamic, and interconnected products of human thought and creativity. The study of Humanities allows students to develop a foundational understanding of personal and community values, cultural views, religious beliefs, and aesthetic practices and theories and how these shape the way we view the world and ourselves. The Certificate of Achievement in Humanities demonstrates the student's solid background in the critical and empathetic thinking skills that mark the deliberate thought processes and formation of complex questions without definitive answers that are the hallmark of Humanities. This certificate allows students to acquire lifelong practices that foster true knowledge as distinct from an aggregate of information and facts. These skills and competencies are applicable across disciplines and will enrich a wide variety of majors and professional careers.

Item 3. Program Requirements

Requirement	Course #	Title	Units	CSU-GE	IGETC	Sequence
Five Electives (20 units)	HUMN 1	Cultures, Civilization & Ideas: The Ancient World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 2	Cultures, Civilization & Ideas: Of Empires and Conflict	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 3 or	World Myths in Literature, Arts and Film	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 3H	Honors World Myths in Literature, Arts and Film	4	X	X	
	HUMN 4 or	Trauma and the Arts	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 4H	Honors Trauma and the Arts	4	X	X	
	HUMN 5	Cultures, Civilization & Ideas: The Modern World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 6	Cultures, Civilization & Ideas: Contemporary World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 7	Global Religions: Contemporary Practices and Perspectives	4	X	X	Year 1, F/W/Sp Year 2, F/W

TOTAL UNITS: 20 Quarter units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 4 units
Year 1, Spring = 4 units
Year 2, Fall = 4 units
Year 2, Winter = 4 units
TOTAL UNITS: 20 units

Item 4. Master Planning
The study of Humanities is key to the development of students as global citizens with the critical thinking skills, social responsibility, character development, and moral compass to contribute wisely to modern society. Foothill College has a long-standing allegiance to the study of Humanities, with an organizational structure that includes a Humanities Department rather than the inclusion of Humanities as a component of other academic departments. While there has recently been significant emphasis placed on educational pathways that fulfill workforce needs, the values instilled through the study of Humanities are of great importance. The Certificate of Achievement in Humanities will be a step toward correcting this imbalance by encouraging students to choose a pathway that anchors their academic development in the study of the Humanities. In a world where significant emphasis is given to science and technology, and

2

the culture at large values speed and conclusive answers, the study of humanities with its deliberate thought processes and formation of complex questions without definitive answers, allows students to acquire lifelong practices that foster true knowledge as distinct from an aggregate of information and facts.

Item 5. Enrollment and Completer Projections
Each course has 40-50 students per course. The number of projected certificate completers per year is 30 graduates. These figures are based on current enrollment trends, which have been on a solid upswing for the last two years when we began hiring more instructors. As of Summer 2016, the Humanities curriculum has undergone a drastic overhaul with new courses added and old courses renumbered and revised to include greater breath and depth. Enrollment in all sections this fall quarter are strong both on-line and on campus, including the course offered on the new Sunnyvale campus.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
HUMN 1	Cultures, Civilization & Ideas: The Ancient World	3	140	4	180
HUMN 2	Cultures, Civilization & Ideas: Of Empires and Conflict	2	90	2	90
HUMN 3	World Myths in Literature, Arts and Film	3	140	4	180
HUMN 4	Trauma and the Arts	1	50	2	50
HUMN 5	Cultures, Civilization & Ideas: The Modern World	2	90	2	90
HUMN 6	Cultures, Civilization & Ideas: The Contemporary World	2	90	2	90
HUMN 7	Global Religions: Contemporary Practices	2	90	2	90

Item 6. Place of Program in Curriculum/Similar Programs
There is currently an AA degree in Humanities at Foothill College. However, no AA Transfer Degree in Humanities has of yet been approved for development by the State. The Certificate of Achievement in Humanities allows transfer students to demonstrate competency in Humanities while pursuing an AA transfer Degree and for degree holders, already active in the workforce, to enhance their educational portfolio.

Upon the invitation by the Mellon Foundation, the Foothill-De Anza Community College District (FHDA) is currently pursuing a 1.5 – 2 Million Dollar grant to institute a Mellon Scholar Program For Underserved Students Seeking Humanities Degrees. In collaboration with the University of San Francisco (USF), FHDA is developing Humanities infused pathways to a four-year degree completion. With financial support from the Mellon Foundation, each Mellon Scholar will participate in a two-quarter internship to be completed in a Humanities related field during the first two years of undergraduate education. To be eligible to transfer to USF as a Melon Scholar, students would have to complete both the IGETC pattern and the Certificate of Achievement in Humanities. Though the need for the Humanities certificate at Foothill College is not contingent on the Mellon Grant, the certificates at both Foothill and De Anza are integral parts of the grant proposal.

Item 7. Similar Programs at Other Colleges in Service Area
There are no other colleges within commuting distance of Foothill College that currently offer a similar certificate though the Humanities Department at De Anza is also in the process of developing such a certificate (see Mellon Foundation Grant description above).

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #:   ALTW 223

Course Title: Independent Living Skills: Financial Literacy

Catalog Description:

Basic banking and personal saving concepts with emphasis placed on establishing credit and responsible credit card use, personal budgeting, connecting employment choices to financial outcomes and making responsible financial choices. Intended for students with disabilities enrolled in the Transition to Work Program.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

<u>BS</u>   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

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

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

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

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

This course is part of a vocational program for students with more severe cognitive disabilities seeking vocational training and independent living skills. It meets both standards (1) and (2) mentioned above.

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

Criteria B. – Need

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

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

> The Transition to Work Program is for students with disabilities who are not ready or are not able to take regular college classes. The year-long vocational program offers a series of classes each quarter relating to work.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

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

 _____ non-degree applicable basic skills course.

 _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

 _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

 BS____ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

 BS____ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Benjamin Schwartzman   **Date:** 11/1/16

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

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

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

Approved 4/30/13

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Adaptive Learning

ALTW 223   INDEPENDENT LIVING SKILLS: FINANCIAL LITERACY

Edit Course Outline

ALTW 223	**INDEPENDENT LIVING SKILLS: FINANCIAL LITERACY**	**Summer 2017**
4 hours lecture.		**4 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 144   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **Weekly Out of Class Hours:** 8

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

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Non-Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/4/15

Division Dean Information -

Seat Count:	**Load Factor:**	**FOAP Code:**
25	.089	122010131081493031

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 is a requirement for the Transition to Work Program, a program for students with disabilities who are not ready to take regular college classes. An understanding of banking, saving and personal budgeting will assist students moving toward work and independence.

1. Description -

Basic banking and personal saving concepts with emphasis placed upon establishing credit and responsible credit card use, personal budgeting, connecting employment choices to financial outcomes, and making responsible financial choices. Intended for students with disabilities enrolled in the Transition to Work Program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Use banking tools, including:
        1. Savings and checking accounts
        2. ATM cards
        3. Debit cards
        4. Online accounts
        5. Direct deposit
    B. Understand how banks and credit unions operate
    C. Explain how credit works and factors that affect credit
    D. Recognize the importance of employment choices for financial independence
    E. Read a paycheck and understand deductions
    F. Develop an understanding of options for saving that may be offered from a job, including:
        1. Basic retirement savings
        2. Flexible spending accounts
    G. Research typical expenses incurred when living independently, including:
        1. Rent
        2. Utilities
        3. Food
        4. Entertainment
    H. Prepare a personal budget and develop system for cash flow management
    I. Minimize the risk of identity theft

3. Special Facilities and/or Equipment -

Accessible classroom with computer projection equipment, document camera and internet access.

4. Course Content (Body of knowledge) -

    A. Types of financial institutions and services provided
    B. Checking accounts and savings accounts
        1. Setting up an account
        2. The purpose of different accounts
        3. Managing and monitoring money in accounts
    C. Use of ATM and debit cards
    D. Building and managing credit
        1. Evaluate costs, benefits and pitfalls of credit cards
        2. Maintaining a good credit score
        3. Explanation of how credit is damaged

            4. Identify how credit cards and debit cards differ
     E. Employment and financial independence
            1. Earning potential for different jobs
            2. Plan to reach job goal
            3. Saving programs that may be offered by an employer, including:
                  a. Basic retirement accounts
                  b. Flexible spending accounts
            4. Reading a paycheck
                  a. Gross pay versus net pay
                  b. Taxes
                  c. Payroll deductions
     F. Budget based on expected income and expenses
            1. Setting financial goals
            2. Planning for unexpected expenses
            3. Researching and comparing realistic expenses
            4. Making wise budgeting decisions
            5. Managing cash flow to avoid overspending
            6. Paying bills
     G. Internet and financial safety
            1. Appropriate personal information sharing and passwords
            2. Identity theft
            3. Consumer rights and protection laws

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

     A. Group and individual projects
     B. Participation in in-class activities
     C. Quiz/Final exam

7. Representative Text(s) -

Ryan, Joan. <u>Personal Financial Literacy.</u> 2nd ed. Cengage Learning, 2012. ISBN-13 9780840058294.

8. Disciplines -

Disabled Students Services and Programs

9. Method of Instruction -

Lecture, discussion, industry guest speakers, cooperative learning exercises.

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. Students identify appropriate jobs and determine average yearly salary through internet research.
     B. Students research the current rental market to determine average rent for suitable accommodations.
     C. Students create plan for of expenses for independent living, including rent, entertainment, utilities, phone, and transportation costs.
     D. Students compare credit cards rates and offers, create a presentation and report findings to class.
     E. Students read chapter one of textbook and define key terms.
     F. Students visit the Federal Trade Commission website at www.consumer.ftc.gov to locate information on protecting identity. Complete a worksheet and present answers to classmates.
     G. Students write a 250 word reflection paper on industry speaker presentation.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

Course #:   ALTW 229

Course Title: Healthy Relationships

Catalog Description:

Development of understanding of personal boundaries and making positive choices in relationships. Emphasis placed upon increasing self-esteem, developing appropriate personal rules for intimate, personal, professional and general relationships and recognizing and effectively handling personal safety issues. Provides students with disabilities tools to effectively communicate and make good relationship choices. Intended for students enrolled in the Transition to Work program.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

<u>X</u>   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____The course will only be Stand Alone **temporarily**, and it will be incorporated into a new   degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

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

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

> This course is part of a vocational program for students with more severe cognitive disabilities seeking vocational training and independent living skills. It meets both standards (1) and (2) mentioned above.

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

Criteria B. – Need

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

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

> The Transition to Work Program is for students with disabilities who are not ready or are not able to take regular college classes. The year-long vocational program offers a series of classes each quarter relating to work.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include:</u>

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

<u>BS</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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

         non-degree applicable basic skills course.

         course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

         pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

<u>BS</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

FOOTHILL COLLEGE

Criteria E. – Compliance (please initial as appropriate)

<u>BS</u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Benjamin Schwartzman</u>   **Date:** <u>11/1/16 </u>

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

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

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

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Adaptive Learning

ALTW 229   HEALTHY RELATIONSHIPS

Edit Course Outline

ALTW 229	HEALTHY RELATIONSHIPS	Summer 2017
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:** 0   **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: Non-Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/4/15

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
25	.067	122010131081493031

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 is a requirement for the Transition to Work Program, a program for students with disabilities who are not ready to take regular college classes. The knowledge and skills required to develop healthy relationships will assist students moving toward work and independence.

1. Description -

Development of understanding of personal boundaries and making positive choices in relationships. Emphasis placed upon increasing self-esteem, developing appropriate personal rules for intimate, personal, professional and general relationships, and recognizing and effectively handling personal safety issues. Provides students with disabilities tools to effectively communicate and make good relationship choices. Intended for students with disabilities enrolled in the Transition to Work program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Understand different types of relationships in their lives
    B. Define appropriate boundaries for each type of relationship
    C. Recognize unhealthy relationships and abuse
    D. Analyze choices so that they make decisions leading to healthy relationships
    E. Develop a personal code of conduct
    F. Understand the importance of self-care in communicating respect for yourself and others and supporting self-esteem
    G. Identify behaviors involved in physical, psychological/emotional, financial and cyber safety
    H. Demonstrate effective communication, active listening and body language in the context of healthy relationship development
    I. Develop strategies to reduce bullying

3. Special Facilities and/or Equipment -

Accessible classroom with computer projection equipment, document camera and internet access.

4. Course Content (Body of knowledge) -

    A. Types of relationships
        1. Intimate relationships
        2. Family relationships
        3. Friends
        4. Acquaintances
        5. General community members
    B. Personal boundaries based on the type of relationship
        1. Appropriate touches for each relationship
        2. Concentric circles of levels and stages of relationships
        3. Levels of conversation
            a. Common questions and discussion topics in general, personal and intimate conversations
        4. Developing trust
    C. Unhealthy relationships and abuse
        1. The spectrum of unhealthy relationships ranging from subtle to explicit and illegal behaviors
        2. Red flag behaviors that signal potentially unhealthy relationships
        3. Seeking help
    D. Analyzing choices for healthy decision-making

1. Legal issues
2. Ethical questions
3. Physiological, psychological and social safety concerns
4. Appropriateness for the situation
5. Alignment with individual values

E. Developing a personal code of conduct
1. Making friends and keeping friends
2. Attraction and dating
3. Building a safety net of people to help and support when needed

F. Supporting self-esteem
1. Positive self-talk
2. Communicating self-respect through personal hygiene and grooming
3. Giving and receiving respectful feedback
4. Stress reduction

G. Physical, psychological/emotional, financial and cyber safety
1. Actions that can cause physical harm
2. Examples of psychological abuse
3. Retaining control of money and gifts
4. Appropriate use of social networking sites and cell phones
   a. Safe disclosure of information
   b. Fact checking new online acquaintances
   c. Avoidance of posting risky information
   d. Sexually explicit pictures and material

H. Effective communication
1. Use of body language in communication
2. Active listening
3. Resolving conflict
4. Use of "I" statements
5. Self-advocacy

I. Anti-bullying
1. Identify types of bullying
2. Strategies for dealing with bullies
3. Strategies if you are the bully
4. Peer intervention

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Group and individual projects
B. In-class participation
C. Quiz/Final exam

7. Representative Text(s) -

Loiewski, Diana and Tarane Sondoozi. <u>Healthy Relationships: Making Good Decisions Begins with You!</u> 2014. ISBN: 978-0-9852491-5-1

8. Disciplines -

Disabled Students Services and Programs

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, examination of case studies.

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. Students read Levels of Conversation on pages 47-49 in textbook, and list questions that might be asked in general conversation, personal conversation and intimate conversation.

      B. After viewing movie clips containing instances of bullying and discussing what students were feeling, seeing, hearing and experiencing in class, students write a reflection paper on different strategies to change the situation.

      C. Students write their own positive self-talk and repeat it daily.

      D. Students read a scenario that describes a situation where trust was violated, and prepare written answers to questions.

      E. Students review their social media presence and that of people they know, and prepare a paragraph on changes necessary to ensure safety.

      F. Students have assigned weekly journal entries to analyze and reflect upon communication.

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

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

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

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

Course #:   NCEL 470

Course Title:

Low to Intermediate Vocational ESL for Food Workers

Catalog Description:

Introductory low to intermediate level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

x_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

NA

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

NA

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

Approved 4/30/13

3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

> 1. <u>Primary</u>: offer academic and vocational instruction at the lower division level.
>   -- This course is focused on offering vocational instruction at the non-credit level.
> 2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
>   --The course is designed to improve students' workplace English, which in turn will strengthen California's work force.

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

Criteria B. – Need

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

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

> Student need:
>
> This course is designed to improve students overall English and specifically their restaurant English. Improvement in spoken English can potentially improve restaurant workers' position, pay and job security. Workers are often stopped from advancing into the most well paid management positions of sous chef and chef simply because they do not have the English competency needed for those positions.
>
> Need in the service area:
>
> The food and beverage industry is a thriving one in the Bay Area with hospitality and tourism cited as one of the top industry clusters predicted to grow. In the South Bay alone, there were over 300 job positions listed between June 3 and June 10, 2016. -Craigslist Foothill could benefit many in our service area by offering a NCEL course for food workers as the need for restaurant workers and specifically cooks in San Benito and Santa Clara Counties "is expected to grow much faster than average growth rate for all occupations. Jobs for Cooks, Restaurant are expected to increase by 24.2 percent, or 1,460 jobs between 2012 and 2022." -State of California Employment Development Department.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include:</u>

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers

FOOTHILL COLLEGE

- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

==**Please attach appropriate evidence to this application form.**==

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

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

 __MJ____ non-degree applicable basic skills course.

 _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

 _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

__MJ____ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

__MJ____ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Melissa Jaquish</u>   **Date:** <u>6/10/16 </u>

Division Curriculum Representative: <u>Ben Armerding</u>   **Date:** <u>11/4/16 </u>

Date of Approval by Division Curriculum Committee: **Date:** <u>11/16/16 </u>

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

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Language Arts

NCEL 470   LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS

Edit Course Outline

NCEL 470	**LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS**	**Summer 2017**
48 hours total.		**0 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course when they are a dishwasher, the type of English the student will be using at work will vary quite a bit from the English they will need to use if they get promoted to prep cook. Example: A student may go from working in catering to working in a restaurant so the language needed will vary. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43   **Load Factor:** .061   **FOAP Code:** 114000123041493085

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 is part of a sequence of courses that provides students with English language skills in preparation for work in the food service industry.

1. Description -

Introductory low-to-intermediate level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

      A. identify and pronounce basic kitchen vocabulary, such as ingredients, kitchen utensils, and equipment.
      B. understand and engage in basic conversation related to food preparation.
      C. understand and produce common safety language.
      D. understand and produce common sanitation and food storage language.
      E. read and understand typical work forms.

3. Special Facilities and/or Equipment -

Kitchen/cooking realia.

4. Course Content (Body of knowledge) -

      A. Identify and pronounce basic kitchen vocabulary, such as ingredients, kitchen utensils, and equipment
          1. Common ingredients
              a. Recognize/comprehend vocabulary for common vegetables/meats/fruits/seasonings
              b. Pronounce common vegetables/meats/fruits/seasonings
          2. Common kitchen utensils and equipment
              a. Recognize/comprehend vocabulary for common kitchen utensils and equipment
              b. Pronounce common kitchen utensils and equipment
      B. Understand and engage in basic conversation related to food preparation
          1. Understand and use low-to-intermediate level grammar
              a. Present tense and aspects (present simple, present continuous)
              b. Past tense
              c. Future
              d. Imperatives (e.g., Boil the potatoes)

  e. Clarification questions (e.g., Did you say…?)
   f. Modals to ask questions (e.g., Should I …?)
  g. Prepositions of location (e.g., in, on, next to)
 2. Basic cooking techniques/food preparation
  a. Recognize verbs associated with basic cooking (e.g., boil, cut)
  b. Pair correct verb with the corresponding utensil (e.g., pots are used to boil/steam)
C. Understand and produce common safety language
 1. Safety
  a. Basic safety vocabulary (e.g., Slippery!)
  b. Basic safety warnings (e.g., It's hot! Watch out!)
  c. Know body parts and describe basic injuries (e.g., burn, cut)
D. Understand and produce common sanitation and food storage language
 1. Sanitation
  a. Basic sanitation postings (e.g., Wash hands)
  b. Know vocabulary for common cleaning procedures (e.g., soap, wash, rinse, sanitize)
 2. Food storage
  a. Read, write, understand expiration dates on food
E. Read and understand typical work forms
 1. Information about benefits, wages
 2. Paychecks
 3. Hiring papers
 4. Work schedule

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

 A. In-class assignments.
  1. Individual work.
  2. Pair and group work.
 B. Class performance.
 C. Speaking/pronunciation exercises.
 D. Listening and speaking exercises.
 E. Informal evaluations.

7. Representative Text(s) -

 A. Grammar:
  1. Elbaum, Sandra and Judi P. Pemán. <u>Grammar in Context: Basic.</u> 5th ed. Boston: Heinle
   Cengage, 2010.
 B. Dictionary:
  1. <u>Longman Dictionary of American English.</u> 5th ed. White Plains, NY: Pearson Education, Inc.
   2014.
 C. Other Instructional Materials:
  1. Instructor will provide food service specific materials, such as vocabulary lists, food safety
   worksheets, work oriented readings, and workplace role-plays.
 D. Suggested online sources:
  1. Sunrise Basic Training: Food Service Series. http://sunrisebasictraining.com/index.html
  2. ServSafe California Food Handler Guide. https://www.servsafe.com/home
  3. English for My Job: http://www.englishformyjob.com/ell_foodandbeverage.html

8. Disciplines -

 ESL Noncredit Instruction

9. Method of Instruction -

 Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in the text.
       B. Work related readings.
       C. Vocabulary exercises.

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

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

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

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

Course #:   NCEL 471

Course Title:
Intermediate to Advanced Vocational ESL for Food Workers

Catalog Description:

Intermediate to advanced level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

x_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

NA

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

NA

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:
1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

Approved 4/30/13

3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level.
   -- This course is focused on offering vocational instruction at the non-credit level.
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
   --The course is designed to improve students' workplace English, which in turn will strengthen California's work force.

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

Criteria B. – Need

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

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

Student need:

This course is designed to improve students overall English and specifically their restaurant English. Improvement in spoken English can potentially improve restaurant workers' position, pay and job security. Workers are often stopped from advancing into the most well paid management positions of sous chef and chef simply because they do not have the English competency needed for those positions.

Need in the service area:

The food and beverage industry is a thriving one in the Bay Area with hospitality and tourism cited as one of the top industry clusters predicted to grow. In the South Bay alone, there were over 300 job positions listed between June 3 and June 10, 2016. -Craigslist Foothill could benefit many in our service area by offering a NCEL course for food workers as the need for restaurant workers and specifically cooks in San Benito and Santa Clara Counties "is expected to grow much faster than average growth rate for all occupations. Jobs for Cooks, Restaurant are expected to increase by 24.2 percent, or 1,460 jobs between 2012 and 2022." -State of California Employment Development Department.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings

- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

<u>MJ</u>   This is a non-degree applicable credit course (specify which one, below)

        <u>MJ</u>   non-degree applicable basic skills course.

              course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

              pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

<u>MJ</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

<u>MJ</u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Melissa Jaquish</u>   **Date:** <u>6/10/16</u>

Division Curriculum Representative: <u>Ben Armerding</u>   **Date:** <u>11/4/16</u>

Date of Approval by Division Curriculum Committee: **Date:** <u>11/16/16</u>

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

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Language Arts

NCEL 471   INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS

Edit Course Outline

NCEL 471   INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS   **Summer 2017**

48 hours total.   **0 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course when they are a prep cook, the type of English the student will be using at work will vary quite a bit from the English they will need to use if they get promoted to grill. Example: A student may go from working in catering to working in a restaurant so the language needed will vary. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43   **Load Factor:** .061   **FOAP Code:** 114000123041493085

Instruction Office Information -

FSA Code:

Need/Justification -

This course is part of a sequence of courses that provides students with English language skills in preparation for work in the food service industry.

1. Description -

Intermediate-to-advanced level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. understand and produce intermediate-to-advanced vocabulary and engage in conversation related to safety and food handling procedures.
    B. understand and produce intermediate-to-advanced vocabulary and engage in conversation related to food preparation.
    C. follow recipes and read/convert units of measurement.
    D. read workplace communications, such as food tickets and invoices.
    E. interact with customers concerning questions, orders, and complaints.
    F. use and pronounce language needed for job interactions and advocacy (ask for a raise/advancement).

3. Special Facilities and/or Equipment -

Kitchen/cooking realia.

4. Course Content (Body of knowledge) -

    A. Understand and produce intermediate-to-advanced vocabulary and engage in conversation related to on the job safety and food handling procedures
        1. Safety
            a. Understand intermediate-to-advanced safety instructions (e.g., Don't wear jewelry while operating, Bend your knees when lifting)
            b. Describe injuries and ask for help
        2. Food handling
            a. Safe food preparation (e.g., cross contamination)
            b. Safe food service (e.g., food temperature)
            c. Safe food storage (e.g., rotating stock)
    B. Understand and produce intermediate-to-advanced vocabulary and engage in intermediate-to-

advanced conversation related to food preparation
  1. Understand and use intermediate-to-advanced level grammar
    a. Present tense and aspects (present simple, present continuous)
    b. Past tense and aspects (past simple, past progressive, present perfect)
    c. Future tense
    d. Questions in various tenses/aspects (e.g., Am I late? Have you seen…?)
  2. Cooking techniques and equipment
    a. Recognize intermediate-to-advanced cooking verbs (e.g., julienne, dice, baste)
    b. Recognize more specified cooking utensils needed for their specific restaurant (e.g., chinois, mandolines)
    c. Pair correct verb with the corresponding utensil (e.g., Mandolines are used to slice)
C. Follow recipes and read/convert units of measurement
  1. Read basic recipes
    a. Know verbs common in recipes (e.g., dice, chop, steam)
    b. Cooking terms in typical recipes (e.g., dredge, thicken, sprinkle)
  2. Read and convert units of measurement
    a. Basic units of measure and their abbreviations (e.g., tbsp = tablespoon)
    b. Reduce and increase measurements (e.g., double the salt)
D. Read workplace communications: food tickets and invoices
  1. Read food tickets
    a. Understand common restaurant abbreviations (e.g., S.O.S = sauce on the side)
    b. Understand common food ticket communications (e.g., Allergy! Extra sauce)
  2. Read invoices (e.g., quantity, product)
E. Interact with customers concerning questions, orders, and complaints
  1. Respond to food related questions (e.g., Does this have nuts? Is this vegan?)
  2. Clarification strategies
  3. Restate orders/requests
  4. Apologize for mistakes
  5. Offer to correct mistakes (e.g., Can I get you a different salad?)
F. Use and pronounce language needed for job interactions and advocacy (ask for a raise/advancement)
  1. Make small talk with bosses and supervisors
  2. Call in sick
  3. Apology language (e.g., for being late)
  4. Explain reasons for being late/absent
  5. Advocacy
    a. Ask for a raise
    b. Ask for a promotion
    c. Ask for time off/vacation
    d. Report misconduct/harassment to management
    e. Be aware of where/how to report misconduct/harassment at a city/state level

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

  A. In-class assignments.
    1. Individual work.
    2. Pair and group work.
  B. Class performance.
  C. Speaking/pronunciation exercises.
  D. Listening and speaking exercises.
  E. Informal evaluations.

7. Representative Text(s) -

  A. Grammar:
    1. Elbaum, Sandra and Judi P. Pemán. <u>Grammar in Context: Basic.</u> 5th ed. Boston: Heinle Cengage, 2010.
  B. Dictionary:
    1. <u>Longman Dictionary of American English.</u> 5th ed. White Plains, NY: Pearson Education, Inc., 2014.
  C. Other Instructional Materials:
    1. Instructor will provide food service specific materials, such as vocabulary lists, food safety

worksheets, work oriented readings, and workplace role-plays.

    D. Suggested online sources:
1. Sunrise Basic Training: Food Service Series. http://sunrisebasictraining.com/index.html
2. ServSafe California Food Handler Guide. https://www.servsafe.com/home
3. English for My Job: http://www.englishformyjob.com/ell_foodandbeverage.html

8. Disciplines -

ESL Noncredit Instruction

9. Method of Instruction -

Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in the text.
B. Work related readings.
C. Vocabulary exercises.

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

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

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

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

Course #:   NCEL 480

Course Title:
ESL for Job Searching

Catalog Description:
> Designed to teach English for job searching to non-native speakers. Focus on developing reading/writing/speaking/listening skills needed for job searching and interviewing as well as improved understanding of American work culture.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

x____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

NA

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

NA

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

Approved 4/30/13

3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

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

> 1. <u>Primary</u>: offer academic and vocational instruction at the lower division level.
>   -- This course is focused on offering vocational instruction at the non-credit level.
> 2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
>   --The course is designed to improve students' job searching English and abilities, which in turn will strengthen California's work force.

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

Criteria B. – Need

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

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

> Student need:
>
> This course is designed to improve students overall English and specifically their job searching English. Looking for jobs online, writing resumes, and preparing for job interviews are very challenging and this challenge is only compounded when English is a second language. This course can enable students to not only find but also get hired for positions that may have been out of reach otherwise.
>
> Need in the service area:
>
> Foothill's service area will see an increase in employment since "industry employment … in Santa Clara and San Benito counties, is expected to reach 1,129,100 by 2022, an increase of 14 percent over the 10-year projections period. Twelve of 13 nonfarm industry sectors are projected to grow between 2012 and 2022." -State of California Employment Development Department. There will be many new jobs but students may be unable to access or get hired for these jobs if their job search skills are not refined.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include:</u>

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends

FOOTHILL COLLEGE

- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

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.

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

        MJ   non-degree applicable basic skills course.

            course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

            pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

MJ   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

MJ   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Melissa Jaquish   **Date:** 6/10/16

Division Curriculum Representative: Ben Armerding   **Date:** 11/4/16

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

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

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Language Arts

NCEL 480   ESL FOR JOB SEARCHING

Edit Course Outline

NCEL 480	**ESL FOR JOB SEARCHING**	**Summer 2017**
48 hours total.		**0 Units**

Total Contact Hours: 48   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: A student may initially take the course when they are applying for lower level jobs that only require an application. The next time they take the course, they may be applying for jobs that require a resume. Example: A student may initially take the course when they are only being interviewed in their native language. The next time they take the course, they may be interviewing only in English. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43   **Load Factor:** .061   **FOAP Code:** 114000123041493085

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 students with English language skills needed to find a job or a better position.

1. Description -

Designed to teach English for job searching to non-native speakers. Focus on developing reading/writing/speaking/listening skills needed for job searching and interviewing as well as improved understanding of American work culture.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

      A. develop job search skills.
      B. navigate interviews and discuss their skills, training, and education.
      C. demonstrate knowledge of American work culture.

3. Special Facilities and/or Equipment -

Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratory equipped with online computers, network server access, and printers.

4. Course Content (Body of knowledge) -

      A. Develop job search skills
          1. Compose and update resume
              a. Vocabulary used to describe work experience
              b. Appropriate names and titles of jobs/positions
              c. Standard American resume form
          2. Perform basic Internet job searches
              a. Use key words in search engines and online job sites (e.g., Craigslist)
              b. Interpret vocabulary typical in want ads (e.g., job requirements, duties, salary)
          3. Apply for jobs
              a. Understand and fill out paper job applications
              b. Understand and fill out online job applications
              c. Vocabulary and grammar for basic email/cover letter for prospective employers
      B. Navigate interviews and discuss skills, training, and education
          1. Polite/formal English
              a. Standard greetings
              b. Polite forms of address (e.g., Mr., Ms.)

2. Answer questions about education, skills, experience
   a. Use correct tense (e.g., past vs present perfect)
   b. Vocabulary and grammar to describe education
   c. Vocabulary and grammar to describe skills
   d. Vocabulary and grammar to describe experience
3. Ask culturally appropriate questions about the job (e.g., pay, benefits)
4. Display culturally appropriate non-verbal language
   a. Eye contact
   b. Handshake
   c. Confident body language

C. Demonstrate knowledge of American work culture
   1. American work values
      a. Timeliness
      b. Directness
      c. Respecting diversity
      d. Expected behavior with superiors/peers
   2. Appropriate dress standard for specific jobs
   3. Appropriate work "small talk"

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. In-class assignments.
   1. Individual work.
   2. Pair and group work.
B. Class performance.
C. Listening and speaking exercises.
D. Job search vocabulary use.
E. Informal evaluations.
F. Role-play job interview.
G. Filled out applications.
H. Resumes.

7. Representative Text(s) -

A. Grammar:
   1. Gaer, Susan and Sarah Lynn. Project Success 5. White Plains, NY: Pearson Education, Inc., 2014.
B. Dictionary:
   1. Longman Dictionary of American English. 5th ed. White Plains, NY: Pearson Education, Inc., 2014.
C. Other Instructional Materials:
   1. Instructor will provide job search specific materials, such as key words for job search sites, vocabulary lists, examples of want ads/job applications/resumes, job search related readings, and interview role-plays.

8. Disciplines -

ESL Noncredit Instruction

9. Method of Instruction -

Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in text.
     B. Job search related readings.
     C. Vocabulary exercises.
     D. Resume and cover letter writing.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #:   PSE 56

Course Title: SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS

Catalog Description:

> Strategies to successfully teach topics in pre-collegiate mathematics. Topics include number theory, fraction operations, proportional reasoning, statistics, linear relationships and problem solving. Intended as professional development for middle and high school mathematics teachers.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

___X___ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

> Certificate of Achievement in Instructional Design & Technology

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

>

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

> This course support Mission #2 above, to contribute to work force development by addressing the need for continual teacher training in K-12

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

Criteria B. – Need

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

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

> This course is a restricted support course for instructional technology integration in pre-collegiate mathematics courses within the broader curriculum of the proposed Certificate of Achievement in Instructional Design & Technology. It is widely understood that the need for computer literacy outpaces the growth and complexity in technology. A certificate in instructional technology will enable teachers in K-12 education, higher education and corporate education to implement technology-driven delivery mechanisms in order to most effectively enhance learning.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

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

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

KA   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

KA   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Sumi Sukumar   **Date:** 11/15/16
Division Curriculum Representative: K Armstrong, M Francisco   **Date:** 11/15/16
Date of Approval by Division Curriculum Committee: **Date:** 11/15/16
College Curriculum Co-Chairperson: **Date:**

Approved 4/30/13

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Physical Sciences, Mathematics & Engineering

PSE 56   SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS

Edit Course Outline

PSE 56	**SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS**	**Summer 2017**
1 hour lecture.		**1 Unit**

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

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

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

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

Repeatability - Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** 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:** 1/29/16

Division Dean Information -

Seat Count:	**Load Factor:**	**FOAP Code:**
40	.022	114000125091190100

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 course is a restricted support course for instructional technology integration in pre-collegiate mathematics courses within the broader curriculum of the proposed Certificate of Achievement in Instructional Design & Technology. It is widely understood that the need for computer literacy outpaces the growth and complexity in technology. A certificate in instructional technology will enable teachers in K-12 education, higher education and corporate education to implement technology-driven delivery mechanisms in order to most effectively enhance learning.

1. Description -

Strategies to successfully teach topics in pre-collegiate mathematics. Topics include number theory, fraction operations, proportional reasoning, statistics, linear relationships and problem solving. Intended as professional development for middle and high school mathematics teachers.

Prerequisite: None

Co-requisite: None

Advisory: Completion of MATH 105 or 108 or the equivalent; basic competency in using computers and online software.

2. Course Objectives -

The student will be able to:

    A. Apply instructional strategies to successfully teach number theory ideas to find patterns in factoring whole numbers
    B. Use manipulatives to enhance students' understanding of fraction models and conceptual problem solving
    C. Develop skills to effectively teach proportional reasoning topics
    D. Use effective instructional strategies to teach statistical variability, data distribution and interpretation
    E. Apply instructional techniques to teach linear relationships and functions
    F. Match algebra skills with interesting problem solving strategies

3. Special Facilities and/or Equipment -

    A. When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
    B. When taught via the Internet: Students must have current email accounts and/or ongoing access to computers with email software, web browsing capability, and access to the World Wide Web.

4. Course Content (Body of knowledge) -

    A. Teach number theory
        1. Apply strategies to find patterns in factoring whole numbers
        2. Explain identification of prime and composite numbers
        3. Explain prime factorization (common multiple, greatest common factor)
        4. Explain Fundamental theorem of arithmetic
        5. Develop strategies to integrate technology into instructing this topic
        6. Define academic vocabulary for number theory
    B. Teach fraction models and conceptual problem solving
        1. Apply strategies to use manipulatives to explain part of a whole, whole/part comparison, common denominators, comparing fractions
        2. Use spreadsheets for adding, subtracting and problem solving with fractions
        3. Develop techniques to use collaborative work in the classroom
        4. Define academic vocabulary for fractions
    C. Teach proportional reasoning topics

1. Solve multi-step problems involving rates, ratios, percent, and proportional relationships
2. Lead students to translate between percent, decimals, and fractions, represent percent increase and decrease as multiplication
3. Develop models for solving ratio problems
4. Implement collaborative math project activity in classroom using proportional reasoning, rates and percent problems
5. Define academic vocabulary for proportional reasoning
   D. Teach statistical variability, data distribution and interpretation
1. Integrate software tools and technology into data representation and interpretation
2. Integrate software tools for linear association of bivariate data
3. Explain probability concepts
4. Define academic vocabulary for statistical variability, data distribution and interpretation
   E. Teach linear relationships and functions
1. Apply strategies to represent quantitative relationships graphically
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)
3. Apply graphing strategies and techniques
4. Define academic vocabulary for linear relationships and functions
   F. Match algebra skills with problem solving strategies
1. Apply general problem solving strategies
2. Teach how to solve problems using patterns through collaborative learning
3. Incorporate technology and critical thinking into problem solving in math classrooms
4. Analyze instructional methods to emphasize communication, collaboration, and creativity blended with the mathematics content and technology
5. Define academic vocabulary for mathematics problem solving

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

A. Developing an integrated student-centered, technology enhanced lesson plan or activity
B. Presenting the project to peers for feedback
C. Making constructive contributions to class discussions
D. Completing coursework assignments in group collaboration and individually

7. Representative Text(s) -

Van De Walle, John A., Karen S. Karp, and Jennifer M. Bay-Williams. <u>Elementary and Middle School Mathematics: Teaching Developmentally.</u> 1st ed. Boston, MA: Allyn & Bacon, 2012.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

8. Disciplines -

Mathematics

9. Method of Instruction -

During periods of instruction the student will be:

A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
B. Participating in facilitated discussions of live presentations, readings or video presentations
C. Presenting in small group and whole class situations

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 revised mathematics lesson plan that integrates technology and a portfolio with journal entries, peer evaluations, and critical analysis of peers' lesson plans.
    B. Outside assignments include: making a screencast of mathematics concept, a group project, reading articles, and participating in online peer collaboration activities.

When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well.

Draft
Resolution for Apprenticeship Curriculum Committee

Whereas, Foothill College requires appropriate oversight and stewardship of all courses and degrees, including apprenticeship courses and programs;

Whereas, apprenticeship classes do not fall within the current administrative structure of the college; and

Whereas, apprenticeship classes are taught by instructors who have specific training in the appropriate trade areas; and

Whereas, these same instructors and their program coordinators are the authors of the course outlines of record for apprenticeship classes,

Resolved, that the Academic Senate hereby establishes an Apprenticeship Curriculum Committee to fulfill curriculum oversight and responsibilities for all Apprenticeship courses

Resolved, that said Apprenticeship Curriculum Committee shall consist of the following members; appointed by the College Curriculum Committee:
- A full time Foothill faculty chairperson who would also be a voting member of the College Curriculum Committee
- 3-5 instructors and/or site coordinators representing a variety of Apprenticeship disciplines and programs

11/12/16

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #:   CNSL 8H

Course Title: Transfer Readiness for Honors

Catalog Description:

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

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

<u>DL</u>   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

_____

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

_____

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

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

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

Criteria B. – Need

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

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

N/A

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>Please attach appropriate evidence to this application form.</mark>

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

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

        non-degree applicable basic skills course.

    <u>X</u>   course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

        pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

<u>DL</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

<u>DL</u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Debra Lew</u>   **Date:** <u>11/1/16</u>

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

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

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

Approved 4/30/13

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Counseling and Student Services

CNSL 8H   HONORS TRANSFER READINESS

Edit Course Outline

CNSL 8H	HONORS TRANSFER READINESS	Summer 2017
1 hour lecture.		**1 Unit**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Pass No Pass

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 6/2016

Division Dean Information -

Seat Count:	**Load Factor:**	**FOAP Code:**
30	.022	114000132003493010

Cross Listed as:

Related ID: CNSL 8

Instruction Office Information -

FSA Code: 0720 - COUNSELING

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 a comprehensive overview on transfer preparation.

1. Description -

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

Prerequisite: None

Co-requisite: None

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

2. Course Objectives -

The student will be able to:

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

3. Special Facilities and/or Equipment -

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

4. Course Content (Body of knowledge) -

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

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

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

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

7. Representative Text(s) -

Foothill College Catalog (current year required).

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

Additional course materials as appropriate and generated by faculty.

8. Disciplines -

Counseling

9. Method of Instruction -

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

10. Lab Content -

    Not applicable.

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

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

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #: NCP 400A

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

Catalog Description:

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

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

   X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

           The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

>

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

>

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

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

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

Criteria B. – Need

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

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

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

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

==**Please attach appropriate evidence to this application form.**==

Criteria C. -- Curriculum Standards (please initial as appropriate)

<u>RG</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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

      _____ non-degree applicable basic skills course.

      _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

      _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

<u>RG</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

<u>RG</u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Robin Galas</u>   **Date:** <u>11/2/16</u>

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

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

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

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Counseling and Student Services

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

Edit Course Outline

NCP 400A	STRONG START FOR CHILDREN I: BIRTH-8 YEARS	**Summer 2017**
8 hours total.		**0 Units**

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

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

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

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

Repeatability -

Statement: Unlimited Repeatability.

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

Status -

Course Status: Active   **Grading:** No Credit

Degree Status: Non-Applicable   **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 5/31/16

Division Dean Information -

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

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone

Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: NCP 400

Need/Justification -

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

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

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

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

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

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

7. Opportunities in the field of early childhood education and child care through Foothill College Department of Child Development

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

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

7. Representative Text(s) -

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

8. Disciplines -

Parent Education: Noncredit

9. Method of Instruction -

Lecture, Discussion, Demonstration, Group work

10. Lab Content -

Not applicable.

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

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

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #:   NCP 400B

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

Catalog Description:

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

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

X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

>

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

>

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

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

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

Criteria B. – Need

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

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

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

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

Criteria C. -- Curriculum Standards (please initial as appropriate)

<u> X </u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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

 _____ non-degree applicable basic skills course.

 _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

 _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

<u> X </u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

<u> X </u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Robin Galas</u>   **Date:** <u>11/2/16</u>

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

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

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

Approved 4/30/13

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Counseling and Student Services

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

Edit Course Outline

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

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

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

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

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

Repeatability -

Statement: Unlimited Repeatability.

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

Status -

Course Status: Active   **Grading:** No Credit

Degree Status: Non-Applicable   **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 5/31/16

Division Dean Information -

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

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone

Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: NCP 400

Need/Justification -

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

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

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

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

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

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

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

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

7. Representative Text(s) -

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

8. Disciplines -

Parent Education: Noncredit

9. Method of Instruction -

Lecture, Discussion, Demonstration, Group work

10. Lab Content -

Not applicable.

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

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

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #: NCP 401B

Course Title: NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS

Catalog Description:

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

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

       The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

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

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

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

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

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

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

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

Approved 4/30/13

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

Criteria B. – Need

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

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

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

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:
- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

Criteria C. -- Curriculum Standards (please initial as appropriate)

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

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

    __RG____ non-degree applicable basic skills course.

    _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

    _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

__RG____ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

__RG____ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Robin Galas</u>   **Date:** <u>11/2/16</u>

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

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

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

For authorized use only

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Counseling and Student Services

NCP 401B   NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS

Edit Course Outline

NCP 401B	**NURTURING HEALTHY CHOICES II: ADOLESCENT YEARS**	**Summer 2017**
8 hours total.		**0 Units**

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

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

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

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

Repeatability -

Statement: Unlimited Repeatability.

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

Status -

Course Status: Active   **Grading:** No Credit

Degree Status: Non-Applicable   **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 5/31/16

Division Dean Information -

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

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone

Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: NCP 401

Need/Justification -

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

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

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

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

This course will encompass several parenting education areas:

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

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

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

7. Representative Text(s) -

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

8. Disciplines -

    Parent Education: Noncredit

9. Method of Instruction -

    Lecture, Discussion, Demonstration, Group work

10. Lab Content -

    Not applicable.

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

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

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

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

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➕ IN THIS SECTION…

Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines

September 2016

John Freitas, ASCCC Standards and Practices Committee Chair

Assigning courses to disciplines is designated as an academic and professional matter under the purview of academic senates in Title 5 §53200(c): "(1) Curriculum, including establishing prerequisites and placing courses within disciplines." While the vast majority of courses at California community colleges were assigned to disciplines following the passage of AB 1725, changes to college curriculum and to the Disciplines List often necessitate the need for local senates to review the decisions they have made locally in this area. However, misconceptions often arise regarding what it means to assign courses to disciplines. Sometimes this process is confused with equivalency, and sometimes it is incorrectly perceived as being the same as granting single–course equivalency. Other times faculty and colleges are confused about what to do if no corresponding discipline for a course appears in the Disciplines List[1] and how to appropriately use the interdisciplinary studies option. It is important that local senates and curriculum committees understand these issues in order to make effective and appropriate decisions regarding the assignment of courses to disciplines.

In order to teach credit and noncredit courses at a California community college, faculty must meet the required minimum qualifications for the discipline or disciplines to which a course is assigned. Minimum qualifications for faculty are established and revised by the Board of Governors upon recommendation of the Academic Senate for California Community Colleges. Title 5 §53407 and §53410 require that faculty who teach credit courses must meet the minimum qualifications as stated in the Disciplines List, while for noncredit courses faculty must meet either the minimum qualifications in the Disciplines List or the noncredit minimum qualifications stated in Title 5 §53412.[2]

While minimum qualifications for disciplines are established at the state level, the assignment of courses to disciplines is locally determined and is primarily the responsibility of local academic senates, with the specific work of assigning courses to disciplines typically delegated to curriculum committees. While the criteria for assigning courses to disciplines are locally determined, the ASCCC established the following principles in its paper *Qualifications for Faculty Service in the*

California Community Colleges, which was adopted Spring 2004[3] :

A college curriculum committee must be very careful to place courses in disciplines accordingto the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are [sic] likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

Thus, local senates have a responsibility to establish criteria that ensure that faculty assigned to teach a course will have the proper academic preparation needed to teach that course with the scope and rigor expected of all college instruction. The assignment of courses to disciplines for reasons other than proper academic preparation may result in students completing courses that inadequately prepare them for transfer or employment, loss of articulation, and accreditation sanctions.

Standard practice is to assign each course to a single discipline from the Disciplines List. This practice is preferred because it clearly demonstrates to the students, the public, accreditors, transfer institutions, and employers that the courses are taught by faculty with appropriate academic preparation. An example of the differing applications of this process might involve a case in which a college decides to expand its curriculum to offer courses in geography, geology, and oceanography. As part of the curriculum approval process, the curriculum committee should recommend the disciplines to which those courses would be assigned. In the case of the geography courses, the assignment to a discipline is straightforward: geography is a discipline listed in the Disciplines List, and therefore the curriculum committee should assign the geography courses to the geography discipline. The decisions regarding the geology and oceanography classes are less obvious because the Disciplines List does not included specific listings for geology and oceanography. However, if one reads the Disciplines List carefully, one notices that the earth sciences discipline encompasses geology and oceanography:

> *Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology*
> *OR*
> *bachelor's in geology*
> *AND*
> *master's in geography, physics, or geochemistry*
> *OR*
> *the equivalent.*

Based on the detail and listed degrees in the earth sciences description, the curriculum committee can logically conclude that courses in subjects such as geology and oceanography should logically be assigned to this discipline.

While standard practice involves assigning a course to a single discipline, colleges do have the option to assign a specific course to more than one discipline, and doing so may be appropriate provided that valid curricular reasons exist. For example, faculty in the African-American studies[4] and English departments at a college might propose to the curriculum committee that a course in African-American literature be assigned to both the African-American studies and English

disciplines, given that a person with expertise in either discipline might legitimately be considered properly trained to teach the subject matter of the course. The curriculum committee must then critically review the proposal and consider possible unintended consequences and potential harm to students if the assignment to both disciplines is approved. If the African–American literature course is assigned to both the English and African–American studies disciplines, then any faculty member who meets the minimum qualifications for either discipline may teach the course, including an English faculty member with no background in African–American literature.

This situation can become especially problematic in climates that involve class cancellations or reductions in the work force and faculty seniority or bumping rights. The supervising administrator has the right of assignment of faculty to teach courses and is responsible for ensuring that the requirements of the local collective bargaining agreement regarding faculty teaching load, seniority, and part–time faculty rehiring rights are met. Thus, an unintended consequence of assigning the African–American literature course to both disciplines may be that an English faculty with no expertise in African–American literature is assigned to teach the course in lieu of a faculty member who has a master's degree in African–American studies and who is expert in African–American literature. Such a decision might be perceived as a disservice to the students. Therefore, the assignment of courses to multiple disciplines should be done judiciously, and care must be taken to ensure that assignment of a course to multiple disciplines does not adversely affect the rigor of courses, is done for valid curricular reasons, and does not harm students.

A common misconception about assigning a specific course to multiple disciplines is that it is somehow the same as granting single course equivalency, but such is not the case. Assigning courses to disciplines is the means by which a district determines the specific minimum qualifications faculty must meet to teach each of its courses, and whereas equivalency involves the decision as to whether an individual person meets those qualifications. If the African–American literature course is assigned only to the African–American studies discipline, then only faculty who meet the African–American studies minimum qualifications can teach that course. If that same African–American literature course is instead assigned to both the African–American studies and English disciplines, then the faculty who teach that course must meet either the African–American studies or the English minimum qualifications. If a person who meets the English minimum qualifications is hired by the college to teach the African–American literature course, that person is not only qualified to teach that particular course but is also qualified to teach any course assigned to the English discipline. This situation does not constitute single course equivalency because the faculty member not only meets the minimum qualifications required to teach the African–American literature course but also meets the minimum qualifications to teach all of the other courses assigned to the English discipline.

Courses that are commonly assigned to multiple disciplines are those that do not have a corresponding discipline in the Disciplines List. For example, many colleges offer courses in environmental science, and four–year institutions offer degrees in environmental science, yet the Disciplines List does not include a listing for an environmental science discipline. Therefore, the curriculum committee must assign environmental science courses to appropriate disciplines listed in the Disciplines List. For example, based on the content and objectives of the courses, a curriculum committee might decide to assign an environmental science – physical processes course to the chemistry and geology disciplines and to assign an environmental science –environmental biology course to the biological sciences and ecology disciplines. The drawback to this practice is that a person with a master's degree in environmental science would be prevented from teaching an environmental science course at that college unless he or she is granted equivalency to one of the disciplines to which that environmental science course is assigned. An alternative approach is for the curriculum committee to assign all of the

Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines | ASCCC

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environmental science courses to the Interdisciplinary Studies discipline. The minimum qualifications for interdisciplinary studies are as follows:

> Master's in the Interdisciplinary area
>
> OR
>
> master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline(s).

If environmental science is the interdisciplinary area in question, a person with a master's degree in environmental science is qualified to teach all of the environmental science courses offered by the college. The benefit to students is clear because the environmental science courses they take are taught by faculty with academic preparation in environmental science and who are thus subject matter experts in that discipline. The curriculum committee also needs to assign the environmental science courses to constituent disciplines from the Disciplines List. However, a person with a master's degree in one of those constituent disciplines still needs to have completed the requisite upper division or graduate coursework, as determined locally, in another one of the constituent disciplines in order to be qualified to teach the environmental sciences courses.

In summary, all courses must be assigned to a discipline in the Disciplines List. Education Code and Title 5 provide a fair amount of flexibility to local senates in recommending how courses are assigned to disciplines. In most cases courses are assigned to a single discipline, while in other cases it might be appropriate to assign courses to more than one discipline or to assign courses to interdisciplinary studies. Furthermore, as the Disciplines List is revised local senates should review the assignment of courses to disciplines as appropriate to ensure that students take courses that are taught by faculty with the appropriate academic preparation. In each case faculty leadership and professional expertise through local senates is critical for ensuring that assignment of courses to disciplines is done for sound curricular reasons so that students are enrolled in courses taught by qualified faculty with the academic preparation and knowledge necessary to allow the students to succeed not only in the courses offered at the college but also after transfer or joining the workforce.

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[1] The Disciplines List is incorporated in the publication *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* published by the California Community Colleges Chancellor's Office. The Disciplines List is available at http://www.asccc.org/sites/default/files/2014MinuimumQualifications.pdf (http://www.asccc.org/sites/default/files/2014MinuimumQualifications.pdf).

[2] The noncredit minimum qualifications are also listed in the Disciplines List for convenience. However, changes to these minimum qualifications still require changes to Title 5 §53412 by the Board of Governors.

[3] *Qualifications for Faculty Service in the California Community Colleges* is available at http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf (http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf)

[4] The African–American Studies discipline was approved by the Board of Governors in 2015 for incorporation into the 2016 edition of *Minimum Qualifications for Faculty and Administrators in the California Community Colleges.* However, the 2016 edition has not yet been published.

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

FOOTHILL COLLEGE
College Curriculum Committee
Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Procedure for Course Deactivation/Reactivation
(CCC approved 11/30/10)

Deactivation:
1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
   a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
   b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
   a. will continue to appear in the faculty's access list,
   b. will **not** print in any Catalog or Schedule,
   c. may be viewed by anyone with access to the C3MS,
   d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

Reactivation:
1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.