College Curriculum Committee Meeting Agenda
Tuesday, June 6, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: May 23, 2017	Action	#6/6/17-1	Escoto

2. Announcements
   a. New Course Proposals
   b. Equity Across Curriculum follow-up
	Information	#6/6/17-2—22	Escoto

3. New Subject Code: APCA	Information	#6/6/17-23	Escoto
4. New Subject Code: NCEN	Information	#6/6/17-24	Escoto
5. Policy Update: Academic Adjustments for Students with Disabilities	3rd Read/ Action	#6/6/17-25	Escoto
6. New Program Application: Game Audio Certificate of Achievement	2nd Read/ Action	#6/6/17-26	Escoto
7. Program Deactivation: Primary Care Associate Program	2nd Read/ Action	#6/6/17-27	Escoto
8. Stand Alone Approval Request: CHLD 72	1st Read	#6/6/17-28	Escoto
9. Student Preparedness	Discussion		Escoto/ LaManque
10. Proposed Revision to AP 4235	Information	#6/6/17-29	Escoto
11. Catalog Addendum	Discussion		Escoto
12. Review of Curricular Process Included in Accreditation Self Evaluation	Discussion	#6/6/17-30	Escoto
13. Guidelines for Placing Courses in Disciplines	1st Read	#6/6/17-31	Escoto
14. Report Out from Division Reps	Discussion		All
15. Good of the Order			Escoto
16. Adjournment			Escoto

Attachments:

#6/6/17-18   New Course Proposal: NCLA 407A
#6/6/17-19   New Course Proposal: NCLA 407B
#6/6/17-20   New Course Proposal: NCLA 407C
#6/6/17-21   New Course Proposal: NCLA 408
#6/6/17-22   New Course Proposal: PSYC 9
#6/6/17-23   New Subject Code: APCA
#6/6/17-24   New Subject Code: NCEN
#6/6/17-25   Policy and Procedures for Providing Academic Adjustments for Students with Disabilities - draft
#6/6/17-26   Game Audio CA Narrative (updated)
#6/6/17-27   Program Deactivation: Primary Care Associate Program
#6/6/17-28   Stand Alone Course Approval Request: CHLD 72
#6/6/17-29   FHDA Administrative Procedure 4235 - revision
#6/6/17-30   Standard II of Accreditation Self Evaluation
#6/6/17-31   Guidelines for Placing Courses in Disciplines - draft

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).
~~2/1/17~~   Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
~~2/15/17~~   Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
~~6/1/17~~   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/17   COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2016-17

Meeting Date: 6/6/17

Co-Chairs (2)

✓   Isaac Escoto   7350   Vice President, Academic Senate (tiebreaker vote only)
escotoisaac@fhda.edu

✓   Andrew LaManque   7179   Interim Vice President of Instruction and Institutional Research
lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

Evan Gilstrap, Ben Schwartzman, Bruce McLeod, Katie Ha

College Curriculum Committee
Meeting Minutes
Tuesday, May 23, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: May 9, 2017	**Approved by consensus.**
2. Announcements a. New Course Proposals	**Speaker: Isaac Escoto** The following proposals were presented: C S 30E; NCBS 403A, 403B; PHED 43. Please share with your constituents. Mention of comment on NCBS proposals regarding including placement exam in the course description (consensus among group that it should be included)—PSME rep noted that comment meant for division CC discussion, and placement exam information will be included in course description. Discussion regarding using "Frisbee" brand name in course title for PHED 43; suggestion that ® symbol be included next to brand name. Fine Arts rep noted that division has many brand names in course titles (e.g. Adobe Photoshop). Comment regarding websites where students upload exams, and question regarding authenticity of rumor that if exam includes a copyright symbol it cannot be uploaded—LaManque suggested forwarding question to Judy Baker (Online Learning department).
b. UC Transferability	Day reminded group of June 1st deadline to submit courses for UC transfer for next year. Usually UC provides a grace period; however, this year a software change prohibits such. Question regarding courses in development for summer 2018—Day noted that courses may be submitted while under development for UC transfer and that she cannot submit for IGETC until UC transfer is approved; best to be proactive and submit ahead of schedule.
c. CCC Co-chair Announcement	Rachelle Campbell has been confirmed by Academic Senate as new VP and CCC Co-chair for next year!
3. New Program Application: Social Justice Studies ADT	**Speakers: Isaac Escoto & John Fox** Second read of new Social Justice Studies ADT. Note that ENGL 40 has been added to the list of courses, since the first read. Motion to approve **M/S** (Day, Armstrong). **Approved.**
4. Policy Update: Academic Adjustments for Students with Disabilities	**Speaker: Isaac Escoto** Second read of updated policy; document has been updated since first read. Counseling rep noted that discipline faculty related to course content being discussed are welcome to attend Academic Council meetings. Third read and possible action will occur at next meeting.
5. New Program Application: Game Audio Certificate of Achievement	**Speaker: Isaac Escoto** First read of new Game Audio Certificate of Achievement. Question regarding availability of jobs—Fine Arts rep noted that it's the largest industry in CA, even larger than the movie industry, and that students are already being placed in jobs. Second read and possible action will occur at next meeting.
6. Program Deactivation: Primary Care Associate Program	**Speaker: Isaac Escoto** First read of deactivation of Primary Care Associate Program. Changes in the field have prompted this deactivation. Final cohort of students will graduate in 2018. LaManque noted that we don't

	have a lot of experience with program deactivation, so we're following the same steps we take to create a program. Bio Health rep noted that some in the division disagreed with having to vote to approve the deactivation, since the college has no choice in the matter in this situation. Escoto noted the special circumstances in this case and stated that following our process of approvals when programs are deactivated allows for constituency groups on campus to be updated. Question regarding nature of program, specifically around graduates' ability to write prescriptions without advanced degree—Bio Health and Counseling reps noted that Foothill program is one piece of the whole program and that students either had already received or would subsequently receive a higher degree (with licensure). Accreditation standards will now require students to graduate from a program that also offers a masters degree, which we cannot. Second read and possible action will occur at next meeting.
7. Non-transcriptable Certificate Approval Process	**Speaker: Isaac Escoto** Continuation of discussion from previous meeting. Need to create a clear policy/process for the creation of non-transcriptable certificates. CCC team discussed and is proposing a resolution to state that non-transcriptable certificates will follow the same process as transcriptable programs. Question regarding existing certificates and whether they would be grandfathered in—CCC will need to discuss. Comment that if policy/process is to confirm that certificates have a place in Foothill curriculum, those that already exist should be reviewed. Question regarding the outcome of a certificate's approval, and whether it will affect the current process of conferring/tracking—Escoto noted that this separate piece will need to be discussed further and settled; would like to first create approval policy/process. Bio Health rep suggested creating abbreviated process for existing certificates; noted that certain workforce certificates are required by outside bodies. Comment that requiring same process for non-transcriptable may preclude faculty from creating certificate due to time involved in process; some faculty create non-transcriptable because they do not have time to go through full process or view as onerous. Mention of suggestion from previous meeting regarding offering workshop for faculty who wish to go through (transcriptable) creation process. LaManque noted unit minimum for certificates of achievement (18). LaManque suggested dual approach of CCC reviewing existing certificates en masse, with future new programs following full process. Escoto noted that group would need to develop approval guidelines for existing certificates. Day suggested Office of Instruction offer tutorial sessions for faculty to develop a new program. Suggestion of possibility of existing workforce programs bypassing certain steps if program required by outside bodies. Bio Health rep noted example of EMT program—students must complete certain courses before they can sit for state licensure exam. Discussion regarding need to collect same data required for new non-transcriptable certificates as required for transcriptable programs, if resolution adopted—LaManque noted that resolution, if adopted, would require non-transcriptable certificates to follow same process, which includes collection of data for workforce programs. Noted that the governance handbook states "any new

	program or initiative" and does not distinguish between transcriptable and non. PSME rep noted steps in current process, of program being submitted to FHDA board and state for approval; question regarding whether non-transcriptable certificates will be submitted to the state—they cannot be. Suggestion that shortened version of new program process document be created for non-transcriptable certificates; Escoto suggested group determine whether process should be created, instead of passing proposed resolution. Suggestion that CCC first review existing certificates before creating policy/process, so that potential issues can be identified, which may inform approval criteria. LaManque noted importance of signaling college-wide review of such certificates, including existing, to ensure that institution has recognized approval. PSME rep suggested creation of review checklist first, and then evaluation of existing certificates against checklist, as guiding document. Escoto noted importance of applying same criteria to all certificates. Bio Health rep suggested first step of identifying owners of existing certificates and sending out survey to: 1. ask if still viable; 2. if 18+ units, ask owner about submitting for state approval. Survey responses could pare down list of existing certificates for CCC to review. PSME rep agreed that best to notify faculty owners of existing certificates before reviewing. Escoto suggested CCC develop review criteria before contacting owners, to ensure clear communication and transparency. PSME rep suggested involving faculty owners in creating guidelines.
	BSS rep noted importance of answering the question, "why should we offer these non-transcriptable certificates?" Noted answers given in division have been, "students want this" and "employers want this," but not always with evidence to back-up. Bio Health rep agreed that reasoning is important but shouldn't be used as barrier to offering certificate; does not want begin evaluating faculty owner's reasoning for offering certificate.
	Group agreed that CCC should review existing non-transcriptable certificates. CCC team will draft survey to send out to faculty owners. Discussion will continue at future meeting.
8. Equity Across Curriculum	**Speaker: Isaac Escoto** Continuation of discussion from previous meeting; question was posed regarding how to evaluate COR for equity. Escoto shared example of MATH 22 COR (with faculty permission). Counseling rep noted Universal Design movement, which addresses equity; noted Method of Instruction and Methods of Evaluation as sections of COR that could address equity. Escoto suggested simply asking question of how certain sections of COR could address equity, during COR review at division CC; responsibility of CCC rep is not necessarily to have all answers but to foster discussion during COR review and/or with faculty. Concern expressed that division CC is not the best place to have deep discussions of pedagogical practice; suggestion that question of equity is more in the realm of professional development, rather than curriculum. Escoto clarified that discussion here at CCC to address how reps might be able to foster division discussions of equity. Concern expressed that discussions specific to COR might end up being merely superficial. Bio Health rep noted issue of multiple instructors teaching the same course, which makes difficult to address COR with equity lens—more important is how course is actually taught. Suggestion of SLOs, instead of COR, as place where equity can really be addressed.

	Escoto noted that every course discussed via regular cycle of COR review, which is why course review cycle could be used to spark discussion of equity; looking for suggestions on how to spark wider discussion. PSME rep noted that faculty, when developing COR, intend information on COR to guide other instructors on how course should be taught (e.g., noting short answer tests specifically if believe important to the course); however, information on COR might not necessarily reflect how course is actually taught. Concern expressed that equity lens could become meaningless if mentioned during development process of every COR.
	Comment that SLO process was implemented poorly on campus and, as a result, seen by faculty as secondary to development of course; concern that similar implementation of equity lens, from the top-down, could result in same. Suggestions for implementation: peer-based, professional development, opening day. Escoto reminded group that CCC created the responsibilities document, and that discussion is to address how best to ensure we're following the responsibilities we crafted; not being directed to do so by any body external to CCC. Comment that equity is important to Foothill mission and, thus, should be important in curriculum. Bio Health rep noted recent discussions at Student Equity Workgroup on how to best disseminate information and spark conversation around equity; have had difficulty trying to promote organically, via professional development. Agreed that important to discuss equity in terms of curriculum but unsure that COR best way to discuss. Language Arts rep noted process of creating division online course standards and share-out of such; division had good experience in discussing and developing those, and perhaps similar process can be used for this.
	BSS rep suggested questions to consider when discussing COR through equity lens: Are textbooks all written by males?; Is there an international perspective that can be considered? PSME rep recalled creation of responsibilities document and discussion of reps encouraging faculty to consider equity during initial development of a course, rather than reviewing a COR for equity.
	Discussion will continue at future meeting.
9. Student Preparedness	**Speaker: Isaac Escoto** Moved to next meeting, due to time constraint.
10. Report Out from Division Reps	**Speaker: All** LaManque provided update on accreditation. Academic Senate recently discussed standards. Division CCs and CCC will figure prominently in accreditation site visit. Encouraged group to review Standard II.A, to help prepare for site visit. Counseling: Daphne Small will be teaching new course in exploring leadership. Students do not need to be involved in Student Activities. A few counselors attending NCORE (National Conference on Race and Ethnicity) this year; Serna attending talks on social change in education. Articulation: Day noted three new ADTs: Law, Public Policy and Society; Environmental Science; Social Work. All will become available in September, if we wish to apply. Most of the curriculum in place already, but a few new courses may need to be

	developed. Day has already heard from faculty interested in developing.
11. Good of the Order	
12. Adjournment	**3:25 PM**

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Evan Gilstrap (guest—CNSL), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), 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: Ben Schwartzman

Proposed Number: ALTW 231   **Proposed Units:** 3
Proposed Hours: 3 hours lecture
Proposed Transferability: N/A
Proposed Title: Introduction to Presentation Skills

Proposed Catalog Description & Requisites:
Introduction to appropriate skills and behaviors needed for making successful presentations for students with disabilities. In this course, students will learn how to create and present a project or speech.

Proposed Discipline: Developmental Disabilities: Disabled Students Programs and Services
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

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

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Ben Schwartzman

Proposed Number: ALTW 232   **Proposed Units:** 3
Proposed Hours: 3 hours lecture
Proposed Transferability: N/A
Proposed Title: Social Media & Digital Citizenship

Proposed Catalog Description & Requisites:
A digital citizen refers to a person who utilizes information technology in order to engage in society, politics, and government participation. Digital citizenship is defined as the norms of appropriate, responsible behavior with regard to technology use. Students today grow up surrounded by a variety of different technologies and rely on these various technologies in many different aspects of life (ex. At work, in school, interacting with family and friends, etc.). It is important for students to learn specific skills for maintaining appropriate behavior and being safe while using the Internet and social media applications such as Facebook, Instagram, Twitter, Reddit, YouTube, LinkedIn, and Email. This is especially vital as more and more employers use these platforms to research applicants before hiring them.

Proposed Discipline: Developmental Disabilities: Disabled Students Programs and Services
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

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

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Jeff Glatstein

Proposed Number: APCA 100   **Proposed Units:** 2.5
Proposed Hours: 40 hours total (32 lecture, 8 laboratory)
Proposed Transferability: N/A
Proposed Title: Culinary Safety & Sanitation

Proposed Catalog Description & Requisites:
Students will conduct inspections and record keeping in compliance with FDA Food Code guidelines, active managerial control sanitation, and Hazard Analysis Critical Control Point systems of safety and sanitation. Upon successful completion, students will have attained a Food Handler Card, Food Protection Manager Certification, and First Aid CPR/AED card.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as part of the culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. The course also prepares students for entry into Hospitality Management programs.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
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Faculty Author: Jeff Glatstein
Proposed Number: APCA 101   **Proposed Units:** 2.5
Proposed Hours: 40 hours total (32 lecture, 8 laboratory)
Proposed Transferability: N/A
Proposed Title: Basic Culinary Theory

Proposed Catalog Description & Requisites:
Upon completion, students will understand fundamental concepts, skills and techniques involved in basic cooking. Emphasis is given to the study of ingredients, cooking theories, and food chemistry. Lectures teach skills in the kitchen and cooking processes. The basic process of making stocks, soups, sauces, vegetables, starches, meat and poultry are covered. The course highlights basic cooking techniques such as sautéing, roasting, poaching, braising and frying.
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as possible as partial fulfillment of the culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. The course enables our students to generate and retain jobs as it covers the fundamentals of cooking.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Jeff Glatstein

Proposed Number: APCA 102   **Proposed Units:** 2.5

Proposed Hours: 40 hours total (32 lecture, 8 laboratory)

Proposed Transferability: N/A

Proposed Title: Basic Culinary Math, Measurements & Calculations

Proposed Catalog Description & Requisites:
Students will demonstrate various methods of ingredient measurement (volume, weight, time and temperature), learn to convert from US to Metric system of measurement, calculate portion cost, recipe cost and explain pricing strategies while understanding how to read order guides and invoices.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as possible as partial fulfillment of the proposed culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. The course enables our students for employability and enhances life skills in measurement, calculation, and basic math.

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Jeff Glatstein
Proposed Number: APCA 104   **Proposed Units:** 5
Proposed Hours: 120 hours total (30 lecture, 90 laboratory)
Proposed Transferability: N/A
Proposed Title: Basic Cooking Techniques

Proposed Catalog Description & Requisites:
Upon completion, students will apply fundamental concepts, skills and techniques involved in basic cooking. Lectures teach teamwork and time management. Students will make stocks, soups, sauces, prepare vegetables, starches, salads, and will fabricate and will cook various cuts of meat and poultry. The course highlights basic cooking techniques such as sautéing, roasting, poaching, braising and frying while following industrial recipes. Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program who have completed the Culinary Safety and Sanitation and are currently enrolled in Basic Culinary Theory.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as possible as partial fulfillment of the culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. The course enables our students to generate and retain jobs as it covers the fundamentals of cooking.

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Jeff Glatstein
Proposed Number: APCA 105   **Proposed Units:** 3
Proposed Hours: 40 hours total (40 lecture)
Proposed Transferability: N/A
Proposed Title: Culinary Menu Development

Proposed Catalog Description & Requisites:
Upon completion, students will understand fundamental concepts, skills and techniques involved developing menus. Students will develop menus, pricing strategies, understand the various types of menus in addition to developing menus for different meal periods. This class is project intense.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as possible as partial fulfillment of the culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. The course enables our students to showcase a knowledge base to potential employers.

Instruction Office:
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Number assigned:

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Faculty Author: Jeff Glatstein
Proposed Number: APCA 106   **Proposed Units:** 2.5
Proposed Hours: 40 hours total (32 lecture, 8 laboratory)
Proposed Transferability: N/A
Proposed Title: Sustainability in Foodservice Operations

Proposed Catalog Description & Requisites:
Upon completion, students will understand the principles of sustainability, including issues that affect animal welfare, nutrition, climate change, farm to table, and other issues that impact people and the environment, such as water consumption, wage and supply chain ethics, and the reduction of our environmental footprint. The future of food and technology as well will emerge as topics of discussion and case studies will feature menu innovation, actual operations and a field trip to a sustainable restaurant or foodservice operation. Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Proposed Discipline:
Culinary Arts/Food Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Proposed Certificate of Achievement in Culinary Arts and Associate of Science degree with the same title.

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

Comments & Other Relevant Information for Discussion:
This course is needed as soon as possible as partial fulfillment of the culinary apprenticeship program and will greatly help our students gain and retain jobs within the culinary arts profession. It also keeps our students up to date in regards to current trends in foodservice and food ethics.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Joy Holland

Proposed Number: ART 3E   **Proposed Units:** 4.5
Proposed Hours: 4 hours lecture, 1.5 hours laboratory
Proposed Transferability: UC/CSU
Proposed Title: History of Contemporary Art

Proposed Catalog Description & Requisites:
Study of contemporary art from 1945 to present day. Emphasis will be on the historical, social, political and cultural contexts in which contemporary art works are produced, and the various theoretical models through which they are interpreted.

Proposed Discipline: Art or Art History
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
This course will be part of the Art History AA and AA-T degrees.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Eric Reed

Proposed Number: C S 85   **Proposed Units:** 5
Proposed Hours: 4 hours lecture, 3 hours laboratory
Proposed Transferability: UC/CSU
Proposed Title: Statistical Computing & Exploratory Data Analysis

Proposed Catalog Description & Requisites:
Students learn to program in a statistical programming language such as R, and learn the principles of exploratory data analysis, visualization, simulation, and optimization by exploring and analyzing a variety of data sets. Students will gain an introduction to machine learning and big data.

Proposed Discipline: Computer Science
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

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

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None

Comments & Other Relevant Information for Discussion:
Proposed transferability to UC based on UC Irvine STATS 68
Number change needed?

Instruction Office:
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Number assigned:

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Faculty Author: Brian Lewis

Proposed Number: ENGL 70R, 71R, 72R, 73R   **Proposed Units:** 1, 2, 3, 4
Proposed Hours: 3 hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).
Proposed Transferability: CSU
Proposed Title: Special Projects in English

Proposed Catalog Description & Requisites:
Special research, writing or study projects in English as determined in consultation with the faculty sponsor. (Complexity of project determines number of units assigned.)

Prerequisite: Consent of instructor and division dean through signed contract.

Proposed Discipline:
English

To which Degree(s) or Certificate(s) would this course potentially be added?
Added as elective units for AA degree.

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

Comments & Other Relevant Information for Discussion:
Independent study will help us give students credit for doing special projects in English.

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Jordan C. Fong

Proposed Number: GID 44A   **Proposed Units:** 4
Proposed Hours: 3 hours lecture, 3 hours laboratory.
Proposed Transferability: UC/CSU
Proposed Title: 3-D Digital Animation I

Proposed Catalog Description & Requisites:
This class focuses on how to create believable movement by applying the traditional principles of animation to 3-D digital characters related to live-action and animation film. Emphasis on body mechanics, with attention on the building blocks of an animated scene, and the workflow from planning phase to final animation.

Proposed Discipline:
Graphic Arts

To which Degree(s) or Certificate(s) would this course potentially be added?
This course is a restricted support course for the AA degree and Certificate of Achievement in Graphic Design.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No.

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Brian Lewis

Proposed Number: JRNL 70R, 71R, 72R, 73R   **Proposed Units:** 1, 2, 3, 4
Proposed Hours: 3, 6, 9, 12 hours laboratory
Proposed Transferability: CSU
Proposed Title: Independent Study In Journalism

Proposed Catalog Description & Requisites:
Special research, writing or study projects in Journalism as determined in consultation with the faculty sponsor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion.

Proposed Discipline:
Journalism

To which Degree(s) or Certificate(s) would this course potentially be added?
After several courses are created, these would be added to the Journalism Degree (AA and ADT). It also may have relevance for Communications and Media studies degrees (AA and ADT).

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

Comments & Other Relevant Information for Discussion:
Courses are needed to support the creation of student news on campus.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Katie Ha
Proposed Number: NCCS 405   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 60 to 360 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Communication & Culture

Proposed Catalog Description & Requisites:
A course to offer students the opportunity to practice conversational English with a native speaker and discuss topics related to local and global cultural practices, including discipline-based lectures to support students' listening skills in an academic setting; cultural topics to increase their awareness and ability to interact with native speakers on- and off-campus; pronunciation support to increase their intelligibility, and confidence in speaking in public settings.

Proposed Discipline:
Interdisciplinary Studies—Basic Skills Noncredit

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would not be part of a certificate. It would be stand alone.

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

Comments & Other Relevant Information for Discussion:
Currently, there are a few conversation groups, one of which is referred to as "Chat Café," meeting in the TLC and at the Sunnyvale Center. These groups are intended to allow non-native speakers to practice English outside of the classroom. By placing this course in the proposed discipline, native speakers who typically do not work in the TLC are allowed the opportunity to lead these groups. The founder of Chat Café is a retired physicist who works in the STEM Center and has made great progress in promoting students' conversational English skills and also allowing them a forum in which they can comfortably ask questions about American culture. In addition, Amy Sarver and Melissa Jaquish (NCEL faculty) have led such groups at Sunnyvale Center to provide a similar opportunity to non-native speakers. These groups are crucial on "commuter" campus where the opportunity to practice these skills is often limited to class time.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Amy Sarver
Proposed Number: NCEL 425   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 72 hours total per quarter
Proposed Transferability: N/A
Proposed Title: High Intermediate Listening Speaking

Proposed Catalog Description & Requisites:
Development of the ability to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, and discussion skills. Pronunciation work to develop clear speech and comprehension of naturally spoken English.

Proposed Discipline: Non-credit ESL

To which Degree(s) or Certificate(s) would this course potentially be added? None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:
This course is designed to improve students listening and speaking in everyday conversations as well as introduce them to academic listening skills. We do not currently have a listening speaking course available for our NCEL students or students that would like to take an introductory listening speaking course.
I have included the objectives for this course to give a better understanding of the skills the students would learn.
Students will be able to:
  A. demonstrate comprehension of literal and implied meaning in listening tasks, i.e., instructions, directions, telephone messages, conversations, and short talks on familiar topics, using various types of responses
  B. recognize basic patterns of stress and intonation in English
  C. reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech.
  D. Produce comprehensible spoken language in social interactions, class discussions, and presentations.

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Allison Herman

Proposed Number: NCEN 400   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 48 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Summer Bridge English Program

Proposed Catalog Description & Requisites:
A non-credit program designed for students who have received placement below transfer-level, in ENGL 209 or 110, but also open to returning students and those who have placed in ENGL 1A but would like additional instruction before beginning the English sequence. Through this four-week course, students receive orientation to campus resources and information regarding pathways to transfer, degrees or certificates. Through class instruction, workshops, guest lectures, group work and individualized skills work, students learn strategies to improve reading, writing and critical thinking. Areas of focus for direct instruction include: reading comprehension, thesis writing, paragraph development, essay organization, sentence structure, and mechanics. Additional focus will be placed on strategies for success in all college classes: note-taking, test-taking, oral presentations, and research projects.

The aim of English Summer Bridge is to prepare students for a) retaking the placement test, if they choose, b) successful completion of their first English class, and c) continued persistence in their English coursework and courses across the disciplines.

The program also includes embedded student tutors who support students both within and without the class.

Proposed Discipline: English
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep:＿＿＿＿＿＿＿＿＿＿＿ Date:＿＿＿＿＿＿＿

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

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

- ENGL: It will be important to distinguish between basic skills courses like ENGL 209 and Summer Bridge to make sure NCEN is supporting, but not supplanting this core course. Ultimately, English Summer Bridge can help build the first step toward our pathways classes, as well as our learning communities.
- NCEL: Some students who have taken Summer Bridge English in the past were actually second language learners. A conversation needs to be had to determine how we funnel students into the ESL or ENGL paths, especially if there is an ESL Summer Bridge. These courses can work together, however, finding unique ways of supplementing the students' goals and skills.
- NCLA: These are open-entry, open-exit courses that supplement existing classwork. These courses include tutoring and supplemental instruction in support of all courses, including Summer Bridge. For example, we have an embedded tutor in Summer Bridge and the students do independent work at the TLC or Foundations Lab.
- NCCN: While classes under this designation are still forthcoming, there is a potential conflict due to the focus on skill building in reading, writing, and critical thinking. These courses may be taught by instructors with other minimum qualifications, not just in English.

Comments & Other Relevant Information for Discussion:

- In order for the English Summer Bridge to continue, it must be included in a new NCEN designation.
- Denise Perez is requiring this new course and a new department designation.

Instruction Office:
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Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Katie Ha

Proposed Number: NCLA 407A   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 60 to 360 hours total per quarter
Proposed Transferability: N/A
Proposed Title: College Application Writing

Proposed Catalog Description & Requisites:
This course provides students support and practice in drafting the personal statement for college and scholarship applications. Students will focus on creating vivid details and description, using imagery and figurative language, and ordering information for impact. Students will have the opportunity to improve their critical reading, vocabulary, grammar and writing skills to craft essays typically required in applications to colleges and universities in the U.S.

Proposed Discipline:
English and ESL

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would be added to a new certificate program in NCLA, along with additional new courses in writing resumes and cover letters, and timed writing.

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

Comments & Other Relevant Information for Discussion:
This course is intended to allow for more supervised, structured support for the hundreds of students who visit the TLC each quarter seeking support in writing this high stakes personal statement.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Katie Ha

Proposed Number: NCLA 407B   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 60 to 360 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Writing Résumés & Cover Letters

Proposed Catalog Description & Requisites:
This course provides students support and practice in drafting resumes and cover letters. Students will focus on how to choose language that concisely describes work experience in a résumé; to use structure that is parallel; and to implement appropriate tone in cover letters or letters of interest for potential jobs through word choice.

Proposed Discipline:
English or ESL

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would be added to a new certificate program in NCLA, along with additional new courses in writing resumes and cover letters, and timed writing.

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

Comments & Other Relevant Information for Discussion:
This course is intended to allow for more supervised, structured support for students who visit the TLC each quarter seeking support in writing documents that can lead to their employment.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Katie Ha

Proposed Number: NCLA 407C   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 60 to 360 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Writing Under Time Constraints

Proposed Catalog Description & Requisites:
This course will offer students strategies, support, and practice in improving their writing skills under pressure (examples would include SAT, GRE, TOEFL, and in-class writing assessments). Students will practice how to identify addressing the prompt, brainstorming, organizing their ideas, and writing them clearly and quickly.

Proposed Discipline:
English and ESL

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would be added to a new certificate program in NCLA, along with additional new courses in writing resumes and cover letters, and college application writing.

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

Comments & Other Relevant Information for Discussion:
This course is intended to allow for more supervised, structured support of students who often experience anxiety when writing under pressure and visit the TLC to independently practice this skill. Included among these students are those who are taking exams on campus and also privately as requirements for transfer and graduate programs.

Instruction Office:
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Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: Katie Ha

Proposed Number: NCLA 408   **Proposed Units:** 0 (Noncredit)
Proposed Hours: 60 to 360 hours total per quarter
Proposed Transferability: N/A
Proposed Title: Vocabulary Across the Disciplines

Proposed Catalog Description & Requisites:
A course to offer student strategies for sorting, categorizing, memorizing and applying terminology needed to succeed in a discipline course. Students will employ the use of matrices, charts, flashcards, etc. to effectively use new vocabulary required for an academic course.

Proposed Discipline:
English and ESL

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would not be part of a certificate. It would be stand alone.

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

Comments & Other Relevant Information for Discussion:
This course is intended to allow for more supervised, structured support for the Foothill students who are taking a transfer-level course in a discipline new to them and struggle with the amount of new terminology in it. Examples of this include PSYC 1, BIOL 10, CHEM 1, Business Law, Dental Hygiene, etc.

Instruction Office:
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Faculty Author: Shani Robins and Eta Lin

Proposed Number: PSYC 9   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC/CSU
Proposed Title: Positive Psychology

Proposed Catalog Description & Requisites:
Focuses on the empirical investigations of human potential and the development of strengths. Topics include but not limited to wisdom, emotional intelligence, mindfulness, happiness & well-being, empathy, compassion, gratitude, forgiveness, courage, and resilience. Emphasis on analyzing theories, research methods, and empirical evidence regarding their relationships to each other and applications to everyday life, such as finding meaning in life and career, work productivity, and positive relationships. Includes application component where students will assess their strengths in these areas, learn to develop them, and practice applying them to their own lives.

Advisory: General Psychology (PSYC 1), College-level reading and writing ability

Proposed Discipline: Psychology
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
AA and ADT degrees in psychology

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Psychological Services and Personal Counseling. Since classes in the Counseling division tend to be more experiential, we do not anticipate that there will be a conflict of interest. Our proposed class has a strong, empirical-based structure with practical implications. The main textbook is "The Handbook of Positive Psychology."

Comments & Other Relevant Information for Discussion:
For the last century, Clinical Psychology had assumed and promoted a disease model that emphasized psychopathology, focused primarily on treatment, and concentrated on disorders such as anxiety, depression and psychosis. During the 1950's and 60's, fields such as Humanistic Psychology gave attention to the actualization of human potential and development, which began shifting the field's focus from intervention to prevention and resilience. In the last 2 decades, Positive Psychology emerged as an umbrella field for the rigorous, empirical investigations of human potential and the development of strengths. This field spans areas of study such as wisdom, emotional intelligence, mindfulness, happiness & well-being, empathy, compassion, gratitude, forgiveness, courage, and optimism to name a few. Positive Psychology does not ignore the suffering side of human experience, but rather posits that much of that suffering can be prevented and ameliorated through the development of psychological strengths and skills. This course reviews the theoretical value and construct validity of these strengths and abilities, the current research methods and outcomes regarding their relationships to each other and to other psychological constructs, and the empirical evidence as to their development and applications to everyday life, such as finding meaning in life and career, work productivity, and positive relationships. The course also has a hands-on, application component where students will assess their strengths in these areas, learn to develop them, and practice applying them to their own lives.

Instruction Office:
Date presented at CCC:
Number assigned:

New Subject Code Proposal

APCA: Apprenticeship Culinary Arts

The apprenticeship curriculum has regularly added new programs of study when the need arises. Culinary Arts/Food Services is such a program. Apprenticeship training in this discipline is necessary to meet the demand of the food service industry in the Bay Area and California.

Students completing the program move directly into the workforce at entry level jobs in a wide variety of jobs in local hotels and restaurants Student training includes kitchen safety, menu planning, nutrition, health and sanitation, and sustainability with coursework and practical experience in all areas.

Instructors must meet the minimum qualifications for the Culinary Arts/Food Technology discipline as set forth in the Disciplines list published by the State of California Community College Chancellors Office.

Therefore it is proposed that the designation of **Apprenticeship Culinary Arts (APCA)** be created and linked to TOP Codes: **TBD**

The division for APCA would be: **Apprenticeship**

Course Designations

It is proposed that the following courses be DESIGNATED AS APCA

- 100 Food Service Sanitation
- 101 Basic Culinary Theory
- 102 Basic Culinary Math, Measurements and Calculations
- 104 Basic Culinary Techniques
- 105 Menu Development
- 106 Sustainability in Food Service

New Subject Code Proposal

NCEN: Non Credit English

The Language Arts Division and English department would greatly benefit from a new designation within the existing English Department. The new designation titled Non Credit English would be ideal for housing specialized courses, such as the English Summer Bridge Program. At Foothill, we currently have NCLA, NCCS and NCEL designations that offer non-credit, skills-based, preparatory learning opportunities for our Basic Skills students. NCLA is focused primarily on open-entry, open-departure activities, such as tutoring by faculty with minimum qualifications in Language Arts in the Teaching and Learning Center and Foundations Lab. Further, NCCS plans to provide skills-based courses that "encompass students' varied needs regardless of discipline" and therefore do not focus primarily on preparing students for the specific demands of English courses, nor do they necessarily require minimum qualifications in English. The NCEL designation provides course-based learning with ESLL instructors meeting the minimum qualifications, and provides our second-language learners and international students with a valuable introduction to the language, grammar, and composition skills needed to be successful at the college-level. Currently, English does not have the same type of non-credit preparatory courses available for native speakers and generation 1.5 students, many of whom are non-traditional, returning, or historically underserved populations whom we see faltering within English and GE courses that require academic reading, writing, and critical thinking strategies.

As our focus on equity increases, it is imperative that we think differently about assisting students: from providing more accurate initial placement through preparation and retesting, to giving students greater awareness of the expectations of the English classroom and required reading and writing demands across the curriculum, to providing skills-based learning appropriate to college English courses. The NCEN designation would be able to house these non-credit, pre-collegiate, preparatory classes. Currently, the English Summer Bridge Program seeks to provide a more transparent path into college-level English courses through a structured classroom environment that is also free of cost, and will have no bearing on a student's academic record, providing a safe and welcoming environment for students to build the English and academic skills needed to succeed and persist at higher rates once embedded in the institution. This is just one of the courses that could use this designation. In the future, other "bridge" programs could utilize NCEN to improve the pathways--from adult schools into college, ESLL into English, high school into college, college transfer into university, and even refresher courses for students with long gaps between English classes. There is a great deal of flexibility in how these courses could be structured in terms of length of class (1-12 weeks), time, and location, and how they could be taught, giving flexibility to students as well as instructors. With a NCEN designation, instructors would need only minimum qualifications in English, so we could expand our offerings for part-time instructors in order to meet the needs of the community, as NCEL is presently doing. The courses within non-credit English would also potentially decrease the number of students failing out of the college in English

courses due to "three strikes" rules. Therefore it is proposed that the designation of **Non Credit English (NCEN)** be created and linked to TOP Codes _**150100, 150200, 150300, 150400, 150700, 152000, 493021, 493070, and 493071.**_

The FSA for this department would be: 1280 (English)

The division for NCEN would be: Language Arts

Course Designations

It is proposed that the following courses be changed to NCEN:

- English Summer Bridge (currently using the NCLA 406A-50 designation) would now become NCEN 400.

Policy and Procedures for Providing Academic Adjustments for Students with Disabilities

POLICY

Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The District is thus responsible to make modifications to academic requirements and practices as necessary-without any fundamental alternation of academic standards, courses, educational programs or degrees-to ensure that it does not discriminate against qualified students with disabilities. In addition, each district is required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments.

Background

This policy is based on federal and state legislation, which requires community college districts receiving funding to establish programmatic access as well as physical access to its academic offerings. Two of these regulations are: **34 Code of Federal Regulations 104.44 implementing Section 504 of 1973 Rehabilitation Act:**

"(a)Academic requirements. A recipient to this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted."

"Each community college district receiving funding pursuant to this subchapter shall… establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustment. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution."

Accommodations

Accommodations of two levels are available. Accommodations may be made 1) in the manner of presentation of the course to permit the student to complete the required course; 2) by substitutions of another course for the required course.

Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements will not be regarded as discriminatory.34 C.F.R. 104.44

Level I Special Course Accommodations:

Foothill- De Anza Community College District intends all of its graduates to master the competencies required by Title 5 of the California Education Code. The course requirements are established to meet that requirement and students should, where possible, complete courses required for graduation. The District recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence. Therefore, for most students with disabilities, the first level of accommodation will involve an attempt to complete the course with additional or altered means of delivery.

Level II Course Substitution:

Course substitution will be considered for those students with a verified disability in two circumstances:

1. When the student has attempted and exhausted Level I accommodations and for whom Level I accommodations are not adequate to enable them to complete the course; and
2. When the student can show that his/her disability is of a type or magnitude that any attempt at completing the course would be futile.

Any course substitution granted by Foothill College is for the purpose of the College's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

Note: By law, a student is not required to go through DRC to receive academic adjustments and auxiliary aids. Separate procedures are noted below for students exercising this option at Level I, II. Recent verification of the disability and special education limitations is required whether or not a student chooses to use DRC services.

Verification of the Disability

1. Where the nature or extent of the disability is not apparent, the student bears the responsibility of presenting recent professional documentation of specific educational limitations to the college before an academic accommodation will be granted.
2. If the student does not have appropriate verification of a disability, the student may request an assessment from Disability Resource Center (DRC) to determine and document the disability if it is within the scope of services provided by DRC. Where possible, DRC may provide referrals for assessment or documentation of those disabilities beyond the scope of services provided by the college.

For Students Using DRC Services

Level I Course Accommodation Procedures

1. Requests for course accommodation should be presented to the DRC specialist.
2. The student, in collaboration with the DRC professional staff, will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The student will submit to his/her instructors the accommodations authorization forms completed by the DRC professional.
3. If the student disagrees with the academic accommodations authorized by the DRC professional staff, he/she should discuss his/her concern with the professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the appropriate immediate supervisor of DRC. Every attempt should be made to resolve the disagreement with the immediate supervisor. If the disagreement continues to be unresolved, the student's next step is to contact the ADA Compliance Officer. The ADA Compliance Officer will investigate the matter and provide the student with a determination within five (5) business days. If the student is not in agreement with the decision, the student may file a formal discrimination complaint.
4. If the instructor has questions about an accommodation requested by a student with verified disability, or if the instructor disagrees about the accommodation, the instructor should promptly contract the DRC professional who authorized the accommodation(s).
5. The instructor and DRC and any appropriate college staff will begin the ADA Review Process immediately. During this time the instructor will be notified that he/she must continue to provide your accommodations until a final determination has been made. If DRC cannot reach a solution with the instructor and/ or Dean, the matter will be referred to the Vice President of Instruction for review and decision. The faculty may appleal this decision to the President, however the accommodation(s)will remain in place even through the appeal. The

student will be notified of the results within ten(10) business days. If the student is not in agreement with the decision, a formal discrimination complaint may be filed with the college.

Level II - Course Substitution

1. Requests for Course substitution or waiver shall be submitted by the student to the director of DRC. Course substitutions or waivers shall be determined by the Academic Council. The Academic Council shall review cases under any of the following conditions:

   a. The student, having made a good-faith effort to complete the required course in question by availing themselves of the accommodations recommended by DRC professional staff, has been unable to satisfactorily complete the required course.
   b. The student and the DRC professional staff member agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
   c. The student desires to appeal a DRC professional staff member's assessment that the educational implications of their disability is not sufficient to warrant a substitution.

2. The student's counselor at DRC will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:
   a. Faculty representative from the student's declared major course of study
   b. Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a letter from a Math faculty member , who can attest to the student's challenges in Math, can be used as evidence.
3. Such evidence will be presented to Academic Council for consideration. Department faculty members are invited to attend Academic Council

meetings to field questions and provide more insight on specific cases.

4. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:

    a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
    b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.

5. The Committee will forward its decision, in writing, to the student and the Dean of DRC within ten (10) instructional days.

6. If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.

7. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

May 2016

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, or II.
2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

Procedures for students not using DRC services

Level I Course Accommodation

Requests for course accommodation should be presented to the ADA Compliance Officer.

1. ADA Compliance Officer will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The ADA Compliance Officer may consult with a DRC counselor/specialist regarding ways in which to implement academic adjustments and/or auxiliary aids.
2. The student must provide an official verification of disability or any other disability documentation signed by an appropriate professional.
3. The ADA Compliance Officer will make a decision regarding the accommodation within five (5) instructional days of having received the matter.
4. If the student disagrees with the academic accommodations authorized by ADA Compliance Officer, the student or instructor may file a formal

discrimination complaint with the college via the Vice President of Student Services.

Level II - Course Substitution for Students

1. Requests for Course substitution or waiver shall be submitted by the student to the Academic Council. The Academic Council shall review cases under any of the following conditions:
   a. The student, having made a good-faith effort to complete the required course in question by availing themselves of accommodations has been unable to satisfactorily complete the required course.
   b. The student and the ADA Compliance Officer agree that, due to the nature of the educational implications of their disability, even beginning the course with Level I accommodations is futile.
   c. The student desires to appeal the 504 Coordinator's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.

8. The ADA Compliance Officer will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:
   a. Faculty representative from the student's declared major course of study
   b. Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a letter from a Math faculty member , who can attest to the student's challenges in Math, can be used as evidence.
9. Such evidence will be presented to Academic Council for consideration. Department faculty members are invited to attend Academic Council meetings to field questions and provide more insight on specific cases.

10. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:

    a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
    b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.

11. The Committee will forward its decision, in writing, to the student and the Dean of DRC within ten (10) instructional days.

12. If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.

13. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.

2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution. This decision remains on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Game Audio

Item 1. Program Goals and Objectives

The Certificate of Achievement in Game Audio prepares students to be competent creators of audio content for video games while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Graduates will be able to apply basic principles of audio engineering, sound design, and music composition to create audio content for video games.
- Graduates will be able to execute an original game audio project under the supervision of faculty or a professional mentor.

Item 2. Catalog Description

The Certificate of Achievement in Game Audio provides opportunities for career preparation by providing courses that meet workforce needs. Game audio content development skills are highly desirable in not only the game audio industry, but also in related industries including sound design for film and television, music composition for film and television, theatre sound, and sound for interactive media. The Certificate of Achievement in Game Audio provides a solid technical background in game audio concepts and applications including dialog recording, foley recording, field recording, sound effects design, sound library management, music composition, and cinematic post-production. The program outcomes align with industry standards for game audio careers. Furthermore, the courses in this program will scale up to additional transcriptable Music Technology certificates and the AA degree in Music Technology.

Item 3. Program Requirements

Requirements	Crse #	Title	Units	Sequence
Required Core (28 units)	MTEC 55A	Introduction to Game Audio	4	Yr 2, Fall
	MTEC 55B	Advanced Sound Design for Games	4	Yr 2, Winter
	MTEC 55C	Music Composition for Games	4	Yr 2, Spring
	MTEC 70A	Pro Tools 101—Avid Certification	4	Yr 1, Fall
	MTEC 70B	Pro Tools 110—Avid Certification	4	Yr 1, Winter
	MTEC 70C	Pro Tools 201—Avid Certification	4	Yr 1, Spring
	MUS 11F OR	Video Games & Popular Culture	4	Yr 1, Fall
	MDIA 13	Video Games & Popular Culture	4	Yr 1, Fall
Restricted Electives (select 8 units)	MTEC 70D OR	Pro Tools 210M—Avid Certification	4	Yr 2, Winter
	MTEC 70E	Pro Tools 210P—Avid Certification	4	Yr 2, Spring
	MTEC 51A OR	Studio Recording I	4	Yr 1, Winter
	MTEC 60A	Producing in the Home Studio I	4	Yr 1, Winter

TOTAL UNITS   36 units

Proposed Sequence:
Year 1, Fall = 8 units
Year 1, Winter = 8 units
Year 1, Spring = 4 units
Year 2, Fall = 4 units
Year 2, Winter = 4 or 8 units

Year 2, Spring = 4 or 8 units
TOTAL UNITS: 36 units

Item 4. Master Planning
The Certificate of Achievement in Game Audio aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. This is a new certificate and does not duplicate an already-existing program within the Foothill-De Anza District or the surrounding colleges.

There is currently an out-of-state college, BerkleeMusic.com, that offers an online certificate. Their program is strictly offered online and the students are charged considerably higher tuition, $467/credit hour. Offering a Certificate of Achievement in Game Audio will benefit our students as well as the industry, locally and statewide.

Local references in support of the Certificate of Achievement in Game Audio include advisory committee members who strongly support the partnership between Foothill College and the local game audio industry. These members have regular contact with job applicants and interns, providing a realistic understanding of the short-term and long-term educational needs of the industry.

Item 5. Enrollment and Completer Projections
Each course averages 16-29 students. The number of projected completers per year is 20. These figures are based on the number of students completing Music Technology courses between the years 2015 and 2016. There is a high demand for professionals with game audio skills in the local job market, as well as in other regions of California.

		Year 1		Year 2	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
MTEC 51A	Studio Recording I	2	59	3	64
MTEC 55A	Introduction to Game Audio	2	19	2	14
MTEC 55B	Advanced Sound Design for Games	2	23	2	17
MTEC 55C	Music Composition for Games	2	27	3	62
MTEC 60A	Producing in the Home Studio I	2	42	2	42
MTEC 70A	Pro Tools 101—Avid Certification	2	66	2	91
MTEC 70B	Pro Tools 110—Avid Certification	1	24	2	48
MTEC 70C	Pro Tools 201—Avid Certification	N/A	N/A	1	24
MTEC 70D	Pro Tools 210M—Avid Certification	2	32	2	22
MTEC 70E	Pro Tools 210P—Avid Certification	2	28	N/A	N/A
MUS 11F	Video Games & Popular Culture	1	38	2	56

Item 6. Place of Program in Curriculum/Similar Programs
There are currently no similar programs at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area
There are no other colleges within reasonable commuting distance that offer a similar program.

Item 8. Additional Resources Required
No other resources are required at this time. The program will use existing college computer teaching labs and recording studio facilities, both of which are available to students for lab work outside of class.

Program Deactivation: Primary Care Associate Program

As of August 2017, the Foothill College Primary Care Associate Program (also known as Physician Assistant Program) is no longer offered at Foothill College. The following excerpt in red is found on our website (https://foothill.edu/bio/programs/primary/) to provide information to the public and to students interested in the program.

PROGRAM NO LONGER OFFERED AT FOOTHILL COLLEGE
Applicants should contact the Stanford School of Medicine: med.stanford.edu/pa for more information.

Due to changes in the accreditation standards for physician assistant programs (arc-pa.org), PA students will be required to graduate from a PA program that offers a master's degree effective January 1, 2020.

Since Foothill College is not able to offer a master's degree, the Primary Care Associate Program, a collaboration between Foothill College and Stanford School of Medicine that has provided PA education for over four decades, will be discontinued. The last Foothill College physician assistant class was enrolled in June of 2016 and will graduate in 2018.

Stanford University will be offering a Master of Science degree in Physician Assistant Studies starting August of 2017. For more information about the Stanford program, visit med.stanford.edu/pa.

The discontinuation of the program was discussed at the BHS Division Meeting, reported to the College Curriculum Committee and announced at an ad hoc committee which included college representatives from counseling, admission & records and financial aid to ensure that all groups were informed of the impending change and would have accurate information to share with students.

There are currently 31 students in the last cohort of this program. They will graduate in 2018.

Division Curriculum Committee approval: 3/17/17

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 #:   CHLD 72

Course Title: Language, Literacy & the Developing Child

Catalog Description:

Development of language and speech, language acquisition theories, and emergent literacy in monolingual and young English language learners. Discussion of experiences and activities which promote oral and written language abilities. Focus on the developmental stages of receptive and expressive language, conversations, print awareness, phonemic awareness, reading and writing, bilingual development, and speech and language delays, children's literature and poetry. Students gain experience in using language art materials and planning language experiences for young children.

Are you requesting Stand Alone Approval for the course on a __temporary__ or __permanent__ basis?

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

  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 the degree/certificate to which the course will be added:

Mistakenly dropped off the Curriculum Sheet, it will be added back as a support course for the AA in Child Development

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

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

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

> 1 & 2- This course offers both academic and vocational instruction at the lower division level that can be directly and immediately applied by students (workforce).

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.)

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>

http://www.labormarketinfo.edd.ca.gov/occguides/Detailprint.aspx?Soccode=399011&Geography=0604000085

Criteria C. Curriculum Standards (please initial as appropriate)

  NK   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)

  NK   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)

  NK   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: Nicole Kerbey   **Date:** 5/3/17

Division Curriculum Representative: Bill Ziegenhorn   **Date:** 5/16/17

Approved 4/30/13; Form Revision 4/27/17

Date of Approval by Division Curriculum Committee: 5/16/17

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

Childcare Workers in Santa Clara County

May also be called: Baby Sitters; Before and After School Day Care Workers; Child Care Providers; Child Care Teachers; Child Caregivers; Day Care Providers; Infant and Toddler Teachers; Teacher Assistants; and Toddler Teachers

Specialties within this occupation include: Childcare Center Workers; Family Childcare Providers; and Nannies

What Would I Do?

Childcare Workers look after children while their parents are away. Childcare Workers nurture and teach children. Childcare Workers responsible for infants and toddlers may need to change diapers and bottle- or spoon-feed them. Although Childcare Workers are not teachers, they work with children individually or in groups to create a safe, comfortable, and creative environment, allowing children to mature and learn. By assisting children to become more independent and learn social interaction skills, Childcare Workers prepare kids for formal schooling.

Childcare Workers teach young children through play, problem solving, answering questions, and experimenting. Childcare Workers use less structured approaches to teach children, such as art, dance, and music. Structured activities, such as storytelling and group play, are used to develop language and social skills. Childcare Workers may also need to administer first aid. They may also need to read and understand medication instructions and administer medications to the child.

Childcare Center Workers work in daycare centers. They also work in before- and after-school programs, such as Head Start, Early Head Start, pre-school and other early childhood programs. Childcare Center Workers employed at pre-schools assist teachers with lesson plans but are primarily responsible for child care duties.

Family Childcare Providers work out of their homes and are generally responsible

for a small group of children. In cases where they look after a large group of children, they are assisted by other Childcare Workers.

Nannies work in the homes of the children. They supervise children's activities, bathe and feed them, and put them to bed. Nannies may care for a child from infancy until about age 12. In addition to tending to the child's needs, Nannies may also do general housework such as cleaning and laundry. Childcare Workers who work for many different families are called Baby Sitters.

Tools and Technology

Childcare Workers use a variety of tools in the course of their work including cars, car safety seats, computers, and word processing software. They may also use appliances, such as microwaves, dishwashers, kitchen stoves, and clothes washers and dryers.

Important Tasks and Related Skills

Each task below is matched to a sample skill required to carry out the task.

Task	Skill Used in this Task
Maintain a safe play environment.	Monitoring
Dress children and change diapers.	Information Ordering
Observe and monitor children's play activities.	Social Perceptiveness
Communicate with children's parents or guardians about daily activities, behaviors, and related issues.	Oral Expression
Keep records of play, meal schedules, and bill payment.	Written Expression
Support children's emotional and social development, encouraging understanding of others and positive self-concepts.	Education and Training
Identify signs of emotional or developmental problems in children and bring them to parents' or guardians' attention.	Psychology
Create developmentally appropriate lesson plans.	Customer and Personal Service

Source: U.S. Department of Labor Occupational Information Network (O*NET) at online.onetcenter.org

Working Conditions

Child care centers range from large, well-equipped buildings with large inside and outside play areas to small private homes. Working with children involves a lot of physical activity, mental alertness, and enthusiasm. Good general health, physical stamina, and emotional stability are essential. The work is never routine, with each day marked by new activities and challenges. This job requires bending, stooping, and lifting as workers attend to each child's needs. The environment is often noisy,

and Workers occasionally have to contend with foul odors. Childcare Workers typically work a 40-hour workweek.

Childcare Workers typically do not belong to unions.

Will This Job Fit Me?

The job of Childcare Worker will appeal to those who enjoy children, as well as activities that involve assisting others and promoting learning and personal development. Those who enjoy teaching, offering advice, helping, and being of service to people may enjoy this occupation.

What Wages and Benefits Can I Expect?

Wages for Childcare Workers in California differ widely depending on job duties, work experience, and location of the work. Workers in large cities generally earn higher wages than those who work in smaller towns and rural areas.

Wages

The median wage in 2016 for Childcare Workers in California was $24,627 annually, or $11.84 hourly. The median wage for Childcare Workers in San Benito and Santa Clara Counties was $30,021 annually, or $14.44 hourly. The median is the point at which half of the workers earn more and half earn less.

Annual Wages for 2016	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	$20,711	$24,627	$30,531
San Benito and Santa Clara Counties	$23,138	$30,021	$36,180

Source: EDD/LMID Occupational Employment Statistics Survey, 2016 at www.labormarketinfo.edd.ca.gov/data/wages.html Wages do not reflect self-employment.

Hourly Wages for 2016	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	$9.96	$11.84	$14.67
San Benito and Santa Clara Counties	$11.13	$14.44	$17.40

Source: EDD/LMID Occupational Employment Statistics Survey, 2016 at www.labormarketinfo.edd.ca.gov/data/wages.html. Wages do not reflect self-employment.

Benefits

Benefit packages vary from company to company. Childcare Workers generally receive health insurance, vacation, sick leave, and holidays. Self-employed Childcare Workers need to purchase their own benefits.

What is the Job Outlook?

Job prospects are expected to be favorable for Childcare Workers. Job openings will result from the need to replace the large number of Childcare Workers who are expected to retire or leave the occupation for other reasons.

Projections of Employment

In California, the number of Childcare Workers is expected to grow slower than average growth rate for all occupations. Jobs for Childcare Workers are expected to increase by 9.7 percent, or 9,900 jobs between 2014 and 2024.

In San Benito and Santa Clara Counties, the number of Childcare Workers is expected to grow slower than average growth rate for all occupations. Jobs for Childcare Workers are expected to increase by 11.5 percent, or 620 jobs between 2014 and 2024.

Estimated Employment and Projected Growth Childcare Workers					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2014-2024)	101,600	111,500	9,900	9.7	30,000
San Benito and Santa Clara Counties (2014-2024)	5,390	6,010	620	11.5	1,590

Source: EDD/LMID Projections of Employment by Occupation at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Annual Job Openings

In California, an average of 990 new job openings per year is expected for Childcare Workers, plus an additional 3,000 job openings due to net replacement needs, resulting in a total of 3,990 job openings.

In San Benito and Santa Clara Counties, an average of 62 new job openings per year is expected for Childcare Workers, plus an additional 159 job openings due to net replacement needs, resulting in a total of 221 job openings.

Estimated Average Annual Job Openings Childcare Workers			
Geographic Area (Estimated Year-Projected Year)	Jobs From Growth	Jobs Due to Net Replacements	Total Annual Job Openings

California (2014-2024)	990	3,000	3,990
San Benito and Santa Clara Counties (2014-2024)	62	159	221

Source: EDD/LMID Projections of Employment by Occupation at www.labormarketinfo.edd.ca.gov/data/employment-projections.html

How Do I Qualify?

Education, Training, and Other Requirements

Childcare Center Workers who work with children two years old or younger must have a high school diploma or GED, have completed 12 units of early childhood education, and have at least six months of experience in a licensed infant care center for children under five years of age. The experience must be completed within 50 days during the six-month period, and no less than three hours per day.

Childcare Aides must be 18 years of age or older or a high school graduate. All Childcare Workers must have a criminal record clearance, including fingerprinting. They must also be in good physical health and submit tuberculosis test results to the employer or licensing agency.

Early Career Planning

High school students interested in becoming Childcare Workers should take courses in English, physical sciences, and mathematics. California offers Regional Occupational Programs (ROP) in child development-related occupations. To find an ROP program near you, go to the California Association of Regional Occupational Centers and Programs Web site at www.carocp.org/carocps.html.

Licensing and Certification

Individuals interested in owning and operating their own childcare center must be licensed through the California Department of Social Services. Those who run childcare centers out of their homes must have a Family Child Care Home License. Applicants must attend an orientation seminar, be familiar with all Family Child Care Home licensing laws and regulations, and pass a home inspection. All individuals who live in the home and employees who work for the childcare center will need to have a Live Scan criminal background check.

Those who will run centers out of a commercial building need a Child Care Center License. Similar to the Family Child Care Home License process, applicants must attend an orientation seminar, be familiar with all Family Child Care Home licensing laws and regulations, and pass a building inspection. All individuals who work for the childcare center will need to have a Live Scan criminal background check. Contact the licensing agency for additional information.

Child Care Workers applying for a Family Child Care Home License or a Child Care Center License will need CPR training and certification. Training is available through the American Red Cross. For more information, go to the U.S. Department of Labor's

Career InfoNet Web site at www.acinet.org and scroll down to "Career Tools." Click on "Certification Finder" at www.acinet.org/certifications_new/default.aspx and follow the instructions to locate certification programs.

Where Can I Find Training?

There are two ways to search for training information at www.labormarketinfo.edd.ca.gov/resources/training-and-apprenticeships.html

- Search by Field of Study to find what programs are available and what schools offer those programs. You may use keywords such as: Child Care and Support Services Management and Child Care Provider/Assistant.
- Search by Training Provider to find schools by name, type of school, or location.

Contact the schools you are interested in to learn about the classes available, tuition and fees, and any prerequisite course work.

Where Would I Work?

The largest industries employing Childcare Workers are as follows:

Industry Title	Percent of Total Employment for Occupation in California
Elementary and Secondary Schools	27.2%
Child Day Care Services	11.6%
Private Households	11.1%
Other Residential Care Facilities	4.5%
Religious Organizations	3.8%

Source: EDD/LMID Staffing Patterns at www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

Finding a Job

Direct application to employers remains one of the most effective job search methods. Jobs may also be found through registration with temporary employment agencies and through classified advertisements in newspapers, trade publications, and Internet job listings. **Online job opening systems** include JobCentral at www.jobcentral.com and CalJOBS^{SM} at www.caljobs.ca.gov.

To find your nearest One-Stop Career Center, go to Service Locator. View the helpful job search tips for more resources. (requires Adobe Reader).

Yellow Page Headings

You can focus your local job search by checking employers listed online or in your local telephone directory. Below are some suggested headings where you might find employers of Childcare Workers.

- Baby Sitters
- Child Care
- Day Care Centers & Nurseries
- Nanny Service
- Nursery Schools
- Preschools & Kindergarten

Find Possible Employers

To locate a list of employers in your area, use "Find Employers" on the LaborMarketInfo Web site at http://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/empMain.aspx?menuChoice=emp

- Select the search for employers by occupation.
- Select a geographic area.
- Search for an occupation by keyword, occupation, or category.
- Select one of the top industries that employ the occupation.
- This will give you a list of employers in that industry in your area.
- Click on "View Filter Selections" to limit your list to specific cities or employer size.
- Click on an employer for the street address, telephone number, size of business, Web site, etc.
- Contact the employer for possible employment.

Where Could This Job Lead?

With experience, Childcare Workers may promote into lead or supervisory positions. Some Childcare Workers may open their own business and run child care centers out of their homes or other locations.

Related Occupations

Below is a list of occupations related to Childcare Workers.

- Home Health Aides (SOC 31-1011)
- Personal Care Aides (SOC 39-9021)

Other Sources

- California Department of Social Services, Children and Family Services Division
  www.childsworld.ca.gov
- California Department of Social Services, Community Care Licensing Division
  www.ccld.ca.gov

- American Red Cross
  www.redcross.org
- International Nanny Association
  www.nanny.org
- National Association for the Education of Young Children
  www.naeyc.org
- National Child Care Association
  www.nccanet.org

These links are provided for your convenience and do not constitute an endorsement by EDD.

For the Career Professional

The following codes are provided to assist counselors, job placement workers, or other career professionals.

System	Code
SOC - Standard Occupational Classification at www.bls.gov/soc/	39-9011
O*NET - Occupational Information Network at online.onetcenter.org/	
Childcare Workers	39-9011.00
Interest Codes (RIASEC) at online.onetcenter.org/find/descriptor/browse/Interests/#cur	SAC
Nannies	39-9011.01
Interest Codes (RIASEC) at online.onetcenter.org/find/descriptor/browse/Interests/#cur	SEC
CIP - Classification of Instructional Programs at nces.ed.gov/pubs2002/cip2000/	
Child Development	190706
Child Care Provider/Assistant	190709
TOP - Taxonomy of Programs at www.ccccurriculum.info/ (California Community Colleges)	
Child Development/Early Care and Education	130500
Preschool Age Child	130540
The School Age Child	130550
Infants and Toddlers	130590

The California Occupational Guides are a product of:
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FOOTHILL-DE ANZA
Community College District

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Credit by Examination
Number	AP 4235
Status	Up For Revision
Legal	California Code of Regulations, Title 5, Section 55050
Adopted	June 14, 2013
Last Revised	May 22, 2015
Origin	APM recommended revision to comply with California Community Colleges Chancellor's Office policy change letter of 3/30/17 (formerly AP 6030)

1.   Discipline faculty, through the college's established curricular processes and procedures, shall determine if a course is eligible for credit by examination **except for Advanced Placement examinations for general education credit.**

2.   A list of all courses eligible for credit by examination shall be maintained by the Office of Instruction and included in the College Catalog.

3.   The nature and content of the examination or other cumulative assessment shall be determined solely by the faculty in the discipline that normally teach the course for which credit is to be granted. The faculty shall determine that the examination or other cumulative assessment adequately measures mastery of the course content as set forth in the course outline of record (Title 5, 55050 (c)).

4.   The faculty may accept an examination or other cumulative assessment conducted at a location other than the community college for this purpose (Title 5, 55050 (c)). For example, standardized exams regulated or prescribed by the State of California for specific occupational areas, ~~Advanced Placement Exams,~~ etc. **The faculty shall accept Advanced Placement examinations for general education credit.**

5.   The student's academic record shall be clearly annotated to reflect that credit was earned by examination (Title 5, 55050 (e)).

6.   Grading shall be according to the regular grading scale approved by the governing board (Title 5, 55023) except that a student shall be offered a pass/no pass option if that is ordinarily available for that course. (Title 5, 55050 (f)).

7.   A student who earns credit by examination for a particular course shall not be allowed to subsequently earn credit by exam for any other course that normally precedes that course in a pre-requisite sequence.

8.   Units earned by credit by examination shall not be counted in determining the quarter hours in residence required by the associate degree (Title 5, 55050 (g)). Units earned through credit by exam are not considered for Financial Aid, Scholarship, or Veteran Services eligibility and payments.

9.   Registration and fees: Students will be registered for a Credit by Examination section of the course created specifically for this purpose. Students who take the examination or cumulative assessment must pay a fee for service equal to the usual per unit enrollment fees for the course, but exclusive of any fee-based supplies. Fees for credit by examination are non-refundable. (Title 5, 55050 (h)).

10. The maximum number of units awarded by credit by examination or cumulative assessment shall be limited to 30 units in the district.

See Board Policy 4235 Credit by Examination

<div align="right">

Approved by the Chancellor's Advisory Council 6/14/13
Renumbered 5/22/15 (formerly AP 6030)

</div>

Last Modified by Paula J Norsell on May 19, 2017

Institutional Self Evaluation Report in Support of Reaffirmation of

ACCREDITATION 2017

FOOTHILL COLLEGE

Standard II: Student Learning Programs and Support Services

Standard II.A.2
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard
Curriculum Oversight
Faculty are primarily responsible for the quality of curriculum. Overarching supervision is provided by the CCC, a subcommittee of the Foothill College academic senate, which establishes and approves campus-wide curriculum policy in compliance with State of California Educational Code and Title 5 of the California Code of Regulations. The CCC approves new programs, degrees and certificates and recommended general education requirements; provides college-wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues. The College follows the program and course approval processes mandated by the state [II.A-25].

Curriculum Development and Review
Faculty are responsible for curriculum development and review by following guidelines for approval established by the CCC. The College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. Divisional curriculum committees are composed of faculty, both full and part-time, in related disciplines for area-specific curricular development and review. Each division has two representatives on the CCC who facilitate communication between the division and the curriculum committee [II.A-26, page 25].

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The CCC modified the process in 2012 [II.A-27] by requiring faculty to first write a "new course proposal" that is reviewed by the CCC and communicated college-wide with the to prevent overlap and ensure the new course is appropriate for inclusion in the college's degree and/or certificate offerings [II.A-7]. Faculty may then draft the course outline of record (COR) within the C3MS system, which contains fields that reflect Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty author forwards the curriculum to the division curriculum committee for approval. One of the two CCC division representatives then verifies division curriculum committee approval and once verified, the COR is sent to the articulation officer who reviews the course for transferability eligibility. Stand Alone courses (not part of a state-approved degree or certificate, and not part of general education) follow a similar process, but instead include the additional step of review and approval from the CCC [II.A-28]. New programs and noncredit courses are discussed and approved at the divisional curriculum committee level, then sent forward to the

CCC for final discussion and approval. Faculty are welcome to present their curriculum to the CCC to clarify or address concerns [II.A-29]. On completion of review, it is sent to the Office of Instruction for final approval. For new curriculum and programs, the approval of the Board of Trustees is the final step in the process. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [II.A-30]. For new curriculum and programs, approval by the Board of Trustees is the final step in the process.

Foothill College requires all course outlines be reviewed every five years to ensure currency. This systematic evaluation cycle allows for detailed review of the COR from multiple reviewers within a workable timeline.

Course Delivery and Methods of Instruction
Methods of instruction are included on the COR and are discussed at the division curriculum committee level. Course delivery methods are also reviewed at the division curriculum committee level and discussion includes whether a course is appropriate for distance education (DE). For a course to be eligible to be taught online, faculty must submit the course approval application for online/distance learning delivery form. This form requires the division to note if the course is appropriate to either be online only, hybrid only, or if it's appropriate for both hybrid and fully online delivery options. The form also includes effective practices for online course delivery, as well as Foothill academic senate-recommended guidelines for regular, timely, and effective student/faculty contact [II.A-31]. In addition, each division has established criteria for quality of instruction for their online courses. These criteria provide a framework for selection of appropriate and effective methodologies [II.A-32]. The academic senate has had discussions about online course standards (including methodology) [II.A-33].

Systematic Evaluation
Evaluation of instructional course and program improvement begins at the course level with student learning outcomes (SLOs) assessments and reflections. As a part of the comprehensive program review process, faculty assess the program-level student learning outcome achievement data and verify alignment with course-level student learning outcomes. This process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes [II.A-10]. Currently, all courses actively being taught in the curriculum have SLOs in the COR [II.A-34], thus course learning outcomes are the same for all sections and modalities of each course.

In the fall 2014 and winter 2015 quarters, the academic senate had robust discussions about how best to support meaningful assessment and reflection of course-level student learning outcomes [II.A-35]. As a result, the College decided to allow faculty to choose when and how to assess and reflect on student learning outcomes, provided they do so in a manner by which they have a complete, current set of data for each student learning outcome for every course to review when they completed their comprehensive program review.

Program review is used to ensure program quality and identify opportunities for improvement. The process is robust and inclusive of all instructional, student services, and administrative areas.

Each program completes a comprehensive program review every three years and submits annual program reviews for the two years between the comprehensives. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, student learning outcomes, resource allocation, the educational master plan, and the college mission [II.A-36]. The comprehensive template asks if their assessment findings led them to the implementation of any changes in curriculum, pedagogy, classroom assessment techniques, the SLO or SLO assessment itself, or in any other area. Faculty are also asked to identify resources necessary to implement the changes that they had designed to improve student learning [II.A-10].

Program review procedures ensure that the process is formative in the development of our integrated planning and budgeting cycles. Faculty and staff in departments who contribute to programs participate in program review. To assist faculty and staff with program review, the Office of Instruction & Institutional Research produces departmental data sheets that include five years of comparable data on enrollment, weekly student contact hours (WSCH), productivity, retention, success, and full- time and part-time FTEF. The data sheet also includes an annual report on success and nonsuccess broken down by ethnicity, gender, and age. These reports are accessible to the faculty, staff and general public [II.A-37].

Through a collaborative process, all divisions and departments prioritize their resource requests and submit them to their dean for prioritization. The dean in turn submits the division's priorities to their vice president who prioritizes them for the Operations Planning Committee (OPC). Upon ranking by OPC, the requests are reviewed by the Planning and Resource Council (PaRC) which makes final recommendations to the college president.

Because the program review is directly linked to the resource allocation process, program reviews are completed in the fall quarter to best inform the integrated resource allocation process that begins in the winter quarter and concludes in the spring quarter with resources being allocated effective the following academic year [II.A-38]. Comprehensive program reviews are forwarded to the Program Review Committee (PRC) in the winter term [II.A-39].

Analysis and Evaluation
The College meets the Standard. Existing curriculum creation and review processes serve to ensure instructional programs meet professional standards. The college has a strong SLO assessment process that emphasizes student learning and success. Both full and part-time faculty participate in this process to ensure the highest quality of instruction and that the content and methods of instruction meet generally accepted academic and professional standards. The program review process for the college ensures faculty are engaged in a contiguous process of program and course improvement.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

In 2001, Foothill College partnered with the League for Innovation's 21st Century Learning Outcomes Project to investigate a new approach to college-wide learning initiatives and to make progress toward defining learning outcomes for the institution as a whole. The outcome of this partnership was the adoption of Foothill College's Institutional Learning Outcomes, also known as the "4-Cs" of communication: computation; creative, critical and analytical thinking; and community/ global consciousness and responsibility.

These outcomes provide the framework for the development of breadth and depth in course and program outcomes and form the basis of all learning experiences. Thus, if courses, programs, and degrees are to properly prepare the student for work or transfer, they must address these core competencies to reach the depth, breadth, and rigor of academic preparation. The institutional learning outcomes provide the foundation for student learning outcomes at the course, program, degree, and core mission levels of basic skills, workforce, and transfer. Faculty are asked to align the course-level SLO with a minimum of one institutional learning outcome [II.A-40]. In addition, administrative and service area outcomes must be aligned with at least one institutional learning outcome.

SLO Development and Approval

At the course level, the SLO process requires that every course at the college have a minimum of two measureable outcomes identified and mapped to the applicable institutional student learning outcome(s). This mapping carries forward to the program and degree-level learning outcomes [II.A-41]. The process begins at the department level. Faculty review the course outlines for each course in the department and develop SLOs for those courses and an assessment cycle. A faculty and staff SLO "toolbox" is made available, including a rubric [II.A-42] to assess the strength of the SLO. All course outlines, including their SLOs, are approved by the division curriculum committee [II.A-28].

SLO Assessment Cycle

The academic senate adopted a resolution to allow each division to adopt its own SLO assessment cycle timing. While the College had initially established a (minimum) cycle of assessment and reflection on at least one SLO every year for every course taught, each division may agree to adopt a different cycle if desired, provided that each SLO for each course is assessed and reflected upon at least every three years. This three-year time span is intended to ensure that divisions will have a minimum of one full set of SLO Assessment Cycle data for every course by the time their comprehensive program review is due. At the same time, the three-year cycle allows time for deeper and more collaborative reflection. Divisional curriculum

representatives are asked to lead faculty discussions to determine the SLO Assessment Cycle timing that makes the most sense for their division.

Participation in the SLO process is required of all faculty full and part-time. At a minimum, new faculty orientations direct all new full and part-time faculty to include the official SLOs for their courses in their course syllabi [II.A-43]. Furthermore, the instrument for formal faculty evaluations (Form J1) evaluates for "participation in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district" [II.A-44]. Finally, adjunct participation in at least one Departmental meeting per year where SLOs are discussed is required per the faculty agreement [II.A-45, Article 7.24].

SLO Documentation and Management

In fall 2011, Foothill purchased TracDat, a web-based software that automates the assessment process by providing a structured framework for continuous quality improvement for both instructional and non-instructional programs. SLO data are inputted into the system and the results are used to determine if changes in the outcome, content, or teaching methods are required, as well as to identify resources needed for improvement. The recognition of resources is directly connected to the resource allocation process though PaRC.

SLO Oversight and Institutionalization

In 2016, the college created the SLO committee, which is charged to:

- Make recommendations to the Academic Senate and Office of Instruction in regard to Student Learning Outcomes (SLO) practices, timelines, technologies, and accreditation.
- Plan and facilitate training for faculty on SLOs.
- Make recommendations to the Academic Senate and Office of Instruction about SLO coordination structures.
- Make recommendations to the Academic Senate and Office of Instruction on the use of SLOs in Program Review [II.A-46].

Program Learning Outcomes

Faculty define Program Learning Outcomes (PL-SLO) by utilizing a matrix to map program core and elective courses to the PL-SLOs (previously defined during the program review process)[II.A-47]. Once mapped, faculty reflect upon when/where students are expected to develop the identified competencies during the program and use this information to decide when, where, and how best to assess the PL-SLOs. Faculty are encouraged to reflect on the role(s) each course is fulfilling in the program and to collaborate with faculty in other disciplines to discuss how learning outcomes may overlap or complement one another. A completed matrix makes visible which disciplines contribute to student development in a particular program, and consequently, which discipline faculty should ideally be involved in planning the program assessment.

Program Review

The program review process supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) and, ultimately, seeks to increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current

practices. The purpose is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels.

Instructional programs (as well as administrative units and student services) are reviewed annually using the annual program review form, with an in-depth, comprehensive review occurring on a three-year cycle [II.A-48, II.A-10]. Faculty and staff in departments who contribute to these programs participate in program review. Deans provide feedback upon completion of the annual templates and forward the program review on to the next stage of the process. Comprehensive program reviews are forwarded to the PRC in the winter quarter [II.A-39].

Program review addresses five core areas, with a final section for administrator comments and their reflections:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths & opportunities for improvement
6. Administrator's comments, reflection and next steps

Analysis and Evaluation
The College meets the Standard. Since beginning in earnest in fall 2008, Foothill College has made steady progress in completing course-level student learning outcomes for all active courses and assessing every course at least once per year. Program- level student learning outcomes and assessment criteria are established and will be housed in the newly upgraded TracDat. The connection of institutional student learning outcomes to course-level student learning outcomes through course completion connects the institutional student learning outcomes to degree-level and certificate-level student learning outcomes. Many programs are already on a regular cycle of assessment and improvement, such as the allied health programs, and many programs have completed a cycle of assessment and will continue to refine their assessment cycle going forward.

FOOTHILL COLLEGE
College Curriculum Committee
Guidelines for Placing Courses in Disciplines

Assigning a course to a given <u>discipline</u> signifies the <u>minimum qualifications</u> needed to teach a course, based off of the Disciplines list (established and revised by the Board of Governors, upon recommendation by the Academic Senate for California Community Colleges). This is done to ensure faculty have the proper academic preparation to teach that course.

> The discipline/s of a course is/are listed on the course outline of record.

> Example: CNSL 5 is placed in the Counseling discipline. Only faculty meeting the minimum qualifications for Counseling may teach this course.

<u>It is standard practice to assign a course to one single discipline</u>. However, when a valid curricular reason exists, the college may place a course in more than one discipline. This would mean that any faculty member that meets either discipline may teach the course.

> This an important point to keep in mind when considering possible future class cancelations/workforce reduction/faculty seniority/bumping rights.

> Be careful not to confuse placing a course in a discipline with equivalency or single course equivalency.

> Example: ART 15A is placed in two disciplines: Art or Graphic Arts. Faculty meeting the minimum qualifications for either Art or Graphic Arts may teach this course (faculty need not meet the MQs for both).

Though <u>subject codes</u> are meant to signify the content of a given course, we must be careful not to confuse a discipline with the subject code we have given a course.

> Example: Courses in the EMT subject code were changed to EMS, in order to better represent the course(s)/field. However, the discipline did not change. The courses were, and still are, in the discipline of Emergency Medical Technologies.

<u>Divisions</u> are of an administrative structure nature, and should not be confused with course disciplines. Regardless of the department structure a college uses (which

departments fall under which divisions), course discipline considerations should always be about academic preparation necessary to teach a course (discipline minimum qualifications).

Locally, when considering adding a discipline to a course that falls under a different division, it is important to involve the other division's curriculum reps/dean, early in discussions.

Reminder, course disciplines are all about academic preparation necessary to adequately teach course content. This is separate from equivalency, single course equivalency, FSA, etc.