

**College Curriculum Committee Meeting Agenda**  
**Tuesday, June 20, 2017**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment(s)	Presenter
1. Minutes: June 6, 2017	Action	#6/20/17-1	Escoto
2. Announcements a. CCC Meeting Dates for 2017-18 b. CCC Reps for 2017-18 c. CSU GE & IGETC for 2017-18	Information	#6/20/17-2	Escoto  Day
3. Stand Alone Approval Request: CHLD 72	2nd Read/ Action	#6/20/17-3	Escoto
4. Guidelines for Placing Courses in Disciplines	Information	#6/20/17-4	Escoto
5. Apprenticeship Resolution for Exemption to Curriculum Cycle	Discussion	#6/20/17-5	Escoto
6. Early College Promise; Law Pathway	Discussion		Escoto
7. Non-transcriptable Certificate Approval Process	Discussion	#6/20/17-6	Escoto
8. CCC Topics for 2017-18	Discussion	#6/20/17-7	Escoto
9. Report Out from Division Reps	Discussion		All
10. Good of the Order			Escoto
11. Adjournment			Escoto

**Attachments:**

- #6/20/17-1 Draft Minutes: June 6, 2017
- #6/20/17-2 CCC Meeting Dates for 2017-18
- #6/20/17-3 Stand Alone Course Approval Request: CHLD 72
- #6/20/17-4 Guidelines for Placing Courses in Disciplines - draft (updated)
- #6/20/17-5 Apprenticeship Resolution for Exemption to Curriculum Cycle - draft
- #6/20/17-6 Non-transcriptable Certificates 2017-18 w/ additional information
- #6/20/17-7 CCC Topics for 16-17 (6.20.17)

**2016-2017 Curriculum Committee Meetings:**

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

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

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

Evan Gilstrap, Bruce McLeod, Nazy Galayan

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

Item	Discussion
1. Minutes: May 23, 2017	<p>Counseling rep noted correction to Item 10, which states, "A few counselors attending NCORE"—clarified that others from Foothill, not just counselors, attended. Vanatta will make correction.</p> <p><b>Approved by consensus.</b></p>
2. Announcements a. New Course Proposals	<p><b>Speaker: Isaac Escoto</b></p> <p>The following proposals were presented: ALTW 231, 232; APCA 100, 101, 102, 104, 105, 106; ART 3E; C S 85; ENGL 70/1/2/3R; GID 44A; JRNL 70/1/2/3R; NCCS 405; NCEL 425; NCEN 400; NCLA 407A, 407B, 407C, 408; PSYC 9. Please share with your constituents. Question regarding similarities/differences between APCA proposals and previous attempt to create culinary program at Foothill, which was unsuccessful—Apprenticeship rep noted that APCA courses connected to an existing off-campus program and not similar to previous attempt (which was planned to be taught on campus). Suggestion that proposed description for ALTW 232 be revised to describe what students will be doing in the course.</p> <p>Comment regarding possibility that NCLA 407A &amp; 407B content might be similar to existing courses in Counseling division (CNSL 8, CRLP 73). Katie Ha, faculty author, noted that NCLA are noncredit. NCLA 407A will cover content that Ha estimates is 40% of the support currently provided by Teaching &amp; Learning Center (TLC); intent is to offer specific course to cover content already in demand. Ha is open to idea of offering NCLA 407B as open-entry/exit course through TLC. Need to ensure that support provided to students by TLC is included on COR as course content. Counseling rep requested that proposals be tabled pending discussion between faculty author and Counseling faculty to determine potential overlap and possible collaboration. Noted that CNSL 8 will now also be offered as an honors course. Ha noted that NCLA courses need to be on the books in order to offer the related tutoring assistance, even for students taking an existing course like CNSL 8. PSME rep noted that resume writing includes proofreading; wondered if faculty teaching should have writing-related discipline. Language Arts rep agreed and noted that NCLA courses are writing-process driven, not just proofreading; courses will not delve into the application process (e.g., deadlines) and will focus more on writing skills. Given the impending curriculum deadline, hopes the proposals may move forward so that curriculum may be submitted. Counseling rep agreed that support such as that offered by TLC is necessary for some students and stressed that knowledge of a counselor is also necessary for students working through the application process. Language Arts rep noted that intent is not to supplant the expertise of a counselor but to supplement with tutoring assistance. Escoto suggested further discussion between discipline faculty to differentiate between content offered in both Counseling and Language Arts courses. Day noted that a student could have a beautifully-written essay but completely miss the</p>

<p>b. Equity Across Curriculum follow-up</p>	<p>mark of what a particular college is looking for. Ha noted that she frequently sends students to meet with counselors to discuss such specifics.</p> <p>PSME rep noted similarity of NCEN 400 to Math Summer Bridge courses; confusion regarding mention of program in proposed description. LaManque noted that “program” should not be used unless degree/certificate program being created (which is not, in this case).</p> <p>Discussions at previous meetings regarding how division CCs can/should review curriculum for equity. Clear need to clarify reps’ responsibilities; could be helpful to bring in folks from outside groups to contribute to ongoing discussion, hopefully next year.</p>
<p>3. New Subject Code: APCA</p>	<p><b>Speakers: Isaac Escoto</b>  Apprenticeship has approved the creation of a new subject code of APCA (Apprenticeship Culinary Arts). This code will go into effect for the 2018-19 catalog. PSME rep asked for clarification regarding regional resource sharing and collaboration in terms of vocational programs—yes, a regional body does approve new programs. LaManque noted that when a new program is submitted we must justify demand to regional body for approval. Hueg noted that Mission College has a culinary program, and that ours is linked to an existing off-campus program.</p>
<p>4. New Subject Code: NCEN</p>	<p><b>Speakers: Isaac Escoto</b>  Language Arts has approved the creation of a new subject code of NCEN (Non Credit English). This code will go into effect for the 2018-19 catalog.</p>
<p>5. Policy Update: Academic Adjustments for Students with Disabilities</p>	<p><b>Speaker: Isaac Escoto</b>  Third read of updated policy.</p> <p>Motion to approve <b>M/S</b> (Serna, Anderson). <b>Approved.</b></p>
<p>6. New Program Application: Game Audio Certificate of Achievement</p>	<p><b>Speaker: Isaac Escoto</b>  Second read of new Game Audio Certificate of Achievement. Note that the list of Core Courses has been updated since the first read, to include MDIA 13 (cross-listed with MUS 11F).</p> <p>Motion to approve <b>M/S</b> (Ziegenhorn, Cooper). <b>Approved.</b></p>
<p>7. Program Deactivation: Primary Care Associate Program</p>	<p><b>Speaker: Isaac Escoto</b>  Second read of deactivation of Primary Care Associate Program.</p> <p>Motion to approve <b>M/S</b> (Serna, Ziegenhorn). <b>Approved.</b></p>
<p>8. Stand Alone Approval Request: CHLD 72</p>	<p><b>Speaker: Isaac Escoto</b>  First read of Stand Alone Approval Request for CHLD 72. Course was previously on the curriculum sheet for the Child Development AA degree but was removed for 2017-18, prompting need for Stand Alone approval. BSS rep noted that course removed by mistake and will be added back to the sheet in 2018-19.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Student Preparedness</p>	<p><b>Speakers: Isaac Escoto &amp; Andrew LaManque</b>  Topic has been discussed at CCC throughout the year. Escoto encouraged the group to take big picture approach, not just focus on the student re-taking a prerequisite. Discussion should include specific details regarding what information students are missing when they show up unprepared. Question regarding situations where course content does change over time, so perhaps a student who took the prerequisite 10 years ago would not be</p>

	<p>current on the topic. Escoto noted that in certain cases pieces of a course might have changed; should be teased out, as opposed to jumping to asking the student to re-take. Question regarding whether a change/addition to the Content Review form is being proposed—Escoto noted that discussions will hopefully influence potential solution, not necessarily a change to the form. PSME rep noted issue of recency in science courses; problems that arise, especially regarding disadvantaged groups, begin early in life and may be hidden until student taking more advanced level of a subject. Noted that a prerequisite doesn't necessarily solve the problem. Escoto agreed and noted that this is a nuanced issue with many influencing aspects; being able to include data evidence would be helpful. Question regarding how to best gather such data; Bio Health rep mentioned example of microbiology, where students might lose information if haven't studied content in many years. LaManque noted Title 5 requirement to review prerequisites on regular cycle, using IR data, and our need to follow that process; hopes that this will help address potential deficiencies. Question regarding how data can be gathered if all students taking course must have prerequisite and, thus, will have it on their record—LaManque noted that in some cases data will be available from before prerequisite was in place.</p> <p>Comment regarding difficulty for instructor to assess at the start of term which students don't possess necessary prerequisite knowledge; even using a pre-test might not suffice. Question as to desired result, given Title 5 requirement—LaManque noted that we report new prerequisites to the Chancellor's Office every year and should be reviewing those on a regular cycle (every five years). Suggestion that when reviewing existing prerequisites, discussion include potential changes to course content. Comment that even a student who took a prerequisite 10 years ago might not need to review content if student is, for example, working in the field. Comment regarding problem when a student truly does need to re-take a prerequisite but cannot because they have passed the course. Counseling rep noted that counselors do advise students on recency of prerequisites and recommend that students brush up on content and perhaps even re-test (especially if student did not take prerequisite at Foothill).</p>
<p>10. Proposed Revision to AP 4235</p>	<p><b>Speaker: Isaac Escoto</b>          Related to recent legislative change, requiring us to grant GE credit for AP exams. Our current policy states we may award a maximum of 30 units of GE for AP credit, but new legislation conflicts with such a restriction. Revision to policy strikes that maximum so that there is now none. Note that change does not affect awarding of major units, only affects GE. Day noted that research shows that no other colleges or universities enforce a limit. Revision also clarifies language regarding accepting AP exams for GE credit.</p> <p>Question regarding how much input faculty has when changes are mandated. Escoto noted that any changes to Administrative Procedure, even if in response to change in legal language/policy, do need to be shared with Academic Senate for the purposes of discussion. Comment that Advanced Placement is an equity issue, allowing some students to not have to take college courses while others without the same money or opportunity do not have that advantage. Day noted Foothill's new Early College Promise program, which will hopefully help address related equity issues.</p>

<p>11. Catalog Addendum</p>	<p><b>Speaker: Isaac Escoto</b>                  Previous discussions at CCC have included challenges related to annual printing of physical catalog. Some campuses publish an addendum, usually midyear, which allows for certain midyear changes to be published. Office of Instruction starting to look at what a catalog addendum would look like and what it would allow us to do. Online catalog options exist. Important to consider implications of changes. LaManque noted importance of being able to offer courses more quickly as a service to students; perhaps can start with Stand Alone courses. Hoping to prioritize discussion at CCC next year. Comment regarding an online catalog serving as a living document, which students would be aware is updated throughout the year.</p>
<p>12. Review of Curricular Process Included in Accreditation Self Evaluation</p>	<p><b>Speaker: Isaac Escoto</b>                  Upcoming accreditation visit this fall. Curriculum is an important aspect. Standard II.A.2 specifically speaks to curriculum and how it is approved in our process; will be helpful for reps to be familiar with this and other sections of self evaluation. Comment that department CCs are not mentioned— Escoto noted that our structure involves division CCs, and divisions are allowed to break those up into departmental committees if they choose. LaManque noted that the visit will be October 9-11 and team might choose to visit with CCC during that time. Self evaluation being presented to the board next week and will be fine-tuned over the coming weeks. Please let LaManque know of any suggestions, as soon as possible.</p>
<p>13. Guidelines for Placing Courses in Disciplines</p>	<p><b>Speaker: Isaac Escoto</b>                  First read of document, created by CCC Team, to clarify purpose of course disciplines and distinguish from subject codes, departments, and divisions. Recent discussions at CCC prompted creation of document; not a policy but guidelines, which should be clear and helpful. Please let Escoto and LaManque know of any suggestions; feel free to share with your constituents but would like to incorporate reps' suggestions before sharing widely. Suggestion to include a link to the disciplines handbook.</p> <p>Second read of updated document will occur at next meeting.</p>
<p>14. Report Out from Division Reps</p>	<p><b>Speaker: All</b>                  Apprenticeship: Faculty has requested that CCC consider possibility of approving out-of-cycle exemption to allow new APSM courses to be taught before summer 2018. Courses were shared at CCC on March 25. Mindful that approval could be seen as setting precedent for future courses; justification is that the proposals were originally submitted for the 2017-18 catalog but the curriculum approval process for Apprenticeship had effectively been stopped which did not allow CORs to be created in time for 2017-18. All CORs are in C3MS and should be submitted by the June 23 deadline. Not all courses in question might need to be approved early; rep will help sort out which courses taught first. Escoto reminded the group that last year CCC did discuss at length what would happen with Apprenticeship curriculum (ahead of creating the Apprenticeship CC); curriculum was in flux for a bit. Comment that last year Apprenticeship was under BSS. Rep noted that dysfunction between those in Apprenticeship and BSS, including staff turnover, resulted in roadblock to curriculum. Hueg noted support of the request. BSS rep noted that last year's BSS rep read through every Apprenticeship proposal and COR and put forth a good effort to move curriculum through correctly; tried in earnest to communicate with Apprenticeship and at times was</p>

	<p>unable to get timely responses. Also noted that Apprenticeship curriculum is different than other Foothill curriculum and agreed that perhaps should be treated differently—students do not browse through Foothill catalog for Apprenticeship courses as they do for a Math course, because they’re in a defined program that they must be accepted to prior to enrolling in courses. Question regarding potential implications of offering a course not published in the catalog—LaManque noted that topic might come up during accreditation visit, but not something the state would ask about. Hueg noted difficulty of working with Apprenticeship faculty on courses, can be very hands-on and time consuming. Question regarding if curriculum coordinator will have capacity to put through courses early—yes, shouldn't be an issue given relatively small number of courses. Vanatta noted that they will need CCC approval for Stand Alone in the fall but could likely be offered in winter quarter, surely in spring quarter. Question regarding whether policy or resolution should be created to provide official approval of allowing exemption for Apprenticeship—Escoto shared draft resolution that was not included with agenda. Noted importance of discussion before defaulting to resolution. Group agreed to consider resolution; Escoto will bring back for first read at next meeting.</p>
15. Good of the Order	
16. Adjournment	<b>3:30 PM</b>

**Attendees:** Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), 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), Katie Ha (guest—TLC), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Ben Schwartzman (guest—CNSL), Lety Serna (CNSL), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

**Minutes Recorded by:** M. Vanatta



**Foothill College  
College Curriculum Committee  
2017-18 Meeting Dates**

**Fall Quarter:**

October 3  
October 24  
November 7  
November 21  
December 5

**Winter Quarter:**

January 23  
February 6  
February 20  
March 6  
March 20

**Spring Quarter:**

April 24  
May 8  
May 22  
June 5  
June 19

All meetings fall on Tuesday and will be held from 2:00 p.m. – 3:30 p.m. in the President's Conference Room.

*Note: Meeting dates are tentative and subject to change. The final schedule will be confirmed via calendar invitations sent to CCC Reps via email.*

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## 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
- 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

- 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

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

<http://www.labormarketinfo.edd.ca.gov/ocguides/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

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

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



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*Detailed Guide for*

## **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

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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](http://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](http://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](http://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.

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

*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](http://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](http://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](http://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

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

Career InfoNet Web site at [www.acinet.org](http://www.acinet.org) and scroll down to "Career Tools." Click on "Certification Finder" at [www.acinet.org/certifications\\_new/default.aspx](http://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](http://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](http://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](http://www.jobcentral.com) and CalJOBS<sup>SM</sup> at [www.caljobs.ca.gov](http://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](http://www.childsworld.ca.gov)
- California Department of Social Services, Community Care Licensing Division  
[www.cclid.ca.gov](http://www.cclid.ca.gov)

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

- American Red Cross  
[www.redcross.org](http://www.redcross.org)
- International Nanny Association  
[www.nanny.org](http://www.nanny.org)
- National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)
- National Child Care Association  
[www.nccanet.org](http://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 <a href="http://www.bls.gov/soc/">www.bls.gov/soc/</a>	39-9011
O*NET - Occupational Information Network at <a href="http://online.onetcenter.org/">online.onetcenter.org/</a>	
Childcare Workers	39-9011.00
Interest Codes (RIASEC) at <a href="http://online.onetcenter.org/find/descriptor/browse/Interests/#cur">online.onetcenter.org/find/descriptor/browse/Interests/#cur</a>	SAC
Nannies	39-9011.01
Interest Codes (RIASEC) at <a href="http://online.onetcenter.org/find/descriptor/browse/Interests/#cur">online.onetcenter.org/find/descriptor/browse/Interests/#cur</a>	SEC
CIP - Classification of Instructional Programs at <a href="http://nces.ed.gov/pubs2002/cip2000/">nces.ed.gov/pubs2002/cip2000/</a>	
Child Development	190706
Child Care Provider/Assistant	190709
TOP - Taxonomy of Programs at <a href="http://www.ccccurriculum.info/">www.ccccurriculum.info/</a> (California Community Colleges)	
Child Development/Early Care and Education	130500
Preschool Age Child	130540
The School Age Child	130550
Infants and Toddlers	130590

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**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Guidelines for Placing Courses in Disciplines**

Assigning a course to a given discipline signifies the minimum qualifications needed to teach a course, based off of the Minimum Qualifications Handbook (aka 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 current version of the Minimum Qualifications Handbook may be found on [the CCC webpage](#).

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.

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It is standard practice to assign a course to one single discipline. 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).

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Though subject codes 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.

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Divisions 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).

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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.

Draft

Draft Resolution for Exemption to Curriculum Cycle  
March 24, 2017

Whereas, the Sheet Metal apprentice program submitted new course proposals for new Certificate pathways in June 2016 that were not processed through the existing curriculum approval process

Whereas, the College has since created an Apprenticeship Curriculum Committee (ACC) to process Apprenticeship program curriculum proposals and revisions

Whereas, the ACC duly reviewed and approved 54 of these new course proposals

Whereas, the normal deadline for these courses to be part of the 2017 College catalog has long since passed,

Resolved, that the Vice President of Instruction approve an exemption for these courses to be added to the online catalog and taught beginning in the quarter following the approval of the course outline of record and the approval by the College Curriculum Committee of Stand Alone Course forms.

### Non-transcriptable Certificates 2017-18 w/ additional information

Parent Dept	Certificate Title (Alpha by Parent Department)	Units	Eligible for State Submission		Certificate Type					Faculty Owner(s)	Number of Awards Given in 2015-16
			18-26 unit CA	27+ unit CA	Completion	Career	Proficiency	Specialization	Skills		
ACTG	Bookkeeping Specialist	17					X			Sara Seyedin, Lisa Drake	
	Enrolled Agent Preparation	18	X				X			Sara Seyedin, Lisa Drake	
	Financial Accounting	25	X				X			Sara Seyedin, Lisa Drake	
	Payroll Preparation	9						X		Sara Seyedin, Lisa Drake	
	Tax Accounting	27		X			X			Sara Seyedin, Lisa Drake	
	Tax Specialist	13					X			Sara Seyedin, Lisa Drake	
ANTH	Applied Anthropology	17					X			Sam Connell, Kathryn Maurer	
	Cultural Resource Management	19-20	X				X			Sam Connell, Kathryn Maurer	
	Forensic Anthropology	14					X			Sam Connell, Kathryn Maurer	
	Medical Anthropology	16-17					X			Sam Connell, Kathryn Maurer	
Apprenticeship	Residential Electrician	18	X				X				
	Sheet Metal Air Conditioning Service Technician	10					X				
	Sheet Metal Air Conditioning Specialist	6					X				
	Sheet Metal Decking & Siding	18	X				X				
	Sheet Metal Ship Yard Specialist	7.5					X				
	Sound & Communication Installer	21	X				X				
BUSI	Business Management	22-24	X				X			Laurence Lew	
	Entrepreneurship	15-19					X			Laurence Lew	
	Financial Literacy	18	X				X			Laurence Lew	
	Marketing	11-13					X			Laurence Lew	
	Small Business & Digital Marketing	17-19					X			Laurence Lew	
CHLD	Early Childhood Education	25	X						X	Nicole Kerbey	
	Inclusion & Children with Special Needs	24	X						X	Nicole Kerbey	
	Infant Toddler Development	23	X						X	Nicole Kerbey	
	School-Age Child Care	25	X						X	Nicole Kerbey	
COMM	Communication Studies	15-20	X (CS only)				X		X	Lauren Velasco	96
C S	Cisco Academy CCNA	22.5	X				X			Mike Murphy	0
	Cisco Academy CCNP	18	X				X			Mike Murphy	0
	Enterprise Security	18	X				X			Mike Murphy	0
	Microsoft Windows MCSA	18	X				X			Mike Murphy	0
	Mobile Applications	23	X				X			Mike Murphy	1
	VMWare	22.5	X				X			Mike Murphy	0
ENGR	Biomedical Devices	24	X				X			Sue Wang, Oxana Pantchenko	9
	Rapid Prototyping	23	X				X			Sue Wang, Oxana Pantchenko	0
GID	Garment Printing	12							X	Carolyn Brown	2 total for GID
	Graphic Design	12							X	Carolyn Brown	
	Illustration	12							X	Carolyn Brown	
	Web Design & Development	20	X				X			Carolyn Brown	
MDIA	Popular Culture	16-17					X			Kay Thornton	
MTEC	Audio Post-Production	16					X			Bruce Tambling	8 total for MTEC
	Electronic Music	16					X			Eric Kuehnl	
	Game Audio	20	X				X			Eric Kuehnl	
	Music Business	20	X				X			Bruce Tambling	
	Songwriting	24	X				X			Eric Kuehnl	
NANO	Nanocharacterization	15					X			Robert Cormia	1
	Nanofabrication	15					X			Robert Cormia	1
	Nanostructures	10					X			Robert Cormia	0



### Non-transcriptable Certificates 2017-18 w/ additional information

Parent Dept	Certificate Title (Alpha by Parent Department)	Units	Eligible for State Submission		Certificate Type					Faculty Owner(s)	Number of Awards Given in 2015-16	
			18-26 unit CA	27+ unit CA	Completion	Career	Proficiency	Specialization	Skills			
PHOT	Photo Criticism	12								X	Ron Herman	4 total for PHOT
	Photographic Laboratory Technician	12								X	Keith Lee	
THTR	Actor Training	26	X			X					Tom Gough	9 total for THTR
	Theatre Production Organization	24	X			X					Tom Gough	
	Theatre Technology	24	X			X					Bruce McLeod	
V T	Online Veterinary Assisting	12.5				X						

**College Curriculum Committee  
Topic Schedule Draft 2017-18**

June 20, 2017

**Pending Topics**

Topic	Summary	Discussion Schedule	Priority
Student Preparedness	Discussion regarding how prepared our students are for courses. Do they seem to be prepared enough in English? Math? Mention of requisite recency conversation.	2017-18	
Equity and CCC	Continue discussion of how CCC can support college equity goals.	2017-18	
High School Articulation	Discussion/updates regarding Foothill College high school articulation	2017-18	
Academic Integrity	Discuss concerns, decide best avenue for further discussion/action.	2017-18	
Reverse Articulation	Discussion regarding how courses from other colleges match up with ours, especially with the semester/quarter conversion.	2017-18	
Honors Courses	Continued discussion regarding courses beginning to add an extra unit to the honors version of a course.	2017-18	
Non Transcriptable Certificates	Continued work to create a uniform approval process for non transcriptable certificates. Also, support the creation of a procedural/tracking process regarding these programs.	2017-18	

**Ongoing Topics**

Topic	Proposed Action
ADTs	As new TMCs are approved and published, discipline faculty will continue to apply for those degrees for which FH has local programs and/or will develop courses and degree programs as appropriate for our community.
C-ID (State-wide Course Identification Numbering System)	As C-ID descriptors and TMCs continue to be developed, faculty will continue to collaborate in development of standards by which individual courses may be assigned.
Content Review	As courses are updated or new courses created, Content Review will be done for all prerequisites and co-requisites.
District Equivalency	On-going work to identify equivalent courses across our district.

**College Curriculum Committee  
Topic Schedule Draft 2017-18**

Curricular Process Training	Provide training in order for more faculty to better understand campus curricular process
Support for Division Curriculum Committees	Discuss ways to better support CCC reps, in order to better divide curricular work.

**Completed Topics**

Topic	Action Taken
Curriculum Sheet Approval	CCC reps shared what process their division follows, and how they involved their division as a whole.
Substantial vs Non Substantial Changes to COR	Discussed/clarified at CCC.
Review local GE area requirements	CCC discussed criteria and process for local GE course consideration. Approved multiple courses for inclusion in next year's GE pattern.
Created and approved cross-listed course policy	CCC created and approved a form/policy to be used when faculty would like to cross-list a course. This will help minimize any unintended consequences from cross-listing a course.
Considered and approved COR checklist, to help with COR review	CCC approved a checklist that can be used to help support CCC reps in submitting COR updates/new courses.
Approved ADTs	Social Justice Studies, Global Studies
Created an Apprenticeship Curriculum Committee	Guided by discussion last year, CCC created and implemented the apprenticeship curriculum committee.
Reviewed and Approved New Course Families	CCC discussed and approved the creation of new course families in the theater arts department.
Department Review of CORs	CCC reps shared how individual divisions allow for department feedback regarding COR content.