

College Curriculum Committee Meeting Agenda
Tuesday, November 21, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: November 14, 2017	Action	#11/21/17-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. EMT Noncredit Certificate Approval c. ASCCC Fall Plenary Update d. AB 705	Information	#11/21/17-2—3 #11/21/17-4	Campbell
4. Updates to District Administrative Procedures and Board Policies	Information	#11/21/17-5—7	Campbell
5. New Program Application: English as a Second Language for Food Service Workers Noncredit Certificate	2nd Read/ Action	#11/21/17-8	Campbell
6. New Program Application: Bridge to College Level Mathematics Noncredit Certificate	2nd Read/ Action	#11/21/17-9	Campbell
7. Stand Alone Approval Request: ALTW 430	2nd Read/ Action	#11/21/17-10	Campbell
8. Stand Alone Approval Request: EDUC 2	2nd Read/ Action	#11/21/17-11	Campbell
9. Stand Alone Approval Request: ESLL 126	2nd Read/ Action	#11/21/17-12	Campbell
10. Stand Alone Approval Request: GEOG 20	2nd Read/ Action	#11/21/17-13	Campbell
11. Stand Alone Approval Request: NCCS 405	2nd Read/ Action	#11/21/17-14	Campbell
12. Stand Alone Approval Request: NCEL 425	2nd Read/ Action	#11/21/17-15	Campbell
13. Stand Alone Approval Request: NCLA 408	2nd Read/ Action	#11/21/17-16	Campbell
14. Stand Alone Approval Request: AHS 60E	1st Read	#11/21/17-17	Campbell
15. Stand Alone Form Revision	1st Read	#11/21/17-18	Campbell
16. Good of the Order			Campbell
17. Adjournment			Campbell

Attachments:

- #11/21/17-1 Draft Minutes: November 14, 2017
- #11/21/17-2 New Course Proposal: JRNL 62
- #11/21/17-3 New Course Proposal: THTR 48G
- #11/21/17-4 CCCCCO Summary and QA of CA AB 705
- #11/21/17-5 FHDA AP 4020—draft
- #11/21/17-6 FHDA AP 4235—draft
- #11/21/17-7 FHDA BP 5010—draft
- #11/21/17-8 English as a Second Language for Food Service Workers Noncredit Certificate Narrative

- #11/21/17-9 Bridge to College Level Mathematics Noncredit Certificate Narrative
- #11/21/17-10 Stand Alone Course Approval Request: ALTW 430
- #11/21/17-11 Stand Alone Course Approval Request: EDUC 2
- #11/21/17-12 Stand Alone Course Approval Request: ESLL 126
- #11/21/17-13 Stand Alone Course Approval Request: GEOG 20
- #11/21/17-14 Stand Alone Course Approval Request: NCCS 405
- #11/21/17-15 Stand Alone Course Approval Request: NCEL 425
- #11/21/17-16 Stand Alone Course Approval Request: NCLA 408
- #11/21/17-17 Stand Alone Course Approval Request: AHS 60E
- #11/21/17-18 Stand Alone Course Approval Request form—draft

2017-2018 Curriculum Committee Meetings:

<u>Fall 2017 Quarter</u>	<u>Winter 2018 Quarter</u>	<u>Spring 2018 Quarter</u>
10/3/17	1/23/18	4/24/18
10/24/17	2/6/18	5/8/18
11/14/17	2/20/18	5/22/18
11/21/17	3/6/18	6/5/18
12/5/17	3/20/18	6/19/18

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

2017-2018 Curriculum Deadlines:

- ~~12/1/17~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/17~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/1/18~~ Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
- ~~2/15/18~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- ~~6/1/18~~ Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- ~~6/22/18~~ COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (DRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (DRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2017-18

Meeting Date: 11/21/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only)	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Mark Anderson	7156	FA	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper	7595	BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
<input type="checkbox"/>	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
<input type="checkbox"/>	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
<input type="checkbox"/>	Nanette Solvason	7730	Dean–BH	solvasonnanette@fhda.edu
<input type="checkbox"/>	Paul Starer	7227	Dean–LA	starerpaul@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>	Ronnie Miller		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

Roy Knupp, LeeAnn Emmanuel

**College Curriculum Committee
Meeting Minutes
Tuesday, November 14, 2017
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
<p>1. Minutes: October 24, 2017</p> <p>2. Report Out from Division Reps</p>	<p>Approved by consensus.</p> <p>Speaker: All Bio Health: EMT noncredit certificate approved by the state.</p> <p>Counseling: Possibly developing Multicultural Counseling course; discussing noncredit course for probation students. CRLP 73 & 74 being submitted for GE Area VII.</p> <p>BSS: Experimenting holding division CC meeting on different days/times, but not working as hoped. Lots of support for Elementary Education ADT and Child Adolescence ADT.</p> <p>PSME: Math dept. working on standardized language for hybrid courses. C S dept. considering new course to introduce fundamentals; find that 1st quarter students struggle with material.</p> <p>Language Arts: Faculty would like to see forms imbedded in C3MS; in support of shortening curriculum cycle.</p> <p>Kinesiology: Approving Content Review forms; discussing where new courses fit within programs; updating outdated disciplines.</p> <p>Library: Request from staff at reserve desk for faculty to select next quarter’s textbook(s) as early as possible. If multi-section courses align textbook(s), potential for discounts from publishers.</p>
<p>3. Announcements</p> <p> a. New Course Proposals</p>	<p>Speaker: Rachelle Campbell</p> <p>The following proposals were presented: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81; BUSI 17. Proposals for JRNL 62 and THTR 48G postponed until a later meeting.</p> <p>Lisa Eshman present to discuss APAV proposals. Creating Apprenticeship program in Advanced Veterinary Assisting— pathway program with the goal of hiring apprentices in SF area to work at SF SPCA hospitals. Skills-based learning, equivalent to first year of Foothill’s V T program. APAV content in alignment with current V T courses, but APAV courses do not require the prerequisites; instead, prerequisite content built in, which will allow a student who finishes APAV program to transition into second year of V T program (would also need to complete an additional 2-4 quarters of prerequisites to move from APAV to V T). APAV a two-year program: two courses per quarter, while also working at SF SPCA as apprentice. Partnering with Jewish Vocational Services to help students be successful. Question regarding whether a student would be allowed to take corresponding V T course if has taken APAV course—Eshman plans to create equivalencies; will need more discussion at division level. LaManque asked if V T prerequisites can/should be revised to include APAV version—Eshman unsure, and would need to consider AVMA (outside accrediting body) requirements. Question</p>

<p>b. Notification of Proposed Requisites</p> <p>c. New CCC Website</p> <p>d. Guided Pathways</p>	<p>from PSME rep regarding APAV 53B, which includes a lot of math content but does not require a math prerequisite—Eshman noted there are prerequisites to get into the apprenticeship program; has stressed that students will need a certain level of math and suggested a math test be used during student selection. Will discuss with math department. Question regarding whom the ideal student would be—SF SPCA struggling with staff retention; looking for those who are committed to the location (e.g. family in the area, etc.) and are looking for a professional career working with animals; might be a person unlikely to attend college, otherwise. Students will ultimately get licensed.</p> <p>New requisites for ALTW 430, C S 3B, ESLL 126, MATH 1BH and 1BHP, and V T 54A (all effective 2018-19); also listed are ongoing requisites, for which a Content Review form was not on file.</p> <p>Marketing has launched the new CCC website. All of the information and documentation from the previous website is available, but some things are organized differently. Reach out to Vanatta if you have any trouble finding something.</p> <p>Campbell and others from Foothill attended Institutional Effectiveness Partnership Initiative (IEPI) training last week, around Guided Pathways Model—not a new initiative, but a shift in mindset on how to align the student experience. Goal of model to create clear curricular pathways, help students choose and enter their pathway and stay on their path, and ensure that learning is happening with intentional outcomes. Focuses on institutional transformation, which Foothill is already doing. Uses evidence-based practices, which we’re already doing. Emphasizes interventions that work at scale. Keeps students at the center of the process. Some have expressed concern that unique majors might suffer in this process—Campbell noted meta majors, broad categories of study that encompass multiple majors. Group watched short video illustrating how one meta major could include many different majors across campus. Foothill will need to determine how to create our meta majors (e.g., within divisions, cross-division). First step is self-assessment, which LaManque will lead; please contact him if interested in participating. Funding is provided and can be used for things like faculty stipends.</p> <p>This will be a long-term transformation. Comment that “pathways” brings to mind expanding/scaling our current programs. LaManque noted that one focus is completion through the pathway—part of this is determining how to advise a student through a pathway (e.g., narrowing down which GE to take); some programs already specify which courses to take during each quarter, but many do not. Defining this could help students, as well as help scheduling of courses. One concern is the push to get students through, but this doesn’t mean there can’t be exploration. Campbell noted tools already exist, such as CCC MyPath, to help students explore their academic/career interests. Day noted the basic tenet of career counseling; Foothill no longer has career counseling center. Hueg asked if CCC will drive this project—ASCCC resolution states that this will be a faculty-driven process; Academic Senate currently discussing who will be involved. Workload is beyond the current scope of CCC. Campbell will share IEPI handouts with the group.</p>
<p>4. Consent Calendar</p> <p>a. GE Applications</p>	<p>Speaker: Rachelle Campbell</p> <p>The following GE applications were presented: Area IV—HIST 3A,</p>

	<p>3B, 3C. No comments.</p> <p>Motion to approve M/S (Francisco, Starer). Approved.</p>
5. Stand Alone Approval Request: AHS 52	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for AHS 52. The application has been updated for clarity, based on feedback at previous meeting. Comment regarding potential typo in course description; Vanatta will follow up.</p> <p>Motion to approve M/S (Cooper, Francisco). Approved.</p>
6. Stand Alone Approval Request: ALTW 230	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 230. No comments.</p> <p>Motion to approve M/S (Starer, Thomas). Approved.</p>
7. Stand Alone Approval Request: ALTW 231	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 231. No comments.</p> <p>Motion to approve M/S (Francisco, Gilstrap). Approved.</p>
8. Stand Alone Approval Request: ALTW 232	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 232. No comments.</p> <p>Motion to approve M/S (Cooper, Gilstrap). Approved.</p>
9. Stand Alone Approval Request: ALTW 431	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 431. No comments.</p> <p>Motion to approve M/S (Thomas, Venkataraman). Approved.</p>
10. Stand Alone Approval Request: DMS 200	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for DMS 200. No comments.</p> <p>Motion to approve M/S (Francisco, Thomas). Approved.</p>
11. Stand Alone Approval Request: NCBS 403A	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for NCBS 403A. No comments.</p> <p>Motion to approve M/S (Venkataraman, Thomas). Approved.</p>
12. Stand Alone Approval Request: NCBS 403B	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for NCBS 403B. No comments.</p> <p>Motion to approve M/S (Starer, Fernandez). Approved.</p>
13. New Program Application: English for Food Service Workers Noncredit Certificate	<p>Speaker: Rachelle Campbell First read of new English for Food Service Workers Noncredit Certificate. Starer noted that title might be changed from “English” to “ESL”—will discuss with faculty.</p> <p>Second read and possible action will occur at next meeting.</p>
14. New Program Application: Bridge to College Level Mathematics Noncredit Certificate	<p>Speaker: Rachelle Campbell First read of new Bridge to College Level Mathematics Noncredit Certificate. Includes two NCBS courses just approved for Stand Alone. Question regarding how program would support students if we end placement testing—PSME rep noted that students may still feel underprepared for a course and will need guidance; for example, a student who needs to target a specific content area to</p>

	<p>be successful when re-attempting a course.</p> <p>Second read and possible action will occur at next meeting.</p>
15. Stand Alone Approval Request: ALTW 430	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 430. Will be permanently Stand Alone. Related to ALTW 230 course, above. SRC rep noted that TTW courses usually for credit; this course supports the TTW program as an option for interested students.</p> <p>Second read and possible action will occur at next meeting.</p>
16. Stand Alone Approval Request: EDUC 2	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for EDUC 2. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p>
17. Stand Alone Approval Request: ESLL 126	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ESLL 126. Will be permanently Stand Alone. Replacement for ESLL 26, which will be deactivated.</p> <p>Second read and possible action will occur at next meeting.</p>
18. Stand Alone Approval Request: GEOG 20	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for GEOG 20. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p>
19. Stand Alone Approval Request: NCCS 405	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCCS 405. Will be permanently Stand Alone. Katie Ha present for discussion. Will be linked to Chat Café, which faculty already host but not as an actual course. Supplemental instruction, as an opportunity for students to talk in English about a variety of cultural topics. Discussion regarding whether course will be scheduled or open entry/exit—Ha will follow up to make determination.</p> <p>Second read and possible action will occur at next meeting.</p>
20. Stand Alone Approval Request: NCEL 425	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCEL 425. Will be permanently Stand Alone. Ha noted that course is pedagogically geared toward listening and speaking skills—not as casual as NCCS 405.</p> <p>Second read and possible action will occur at next meeting.</p>
21. Stand Alone Approval Request: NCLA 407A	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407A. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated. Counseling rep noted concern with mention of personal statements in description; Ha noted multiple meetings with counselors last year to agree on current language.</p> <p>Second read and possible action will occur at next meeting.</p>
22. Stand Alone Approval Request: NCLA 407B	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407B. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated.</p>

	<p>Second read and possible action will occur at next meeting.</p>
<p>23. Stand Alone Approval Request: NCLA 407C</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407C. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated. Course could address timed writing in the classroom, as well as on standardized exams, which is a common request from students. Could help students taking TOEFL exam.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>24. Stand Alone Approval Request: NCLA 408</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 408. Will be permanently Stand Alone. Ha envisions course could be offered as supplemental instruction alongside a course in any discipline, to help students with terminology. Could be scheduled immediately following a credit course to target students. PSME rep asked for clarification regarding “matrices” in description—term used here to mean diagrams, templates, tables, etc. Ha offered to update description for clarity.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>25. Curriculum Process Proposal</p>	<p>Speaker: Andrew LaManque Following up on Kristy Lisle’s presentation at previous meeting, CCC team proposing a pilot to insert a Technical Review team early in the COR process. For pilot, team will consist of Campbell, Day, and LaManque. Goal is to see if issues can be caught earlier in the process to help Vanatta speed up her review; will see if/how this can help streamline curriculum process. Concern expressed regarding potential for bottleneck, considering the volume of courses. Campbell noted that if team is adopted post-pilot, different faculty will be involved; bottleneck already exists, at Vanatta’s end of the process. Campbell noted that Day already providing feedback and recommendations to faculty at her point in process. LaManque noted that CCC team will also be looking into revisiting the catalog process, which is another existing bottleneck. Comment from rep that volume of courses submitted during pilot could be very different than reality of submissions in the spring.</p>
<p>26. Evaluation of Stand Alone CORs through an Equity Lens</p>	<p>Speaker: Carolyn Holcroft Presentation of a framework that can be used with all curriculum. In the educational world, equity means parity in successful achievement of outcomes for all students. Consideration of all types of differences; shouldn’t be able to predict outcomes by demographic groups. Ultimate goal to get rid of barriers. In discussions about curriculum, ask: is the curriculum we’re discussing creating/increasing barriers, or tearing them down? Important to note that groups needing support can vary across campus, by discipline, by program, etc.—identification can help determine which data to consider. Presentation addresses curriculum at the course level, but curriculum also includes the program level, and policies and procedures at the college level.</p> <p>Holcroft asked the group to each write down five nouns to describe self. Examples: educator, warrior, partner, mom, human, librarian, artist, global citizen, mujer, student, liberal, athlete. Holcroft noted strong identity tied to profession. Acknowledging individual identities is an effective way to get rid of equity gaps. When students enter the classroom, we sometimes consider them to be just students, disregarding all other aspects of their</p>

	<p>identities, which can have a devastating impact on their learning. Positively responding and acknowledging identity can help with learning. As educators, we can respond through our individual relationships with students, avoiding microaggressions, eliminating stereotype threat. In curriculum, we can purposefully include multiple cultural perspectives; provide varied, authentic assessments; dispel stereotypes of discipline (to allow students to “see themselves” as the discipline).</p> <p>Holcroft asked the group to call out discipline-specific stereotypes. These are steeped in society and students are well aware, conscious or not, which can influence their decision to take a course in a specific discipline. Educators can interrupt this by reviewing case studies and scenarios used in class to see if they reinforce any stereotypes, require prior knowledge or understanding of societal references (that are outside of the course content), or include language which makes assumptions consistent with stereotypes or the dominant culture. Even if references appear to be innocent, can result in a student’s feeling left out. Fine line between making a connection with our students as people and making sure they don’t feel left out. Language Arts rep mentioned practice of asking students how skills learned during class can be applied in their community; asks students to bring examples from their community, so she can see how the content may be interpreted by others. Holcroft suggested reviewing course materials (e.g., images, handouts, websites) to see if they confirm stereotypes or address diversity. Regarding the COR, identify opportunities to mention major contributors to the discipline from diverse groups, and don’t just call out special units (e.g., black poets)—include those people in the whole.</p> <p>This information is in a nutshell; Holcroft always available to help faculty review their content and materials. Campbell suggested setting up a workshop, outside of CCC.</p>
27. Good of the Order	
28. Adjournment	3:33 PM

Attendees: Rachelle Campbell (Faculty Co-Chair), Sara Cooper (BH), Bernie Day (Articulation Officer), Lisa Eshma (guest—BH), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Katie Ha (guest—LA), Brenda Hanning (BH), Carolyn Holcroft (guest—Student Equity), Kurt Hueg (Dean, BSS), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Tiffany Rideaux (BSS), Ben Schwartzman (SRC), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

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

**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: Brian Lewis

Proposed Number: JRNL 62

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: CSU

Proposed Title: Freelance Digital Production for Student Media

Proposed Catalog Description & Requisites:

Practical experience contributing as a freelance digital content producer to the college news media.

Proposed Discipline: Journalism

(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?

While the AA/ADT in Journalism are currently being created, this may be an elective course for the Communications AA degree.

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:

Courses are needed to support the creation of student news on campus.

Instruction Office:

Date presented at CCC:

Number assigned:

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

**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: Janis Bergmann

Proposed Number: THTR 48G

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Introduction to Voice-Over Acting

Proposed Catalog Description & Requisites:

An introduction to Voice-Over Acting providing an overview of required skills, general industry knowledge, and career opportunities. Instruction and practice in techniques of the various genres and performance styles, including Character (animation, video games, toys), Commercial (radio, TV, online), and Narration (audio books, documentaries, corporate training videos, e-Learning and websites). Fundamental components also include microphone technique, home studio setup, auditioning and marketing.

Proposed Discipline: Theater Arts

(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 in Theatre Arts

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

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

AB 705 (Irwin) - Seymour-Campbell Student Success Act of 2012: Assessment. Chapter 745, Statutes of 2017

AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal.

What is the intent of AB 705?

The text of this bill can be read in full [here](#). The Legislature provided a number of findings, and declarations to guide system and college implementation of this new law. Included in the findings and declarations, the Legislature noted:

- Assessment instruments and placement policies have serious implications for equity, since students of color are more likely to be placed into remedial courses; and, students placed into remediation are much less likely to reach their educational goals.
- Evidence suggests that community colleges are placing too many students into remediation and that many more students would complete transfer requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses.
- The goal of AB 705 is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.
- Community colleges are prohibited from requiring students to take a prerequisite course unless they are highly unlikely to succeed in a higher-level course without it, pursuant to Section 55003 of Title 5 of the California Code of Regulations, but this policy is not followed in practice.
- Colleges are required to use multiple measures in determining course placement, pursuant to Section 55522 of Title 5 of the California Code of Regulations, but Title 5 of the California Code of Regulations does not provide enough guidance in the use of multiple measures to ensure that students are not excluded from courses in which they can be successful.
- Evidence suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; and, a student's high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests.

Will the CCCCCO provide guidance and definitions to colleges?

AB 705 authorizes the CCC Board of Governors to establish regulations governing the use of high school performance and other measures, instruments, and placement models to ensure college implementation meets the goals of this legislation.

To advance this work, the Chancellor's Office will be assembling an AB 705 implementation team to assist with the guidance and practices associated with the legislation. The CCCCO is committed to ongoing support for colleges and keeping colleges informed about training and technical assistance available for successful multiple measures approaches, including providing information to explain how to access the training and technical assistance for upcoming assessments.

For now, additional information and background resources for various aspects of multiple measures and their use can be found on the Chancellor's Office [website](#).

When does AB 705 become effective?

AB 705 was signed by the Governor on October 13, 2017, and will take effect on January 1, 2018. While the statute becomes effective on January 1, 2018, the CCCCO will issue guidance that provides phased-in implementation. The CCCCO is committed to ongoing support for colleges and keeping colleges informed about training and technical assistance available for successful implementation of AB 705.

What is a college required to do in placing a student under the provisions of AB 705?

A college is required to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe, and use, in the placement of students into English and math courses in order to achieve this goal, one or more of the following measures:

- (a) High school coursework
- (b) High school grades
- (c) High school grade point average

Is a college required to use multiple measures?

Yes, a college is required to use multiple measures, and *may* do so in such a manner that either of the following occur:

- (a) Low performance on one measure may be offset by high performance on another measure. (Compensatory)
- (b) The student can demonstrate preparedness and thus bypass remediation based on any one measure. (Disjunctive)

Multiple measures must be used in a way that maximizes the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe.

What if a college is unable to obtain or otherwise use high school performance information?

When a college is unable to obtain high school transcript data, or when that data is not available or logistically problematic to use, a college may use:

- (a) Self-reported high school transcript information; or,
- (b) Guided placement, including self-placement for students.

Currently, CalPASS Plus has data sharing agreements that cover about 80% of California public high school students. The California Community Colleges Chancellor's Office (CCCCO) is working with the California Department of Education (CDE) to expand the existing Memorandum of Understanding (MOU) and provide access to course and grade data available in the California Longitudinal Pupil Achievement Data System (CALPADS).

How do these requirements apply to students who seek a goal other than transfer?

This legislation should not be interpreted to require students to take coursework that is not applicable to their goals. For students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe. If necessary, the CCCCCO and Board of Governors will provide additional guidance and regulations on this matter.

How does this legislation impact remedial coursework requirements?

Pursuant to AB 705, a college shall not require students to enroll in remedial English or math coursework that lengthens their time to complete a degree unless placement research, that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics.

A college may require students to enroll in additional concurrent support, including additional language support for ESL students during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course. The college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

The CCCCCO is committed to providing support for colleges and keeping colleges informed about training and technical assistance available for successful implementation of AB 705 and will provide additional guidance and support to improve remedial education pathways.

How does this legislation affect English as a Second Language courses?

AB 705 finds that "instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above." Under the provisions of AB 705, colleges shall use evidence-based multiple measures for placing students into (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years. If necessary, the CCCCCO and Board of Governors will provide additional guidance and regulations on this matter.



FOOTHILL-DE ANZA
Community College District

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Program and Curriculum Development
Number	AP 4020
Status	New
Legal	U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended California Code of Regulations, Title 5, Section 51021 California Code of Regulations, Title 5, Sections 55000 et seq. California Code of Regulations, Title 5, Sections 55100 et seq. ACCJC Accreditation Standard II.A
Origin	Legally required. APM asked to develop in relation to accreditation standard and federal regulation regarding credit hours. Language from CCLC template included below. Needs to be modified to reflect district practices. Isaac Escoto draft 10/13/17

(NOTE: The following procedure is **legally required**. Districts may insert local procedures for program and curriculum development, which may include or address procedures for new, added, provisional or experimental, reinstated and deleted courses and procedures for changes in course number, title, units, or hours. Procedures for each action should, as good practice, address:

1. Initiation, review, approval, and evaluation processes and related criteria

Faculty are responsible to initiate and revise curriculum. At each college the Academic Senate has established the Curriculum Committee, which maintains process and related criteria, as well as facilitates the review and approval of curriculum.

2. Designated responsibility and authority for initiation, review, and approval of courses and programs

a. Each campus will provide and maintain curriculum development software.

The Office of the Chief Instruction Officer (CIO) at each college reviews the faculty recommendations for accuracy and compliance, and mediates revisions, if necessary. Faculty recommendations regarding curriculum will be forwarded to the Board of Trustees (BOT) in a timely manner. The BOT will adhere to current regulations and guidelines for curriculum. All curriculum recommendations requiring BOT approval will be reviewed and approved by the BOT at regular meetings.

b. Academic Senate –Through each college’s curriculum committee, the respective Academic Senate will establish processes for curriculum development and review and ensure compliance with federal and state regulations, California Education Code, and guidelines published by the State Chancellor’s Office in the most recent edition of the Program and Course Approval Handbook (PCAH). The Academic Senate will ensure that training opportunities for faculty are provided.

c. Faculty–Faculty are responsible for the development, review, and revision of course and program curriculum at each college.

d. Departments – Departments at each college review curriculum on a regular basis as required including, updating and revising existing curriculum and recommending new courses and/or programs through established course and program creation processes. Career technical education programs will utilize job-market data and other related information for development and revision of curriculum.

e. Curriculum Committee–The Curriculum Committee structure is established by the Academic Senate. Voting members are elected or assigned by the Academic Senate (e.g., articulation officer, librarian).

f. Articulation Officer – The articulation officer consults with faculty in review of new and revised courses and assists with articulation and transfer requirements.

g. The Office of the Chief Instruction Officer – College Administrators are responsible to facilitate the processes established for curriculum development and revision as established by each college’s Academic Senate, and are accountable for moving the recommendations of faculty to the BOT, for review and approval. The office of the CIO is responsible for making sure that the requested curriculum change/addition is fiscally sound and can be offered and or successfully implemented (e.g., pre-requisite implementation or courses/programs that require regional/state approvals).

3. Procedural Timelines

Each college curriculum committee will establish timelines for the processing of curriculum, including considerations for transfer related submission timelines. These timelines will be published.

4. Publication of changes and maintenance of records

Each college will ensure that curriculum changes are published in the college catalog, and the office of the CIO will ensure that the curriculum records are maintained and accessible.

5. Use of a range of delivery systems and modes of instruction

The curriculum committee will ensure that college curriculum meets standards for the proposed modes of instruction, including online learning.

(NOTE: This procedure is **legally required** in an effort to show good faith compliance with the applicable federal regulations)

6. Credit hour

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than:

- **One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or**
- **At least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.**



Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Credit by Examination (Challengeable Courses) and Advanced Placement Examinations
Number	AP 4235
Status	Up For Revision
Legal	California Code of Regulations, Title 5, Section 55050 California Community Colleges Chancellor's Office Policy Change Memorandum 3/30/17 California Education Code Section 79500
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). APM revised 4/28/17, 5/19/17, 10/13/17.

Credit by Examination (challengeable courses)

1. Discipline faculty, through the college's established curricular processes and procedures, shall determine if a course is eligible for credit by examination.
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.)
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.~~

Advanced Placement Examinations

The faculty shall accept Advanced Placement examinations for general education credit (Education Code, 79500).

See Board Policy 4235 Credit by Examination

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

Last Modified by Paula J Norsell on October 13, 2017



FOOTHILL-DE ANZA
Community College District

Book	Board Policy
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Admissions and Concurrent Enrollment (formerly Admissions Policy)
Number	BP 5010 (formerly BP 5000)
Status	Up For Revision
Legal	Education Code Section 48800 Education Code Section 48800.5 Education Code Section 66201 Education Code Section 76002 Education Code Section 76038 Education Code Section 76000 Education Code Section 76001 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended) ACCJC Accreditation Standard II.C.6
Adopted	January 4, 1999
Origin	Legally required policy being reviewed due to a request from APM for a dual enrollment policy. Recommendation to replace current policy language from 1999 with updated CCLC language. 6/9/17 APM - Changed over the age of 18 to
Office	College Presidents
Upload	February 18, 2015

~~1. Consistent with California law, the colleges shall admit as a student any California resident possessing a high school diploma or the equivalent thereof.~~

~~2. The colleges may admit as a student any of the following categories of persons pursuant to the criteria and conditions set forth herein and in any related administrative procedures enacted herewith.~~

~~(a) Any non resident possessing a high school diploma or the equivalent thereof.~~

~~(b) Any apprentice, as defined in Labor Code section 3077 who is capable of profiting from the instruction offered.~~

~~(c) As a special part time student, any elementary or secondary public school student who would benefit from advanced scholastic or vocational work offered at the college in addition to the courses he/she takes in elementary or secondary school, upon recommendation of the principal of the school that the pupil attends and with parental consent, but only for up to 12 semester units or the equivalent thereof. Credit for courses completed shall be at the level determined to be appropriate by~~

~~the school district board and this Board. Notwithstanding any other provision herein, any such special part-time student shall nonetheless be required to undertake courses for instruction of a scope and duration sufficient to satisfy the requirement of law.~~

~~(d) As a special full-time student, any elementary or secondary public school student who by petition has obtained the approval of his/her own school district governing board to so attend on the ground that the pupil would benefit from advanced scholastic or vocational work that would thereby be available, if the College President determine that the pupil could benefit from the course(s) or class(es) sought.~~

~~(e) As a special full-time student, any pupil not attending public school, if the College President determines, upon petition by the parent or guardian of the pupil, that the pupil would benefit from advanced scholastic or vocational work that would thereby be available, but only as to such courses or classes.~~

~~Notwithstanding any other provision here, any special full-time student admitted pursuant to subsections (d) or (e) shall nevertheless be required to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law.~~

~~(f) As a special student in a college summer session, any student, with parental consent, whose admission to summer session is recommended by the principal of the school which the student attends, who has demonstrated adequate preparation in the discipline to be studied, and who has availed himself or herself of all opportunities to enroll in an equivalent course at his or her own school. Special summer session students shall receive credit for the community college courses he or she completes, in a manner determined to be appropriate by the governing board of the school district and this Board.~~

~~Notwithstanding any other provision herein, the College District, the colleges, and their respective employees and officers assume no duty to supervise any minor student admitted under this policy.~~

~~(g) As provisional students only, any other person who is over 18 years of age and who is capable of profiting from the instruction offered, whose attendance is not on a part-time basis or in classes and programs established for adults pursuant to Education Code section 78401.~~

3. ~~For the purposes of policy number 5000, “capable of profiting from” and “would benefit from” college instruction or classes means that based on the information available in the application or petition documents it reasonably appears more likely than not that the applicant would benefit intellectually or socially from his or her participation in the proposed classes, courses or programs.~~

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- **Any person age 18 and above and possessing a high school diploma or its equivalent.**
- **Other persons who are age 18 and above and who, in the judgment of the Chancellor or his/her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.**
- **Persons who are apprentices as defined in Labor Code Section 3077.**

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Chancellor shall establish procedures for evaluating the validity of a student's high school completion.

Admission – Each college may determine the age or class level for admission as a part-time student for advanced scholastic or vocational courses. Any student whose age or class level is equal to grades 9-12 is eligible, subject to procedures at each of the colleges, to attend as a special part-time student for advanced scholastic or vocational courses.

Each college may determine the age or class level for attendance as a special full-time student. Any student whose age or class level is equal to grades 9-12 is eligible, subject to procedures at each of the colleges, to attend as a special full-time student.

Any student enrolled in grades determined by each college may attend summer session, subject to procedures at each of the colleges.

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission – If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted (by their parent school's designated official), the board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Dual Enrollment – Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Approved 1/4/99

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English as a Second Language for Food Service Workers

Item 1. Program Goals and Objectives

Students will develop English communication and interview skills for employment in the food service industry at increasingly more complex levels of expression. The program is designed to give non-English speakers the communication skills necessary to begin in entry-level kitchen work or advance to a higher paying position in restaurant/food service work.

Program Learning Outcomes:

- Upon completion of the program, students will be proficient in basic kitchen vocabulary, common safety and sanitation and food storage language.
- Upon completion of the program, students will be able to understand and complete typical work forms.
- Upon completion of the program, students will be proficient in following recipes and reading/converting units of measurement.
- Upon completion of the program, students will be proficient in the use of language for job interactions and advocacy (asking for time off, a raise/advancement).
- Upon completion of the program, students will be able to navigate interviews and discuss work history, skills, training, and education, as well as demonstrate knowledge of American work culture.

Item 2. Catalog Description

The Certificate of Completion in English as a Second Language for Food Service Workers prepares students for employment in the food service or culinary industry. Students will be exposed to vocabulary and grammar essential to working in kitchens, in addition to finding jobs in food service. Focus is on improving comprehension and communication in a food service workplace, and developing reading/writing/speaking/listening skills needed for job searching and interviewing while developing an improved understanding of American work culture.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (144 hours)	NCEL 470	LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS	48	Year 1, Fall
	NCEL 471	INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS	48	Year 2, Winter

	NCEL 480	ESL FOR JOB SEARCHING	48	Qtr. 3, Spring
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TOTAL HOURS: 144 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English as a Second Language for Food Service Workers were written to support underserved immigrant students who are currently employed, or seeking employment or advancement, in the food service industry. In addition, this program also prepares students to advance to higher levels of ESL, both credit and noncredit.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.” This desire “to obtain equity in achievement” is a guiding force in the creation of the Vocational ESL (VESL) courses offered at Foothill College and the related Certificate of Completion in English as a Second Language for Food Service Workers. After a needs analysis of Foothill College’s service area, the area between Sunnyvale and Palo Alto, the college realized the lack of and need for VESL courses in the area.

This program is also in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational and career goals. Whether students are solely refining their language skills for work or advancing into credit instruction, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill

college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding. The report describes courses eligible for enhanced funding as “those that lead to improved employability or job placement opportunities.” Based on the results of the needs analysis of its service area, Foothill College focused on improving the employability of food service workers. Food service workers tend to be low-wage workers and are often hindered by their level in English. As stated by an area chef employed by Bon Appetit, a large contract employer of food workers in Silicon Valley, “a worker’s English level is in direct relation to their salary and possibility for advancement.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***” The report states, “Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.”

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Bridge to College Level Mathematics

Item 1. Program Goals and Objectives

Students will gain test-taking skills and refresh math skills from precollegiate math courses in preparation for retaking the math placement test, if appropriate, and/or to provide a greater foundational knowledge for their math classes.

Program Learning Outcomes:

- Students completing both courses will demonstrate improved numerical literacy and quantitative reasoning skills necessary for future progression in math courses.

Item 2. Catalog Description

The Certificate of Completion in Bridge to College Level Mathematics prepares students to retake the placement test and helps students build skills for greater success in their next math course. Additionally, students who complete the program will demonstrate improved numerical literacy and quantitative reasoning skills necessary for future progression in math courses. Students will learn, practice skills, and problem solve in arithmetic, beginning algebra, and intermediate algebra. Topics will include: Addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and signed numbers; order of operations with real numbers; understanding ratios and proportions; solving linear equations and inequalities, including percents and proportions; solving systems of linear equations; using exponents; factoring; graphing and analyzing linear equations; evaluating expressions involving square roots.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (50 hours)	NCBS 403A	Bridge to College Level Mathematics I	25	Year 1, fall
	NCBS 403B	Bridge to College Level Mathematics II	25	Year 1, winter

TOTAL HOURS: 50 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Bridge to College Level Mathematics are intended to enable students to enroll in higher level mathematics courses than would be indicated in their original placement test. Faculty have been working on this program for many years and have found that students who originally place into a lower level mathematics class have the potential to place higher after intense remediation.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their mathematics skills for work, this program will provide students with the mathematical preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their mathematics skills, including computation, analytical thinking, and conceptual understanding. Since the courses in this program have no prerequisites, students completing the program may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of courses they would place.

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

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

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

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

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

Course #: ALTW 430

Course Title: Vocational Micro-Business Practicum

Catalog Description:

Hands on practice of running a micro-business including implementation of sales techniques, effective customer services, communication and professional behavior. Training and instruction in simple accounting and use of spreadsheets to organize day-to-day financial data such as cash flow. Manage and operate a micro-business.

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:

- 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:

Primary and Secondary: Helping students with disabilities practicing running a small business allows these students to be more employable and increases their academic skills.

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

Criteria B. Need

A course may only be granted Stand Alone Approval if there is 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.)

Attached journal article/research study.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

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

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

- BS non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

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

Criteria E. Compliance (please initial as appropriate)

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

Faculty Requestor: Ben Schwartzman **Date:** 9/27/17

Division Curriculum Representative: Leticia Serna **Date:** 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

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



Australian Journal of Career Development

Entrepreneurship and self-employment for people with disabilities

Alex Maritz, Richard Laferriere

First Published August 19, 2016 | Research Article



Abstract

Disability impacts a large number of people and affects a wide range of socioeconomic outcomes, including labour market participation. Towards supporting the active participation of people with disabilities in society and the economy, this paper aims to explore the role of disability entrepreneurship and self-employment. There is some international evidence that targeted *inclusive* entrepreneurship initiatives such as training and support programmes can be effective to assist disabled people to participate in self-employment activities. This study is the first to examine this phenomenon in Australia. We explore self-employment activity among disabled people, theoretical underpinnings, provide benefits and challenges of entrepreneurship for people with disabilities, and propose policy recommendations. Overall, this relatively unexplored issue of national priority requires additional empirical research, enabling policy, and decision makers to make informed decisions to enhance labour market participation through entrepreneurship and self-employment.

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Abstract

Introduction

Disability in Australia

Importance of the disabled in the labour force for an ageing Australia

Self-employment activity among disabled people

Benefits of entrepreneurship and self-employment for people with disabilities

The challenges faced by people with disabilities when starting a business

Theoretical foundations of disability

Examples of entrepreneurship and disability

Policy recommendations

Conclusion

Declaration of Conflicting Interests

Funding

References

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Adaptive Learning

ALTW 430 VOCATIONAL MICRO-BUSINESS PRACTICUM

[Edit Course Outline](#)

ALTW 430 VOCATIONAL MICRO-BUSINESS PRACTICUM

Summer 2018

48 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 4/12/17

Division Dean Information -

Seat Count: 25

Load Factor: .061

FOAP Code: 122010131091493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

The self-employment rate is growing by 20% annually and micro-enterprise small businesses (i.e., businesses that employ one to five people) are generating 64% of all new jobs in the United States (Griffin et al., 2014). Self-employment holds promise for more successful outcomes for employees with ASD in that it can function as somewhat of a hybrid between supported employment and competitive employment due to its ability to be customized (McDonough & Revell, 2010). In this model, individuals with developmental disabilities have the opportunity to develop a community-based or home-based business that capitalizes on their personal strengths (Griffin et al., 2014). These individuals can, then, develop their own businesses and can define both their own job tasks as well as the time they will devote to that job (Schall, Wehman & McDonough, 2012). Owning a business or being self-employed can be some of the least stigmatizing forms of employment for individuals with disabilities because it can be tailored to their personal situation, degree of mobility, skills, health, and accommodation needs (Griffin et al., 2014).

Currently, there are no courses of this type offered in the Transition to Work program. This course would complement the lecture-based course, ALTW 230 Introduction to Vocational Micro-Business, by giving students the opportunity to actually create their own micro-business with instructor guidance.

1. Description -

Hands-on practice of running a micro-business, including implementation of sales techniques, effective customer services, communication and professional behavior. Training and instruction in simple accounting and use of spreadsheets to organize day-to-day financial data, such as cash flow. Manage and operate a micro-business.

Prerequisite: ALTW 230.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Create a basic business plan for their micro-business
- B. Record cash sales and expenses using Microsoft Excel
- C. Connect with potential customers through online (e.g., social media marketing) and/or in-person advertising (e.g., local chamber of commerce, creating flyers, attending community events)
- D. Demonstrate appropriate knowledge of administrative aspects of micro-business entrepreneurship, such as ADA legislation, liability, business licensure, etc.
- E. Develop relationships with other micro-business owners in the community in order to receive advice and mentorship
- F. Seek out grants or small loans for the micro-business and develop a crowd-funding website online (e.g., GoFundMe)

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Internet Access

4. Course Content (Body of knowledge) -

- A. Use of Computer Programs or Online Resources for Creating a Micro-Business
 1. Microsoft Office (Excel and Word)
 2. Web Browser (Chrome, Firefox, Safari, or Internet Explorer)
 3. Email
- B. Budget Planning
 1. Tracking the Costs of Each Expense and the Profits of Each Sale
- C. Time Management
 1. Figuring Out How Much Time to Devote Each Day to Successfully Running the Business

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Demonstrating mastery of skills and techniques taught in the course by participation in discussions, demonstrations, and creation of their micro-businesses.

7. Representative Text(s) -

Griffin, Hammis, Keeton, and Sullivan. Making Self-Employment Work for People with Disabilities. 2nd ed. Baltimore, MD: Brookes Publishing, 2014.

8. Disciplines -

Developmental Disabilities: DSPS or Small Business Development

9. Method of Instruction -

Demonstration, and hands-on laboratory.

10. Lab Content -

A. Hands-on practice in creating an actual micro-business

1. Executing the business plan created in ALTW 230
2. Tracking sales and expenses using Excel or Google Spreadsheets
3. Marketing and advertising the business on campus and in the community
4. Reaching out to similar micro-businesses either online or in the community for guidance

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

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

None

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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 #: EDUC 2

Course Title: Introduction to Elementary Education

Catalog Description:

This course provides an overview of the American education system for students interested in teaching in grades K-12. Educational philosophies, history of education in the United States, and major economic, political and social policies that have affected the school system will be explored. In addition, the structure of the K-12 school system, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered.

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:

ADT in Elementary Education

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

Fall 2017 / Winter 2018

***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:

As a part of the new ADT in Elementary education, this course will meet both primary missions of the college.

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

Criteria B. Need

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

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

This course will be a required core course for the Elementary Education ADT.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- 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)

- 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)

- 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:** 10/20/17

Curriculum Representative: Bill Ziegenhorn **Date:** 10/20/17

Date of Approval by Division Curriculum Committee: 10/20/17

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

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Business and Social Sciences

EDUC 2 INTRODUCTION TO ELEMENTARY EDUCATION

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EDUC 2

INTRODUCTION TO ELEMENTARY EDUCATION

Summer 2018

4 hours lecture.

4 Units

Total Contact Hours: 48

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 144

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

Lecture Hours: 4

Lab Hours: 0

Weekly Out of Class Hours: 8

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

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: UC Pending 3/13/17

Division Dean Information -

Seat Count: 50 **Load Factor:** .100 **FOAP Code:** 114000121191080100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the ADT in Elementary Education, currently in development.

1. Description -

This course provides an overview of the American education system for students interested in teaching in grades K-12. Educational philosophies, history of education in the United States, and major economic, political and social policies that have affected the school system will be explored. In addition, the structure of the K-12 school system, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered.

Prerequisite: None

Co-requisite: None

Advisory: One of the following: ENGL 1A, 1AH, 1S & 1T or ESLL 26 strongly recommended.

2. Course Objectives -

The student will be able to:

- A. Identify and apply theories to education
- B. Summarize the history of American education
- C. Identify school system structures and operations
- D. Identify major economic, political, and social policies that have affected the American school system
- E. Describe the teaching profession
- F. Analyze the social and cultural contexts of schooling
- G. Describe curriculum and instruction, including development and design

3. Special Facilities and/or Equipment -

When taught online, on-going access to computer with JavaScript enabled internet browsing software, media plug-ins, reliable internet, and relevant computer applications are required.

4. Course Content (Body of knowledge) -

- A. Identify and apply theories to education
 1. The major educational philosophies
 - a. Perennialism
 - b. Essentialism
 - c. Progressivism
 - d. Constructivism
 - e. Deconstructionism
 - f. Behaviorism
 2. The impact of educational theories on educational practice
 3. Developing a personal philosophy
- B. Summarize the history of American education
 1. American education: European heritage and Colonial experience
 2. American education: From revolution to the 21st century
 3. Modern American education: From the Progressive Movement to the present
- C. Identify school system structures and operations
 1. Types of schools
 - a. Early childhood education
 - b. Elementary and secondary
 1. Public
 2. Charter
 3. Private
 4. Homeschooling
 - c. Post-secondary
 1. Staff and personnel structures of the school system, including special education
 2. Protocols for visiting schools and entering classrooms
 3. Methods and ethics of conducting and reporting classroom observations
- D. Identify major economic, political, and social policies that have affected the American school system
 1. Legal framework and provisions for the public schools
 2. Federal and State policies and their effects on school systems
 3. Governance and financing of elementary and secondary schools
 4. Relationship between school and society
 5. Trends in education, past, present and future
- E. Describe the teaching profession
 1. Status of the profession
 2. Requirements of the profession

- a. Standards
 - b. Ethics
 - c. Professionalism
- 3. Evaluation of effectiveness
- 4. Self reflection practices
- 5. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
- 6. Understanding of the role of Professional Learning Communities (PLCs) and Communities of Practice in the profession
- F. Analyze the social and cultural contexts of schooling
 - 1. Schooling in a diverse multicultural society
 - 2. Responding to diversity
 - 3. Students and risk
 - a. Name the predictors of students at risk
 - b. Equity practices
 - 4. Concepts of multiculturalism assimilation, cultural pluralism, and multicultural educations
 - 5. Other contemporary issues in schools
 - a. Standards
 - b. Inclusion
 - c. High stakes testing
 - d. Bilingual education
- G. Describe curriculum and instruction, including development and design
 - 1. Instructional practices in schools
 - a. Standardized curriculum
 - b. Standards and frameworks
 - c. The role of technology
 - 2. Bloom's Taxonomy, including revisions
 - 3. Webb's Depth of Knowledge
 - 4. Cycles of Inquiry
 - 5. Overview of the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 - 6. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 - 7. Overview of contemporary issues in schools, e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
 - 8. Introduction to California Academic Content and Performance Standards
 - 9. Basic strategies for accommodating diverse learning needs

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Methods of Evaluation may include:

- A. Participation in class activities, class discussion, small group and partner work
- B. In class writing with guided self-reflections
- C. Child observation reports and summaries
- D. Adult interviews and summaries
- E. Reaction papers on special topics
- F. Exams
- G. Online discussions and responses

7. Representative Text(s) -

Ryan, Kevin, and James Cooper. Those Who Can, Teach. 14th ed. Houghton Mifflin Pub., 2015.
 Morrison, George S. Teaching In America. 5th ed. Merrill, 2009.
 Kauchak, Don, and Paul Eggen. Introduction to Teaching: Becoming a Professional. 5th ed. Pearson, 2013.
 Sadker, David, and Karen Zittleman. Teachers, Schools, and Society: A Brief Introduction to Education. 4th ed. McGraw-Hill, 2015.

8. Disciplines -

Education

9. Method of Instruction -

Instructional methods may include:

- A. Lecture
- B. Cooperative learning exercises

- C. Oral presentations
- D. Electronic discussions/chat
- E. In class discussion
- F. Video viewing
- G. Online reading and response

10. Lab Content -

Not applicable.

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

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

- A. Reading and study of the text.
- B. Reading and written response to observations, test questions, assignments, relevant articles, online reading material and online discussions.
- C. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

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

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

Course #: ESLL 126

Course Title: Introduction to Persuasive Writing

Catalog Description:

An introduction to persuasive writing based on critical reading and thinking. Text-based writing assignments that include critical analysis and synthesis of textual content. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience.

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:

- 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:

Primary 1: Prepares students for academic success at the lower-division level, namely ENGL 1A.

Primary 2: Provides instruction in composition, reading, and critical thinking skills

necessary for effective functioning in the workplace.

Secondary: Serves as the terminal course in the ESLL sequence and a pathway to ENGL 1A.

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

Criteria B. Need

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

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

This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

KP 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)

KP 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)

KP 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: Keith Pratt Date: 5/30/17

Division Curriculum Representative: Ben Armerding Date: 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ Date: _____

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Language Arts

ESLL 126 INTRODUCTION TO PERSUASIVE WRITING

[Edit Course Outline](#)

ESLL 126

INTRODUCTION TO PERSUASIVE WRITING

Summer 2018

5 hours lecture.

5 Units

Total Contact Hours: 60

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 180

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

Lecture Hours: 5

Lab Hours: 0

Weekly Out of Class Hours: 10

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

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/10/17

Division Dean Information -

Seat Count: 25

Load Factor: .125

FOAP Code:

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

1. Description -

An introduction to persuasive writing based on critical reading and thinking. Text-based writing assignments that include critical analysis and synthesis of textual content. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience.

Prerequisite: Appropriate placement test score or a grade of "C" or better in ESLL 125 and 249.

Co-requisite: None

Advisory: Designed for students whose native language is not English.

2. Course Objectives -

The student will be able to:

- A. Critically read and closely analyze texts for content and rhetorical features.
- B. Write text-based persuasive essays.
- C. Integrate quotations with rhetorical, grammatical, and mechanical correctness.
- D. Use level-appropriate language and edit for correctness.
- E. Write and edit a complete essay in class.

3. Special Facilities and/or Equipment -

- A. When taught on campus: no special facilities or equipment needed.

4. Course Content (Body of knowledge) -

- A. Critically read and closely analyze texts for content and rhetorical features.
 1. Identify essential elements of a text:
 - a. Major claim (thesis)
 - b. Minor claims
 - c. Audience
 - d. Purpose
 2. Analyze and evaluate author's rhetorical choices:
 - a. Organizational patterns
 - b. Types of support
 - c. Inclusion and/or omission of opposing points of view (counterargument/rebuttal)
 - d. Logical and fallacious reasoning
 - e. Establishing credibility
 3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and students' own views
 - a. Recognize value system differences
 - b. Determine author's assumptions
 4. Respond to classmates' compositions:
 - a. Reflect back the main point
 - b. Point out specific effective writing techniques
 - c. Ask questions for clarification
- B. Write text-based persuasive essays:
 1. Formulate an arguable thesis
 2. Determine appropriate organizational strategies
 3. Develop ideas with relevant support, evidence, and reasoning
 4. Use language and strategies for raising and refuting counterarguments and providing concessions
 5. Avoid fallacious reasoning
 6. Synthesize information from several assigned sources
 7. Summarize, paraphrase, and quote from assigned articles
 8. Research and synthesize information from an outside source
 9. Identify and avoid plagiarism
 10. Use diction and tone appropriate to the rhetorical purpose and audience identified in the specific writing assignment
- C. Integrate quotations with rhetorical, grammatical, and mechanical correctness.
 1. Use quoted materials for a variety of purposes:
 - a. To introduce a concept
 - b. To support a point of view
 - c. To challenge a point of view (counter-argument)
 - d. To conclude an argument

2. Include appropriate lead-ins to and comments on quoted material
 - a. Signals that indicate relevance
 - b. Cohesive devices showing explicit connections between and among ideas
 - c. Comments used to clarify, analyze, support, or contradict quoted material, as necessary
 3. Grammatically integrate embedded quotations
 - a. Change word forms, as necessary
 - b. Determine grammatical function of embedded material in a sentence
 4. Correctly punctuate both introduced and embedded quotations
 - a. Comma to indicate an introduced quotation
 - b. Brackets to indicate change
 - c. Ellipsis to indicate deletion
 5. Follow MLA formatting requirements:
 - a. Document format
 - b. Citations
 - c. Works cited
- D. Edit essays for grammatical correctness and revise for content changes.
1. Edit for patterns of grammatical errors (e.g., fragments, run-ons, comma splices, verb tense, word form)
 2. Revise by making substantial changes in content (e.g., delete, add, or rearrange ideas) based on feedback from peers, TLC tutors, and the instructor
- E. Write and edit a complete essay in class in 80 minutes. When the in-class essay is given as the final exam, the allotted time will be 120 minutes.

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

6. Methods of Evaluation -

- A. Analysis of assigned reading selections
- B. Journal assignments
- C. At least three text-based, revised persuasive essays of approximately 1,000 words each:
 1. An essay that examines the social significance of a concept or concepts presented in one reading
 2. An essay supporting or refuting arguments raised in one reading
 3. A synthesis essay supporting or refuting arguments raised in two or more readings, including one outside source
- D. At least two in-class essays based on one or more reading selections
- E. Participation in class discussions
- F. Exercises and quizzes

7. Representative Text(s) -

Instructors must choose a textbook from the list below. If, however, a faculty member would prefer to use a textbook not on the list, he or she must contact a full-time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record. Use of a handbook is optional.

Textbooks:

Miller, G. The Prentice Hall Reader. 11th ed. New York: Prentice Hall, 2014.

Mims, J. Mirror on America: Short Essays and Images from Popular Culture. 5th ed. New York: Bedford St Martins, 2011.

Rosa, A. Models for Writers. 11th ed. New York: McGraw Hill, 2012.

Langan, J. Sentence Skills. 9th ed. New York: McGraw-Hill, 2010.

Reader that provides topical subject matter in a variety of styles/formats and diverse voices. Suggested texts include:

Ackley, K. Perspectives on Contemporary Culture. 6th ed. Wadsworth Publishing, 2011.

Atwan, R. America Now. 9th ed. Bedford/St. Martin's, 2011.

Graff, G. They Say I Say, with Readings. 2nd ed. New York: WW Norton, 2011.

8. Disciplines -

ESL

9. Method of Instruction -

Lecture, discussion, cooperative exercises.

10. Lab Content -

Not applicable.

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

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

A. Required readings from the text and other sources.

B. A minimum of five essays, two of which are written in class, and three of which are written outside of class and are approximately 1000 words each.

C. Other writing assignments, such as responses to reading, journal writing, and summaries.

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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 #: GEOG 20

Course Title: Introduction to Earth Science

Catalog Description:

An introduction to the essentials of Earth science, including the structure of the earth and its internal processes, the atmosphere, the hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth, such as the plate tectonics, the rock cycle, the hydrologic cycle, weather and climate. Topics are aligned with the California State Science Standards for K-12 and will prepare pre-service teachers to teach these subjects.

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:

ADT in Elementary Education

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

Fall 2017 / Winter 2018

***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:

As a part of the new ADT in Elementary education, this course will meet both primary missions of the college.

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

Criteria B. Need

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

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

This course will be a required core course for the Elementary Education ADT.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- 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)

- 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)

- 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: K. Allison Lenkeit Meezan **Date:** 10/20/17

Curriculum Representative: Bill Ziegenhorn **Date:** 10/20/17

Date of Approval by Division Curriculum Committee: 10/20/17

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

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Business and Social Sciences

GEOG 20 INTRODUCTION TO EARTH SCIENCE

[Edit Course Outline](#)

GEOG 20
4 hours lecture.

INTRODUCTION TO EARTH SCIENCE

Summer 2018
4 Units

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: UC Pending 4/28/17

Division Dean Information -

Seat Count: 50 Load Factor: .100 FOAP Code: 114000121061220600

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming ADT in Elementary Education.

1. Description -

An introduction to the essentials of Earth science, including the structure of the earth and its internal processes, the atmosphere, the hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth, such as the plate tectonics, the rock cycle, the hydrologic cycle, weather and climate. Topics are aligned with the California State Science Standards for K-12 and will prepare pre-service teachers to teach these subjects.

Prerequisite: None

Co-requisite: None

Advisory: One of the following: ENGL 1A, 1AH, 1S & 1T, or ESLL 26.

2. Course Objectives -

The student will be able to:

- A. Describe the structure of the solar system
- B. Diagram and explain the structure of the Earth
- C. Apply the scientific method to solve a basic earth science problem
- D. Discuss how the Earth's internal forces result in various surface features observed on a map or image
- E. Explain how the rock cycle results in the various types of rocks and minerals observed on the Earth
- F. Identify properties of igneous, sedimentary and metamorphic rocks
- G. Relate igneous, sedimentary and metamorphic rocks to the type of environments in which they are formed
- H. Discuss the age of the Earth and the rate of various geologic processes
 - I. Diagram the water cycle and identify how humans have influenced it
- J. Identify evidence of glacial weathering
- K. Describe the surface features associated with dry environments
- L. Explain the composition of the atmosphere and human influences upon it
- M. Discuss how atmospheric circulation results in various climate patterns and weather phenomena
- N. Relate human actions to climate change
- O. Explain tides, currents and circulation within the Earth's oceans

3. Special Facilities and/or Equipment -

Maps and example mineral kits. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

- A. Fundamentals of Earth science
 1. The solar system
 - a. Size
 - b. The sun
 - c. Terrestrial planets
 - d. Jovian planets
 2. Structure of the Earth
 - a. Core
 - b. Mantle
 - c. Crust
 3. The scientific method as a framework to explore Earth science
- B. Earth's internal forces
 1. Plate tectonics
 2. Orogenesis
 3. Volcanoes
 4. Earthquakes
 5. Folds and faults
- C. Earth materials
 1. Minerals
 2. The rock cycle
 - a. Igneous
 - b. Sedimentary
 1. Fossils and fossilization
 - c. Metamorphic
- D. Geologic time
 1. Age of the Earth
 2. Dating methods

- a. Relative
 - b. Radiometric
- E. Surface processes
 - 1. The water cycle
 - a. Water resources
 - 2. Glacial weathering
 - 3. Dry environments
- F. The atmosphere
 - 1. Composition
 - 2. Circulation in the atmosphere
 - a. Weather patterns
 - b. Climate patterns
 - 3. Extreme weather
 - a. Cyclones
 - b. Floods
 - c. Drought
 - 4. Climate change
- G. Oceans
 - 1. Tides
 - 2. Currents
 - 3. Shorelines

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Midterm exam
- B. Comprehensive final exam
- C. Paper or projects focusing on two or more elements of the course content

7. Representative Text(s) -

Tarback, Edward J., and Fredrick K. Lutgens. Earth Science. Pearson, 2015.

8. Disciplines -

Earth Science

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises

10. Lab Content -

Not applicable.

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

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

- A. Weekly reading assignments from the textbook and objective quizzes
- B. Comprehensive midterm and final examinations
- C. Written assessments that determine student's mastery of course learning outcomes (SLOs)

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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 #: NCCS 405

Course Title: COMMUNICATION & CULTURE

Catalog Description:

An open-entry, open-exit course for students who seek academic support in conversational English and discussing cultural topics. Instruction and/or review of skills, such as pronunciation, self-repair, practicing small talk, and discussing issues of cultural interest, through supplemental instruction developed in a referring course or courses as follows: ENGL 1A, 1B, 1C, 1S & 1T, 110, 209, 242A, 242B; ESLL 125, 126, 225, 235, 236, 237.

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:

- 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:

This course is relevant to 1 and also 2 and 3 above. Students, especially non-native speakers, encounter great difficulty mastering their English language skills while also

focusing on academics. This course will allow them the opportunity to practice their listening/speaking skills with the guidance of a native speaker, and without the pressure of a grade. Improving their communication skills is key to their future job searches and security once they leave Foothill.

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

Criteria B. Need

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

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

This non-credit course provides Foothill College students with instruction that creates an opportunity for them to practice speaking English under the supervision and guidance of a qualified instructor. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities as mastering listening and speaking skills in English is crucial to obtaining jobs and succeeding academically. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- 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)

- 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)

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

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Faculty Requestor: Katie Ha **Date:** 9/26/17

Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

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

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Language Arts

NCCS 405 COMMUNICATION & CULTURE

[Edit Course Outline](#)

NCCS 405

COMMUNICATION & CULTURE

Summer 2018

60-360 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is noncredit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123034493021

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will allow students to supplement and build their in-class conversational skills with a native speaker.

1. Description -

An open-entry, open-exit course for students who seek academic support in conversational English and discussing cultural topics. Instruction and/or review of skills, such as pronunciation, self-repair, practicing small talk, and discussing issues of cultural interest, through supplemental instruction developed in a referring course or courses as follows: ENGL 1A, 1B, 1C, 1S & 1T, 110, 209, 242A, 242B; ESLL 125, 126, 225, 235, 236, 237.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help in the aspects of communicating effectively in English and engaging in discussions of cultural interest.
- B. Practice conversation exchanges, group discussions, and engaging in conversation with native speakers outside the classroom.
- C. Apply knowledge and skills obtained to enhance learning in referent courses.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

- A. Through one-on-one tutorials by an qualified instructor, an instructional aide, and trained peer tutors as available, receive help in how to start, maintain, and end a discussion.
- B. Individualized instruction.
 1. Practice in critical listening for comprehension, such as identifying unknown vocabulary based on contextual clues.
 2. Practice in self-repair of speech and pronunciation.
 3. Practice in generating clear responses to questions when prompted.
- C. Practice conversation exchanges, group discussions, and engaging in conversation with native speakers outside the classroom.
 1. Practice interrupting and asking questions for clarification mid-conversation.
 2. Practice small talk.
- D. Apply knowledge and skills obtained to enhance learning in referent courses.
 1. Practice conversing in the referent course alone and in group work.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Students will use textbook(s) from the referring course(s), such as:
Beglar, David. Contemporary Topics 3. 4th ed. Pearson Education ESL, 2016.

8. Disciplines -

ESL or English or Interdisciplinary-Basic Skills: Noncredit

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for engaging in conversation with native speakers.

- B. Practice and explore multiple strategies for engaging in small group and one-to-one discussions of cultural and academic relevance.

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

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

- A. Homework assignments: Topics are assigned by course instructor
- B. Completion of assignments: Both online and audio recordings
- C. Additional course work: Practice topics provided by instructor

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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 #: NCEL 425

Course Title: Developing Listening & Speaking Skills

Catalog Description:

Development of ability to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, discussion skills and the language of group work dynamics. Pronunciation work to develop clear speech and comprehension of naturally spoken American English.

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:

- 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. Primary: offer academic instruction at the lower division level
 - a. This course prepares students for academic listening and speaking, giving them the basics of how to participate in an academic lecture and discussion.
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
 - a. One of the main focusses of this course is to improve English pronunciation in addition to listening and speaking. These are all very important components to creating a foundation in English learners that allows them to advance in education as well as the work force.
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.
 - a. This is an ESL course designed to prepare students for listening and speaking at the postsecondary level.

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.)

Student need:
 This course is designed to improve students’ overall English and specifically their academic listening and speaking. It is part of a sequence of courses that prepares students for listening and speaking tasks required in credit courses taught in English, both in ESL/English as well as other subject areas.

Need in the service area:
 Foothill’s service area will see an increase in employment since “industry employment ... in Santa Clara and San Benito counties, is expected to reach 1,129,100 by 2022, an increase of 14 percent over the 10-year projections period. Twelve of 13 nonfarm industry sectors are projected to grow between 2012 and 2022.” -State of California Employment Development Department. There will be many new jobs but students may be unable to access or get hired for these jobs if their English skills are not refined.

According to the Foothill College website, this course not only falls in line with the Basic Skills Initiative to help students develop strong foundational skills to be successful throughout their academic or career paths, but also the Equity Initiative, to help close the achievement gap between native English speakers and English learners.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

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

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

AS _____ 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)

AS _____ 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)

AS _____ 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: Amy Sarver _____ **Date:** 9/25/17 _____

Division Curriculum Representative: Ben Armerding _____ **Date:** 10/24/17 _____

Date of Approval by Division Curriculum Committee: 10/24/17 _____

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

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Language Arts

NCEL 425 DEVELOPING LISTENING & SPEAKING SKILLS

[Edit Course Outline](#)

NCEL 425 DEVELOPING LISTENING & SPEAKING SKILLS

Summer 2018

120 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Listening and speaking are essential to success in any class delivered in an unfamiliar language, but they are often the most difficult to refine. By having the option to repeat this course, students who struggle with listening and speaking would be able to develop their skills overtime thus improving their chances of academic success. Repeating the course will also give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course initially to improve their chances for employment but then decides to pursue an academic path their language needs will vary. As a student's context changes, different aspects of the course's content will meet different needs.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -4 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/12/17

Division Dean Information -

Seat Count: 35

Load Factor: .152

FOAP Code: 114123041493086

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

**Program
Unique
Code:**

**Content
Review
Date:**

Former ID:

Need/Justification -

This course is part of a sequence of courses that prepares students for listening and speaking tasks required in credit courses taught in English.

1. Description -

Development of ability to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, discussion skills and the language of group work dynamics. Pronunciation work to develop clear speech and comprehension of naturally spoken American English.

Prerequisite: None

Co-requisite: None

Advisory: NCEL 413 or higher.

2. Course Objectives -

The student will be able to:

- A. demonstrate comprehension of literal and implied meaning in listening tasks, e.g., instructions, directions, telephone messages, conversations, and short talks on familiar topics, using various types of responses (speaking and writing)
- B. recognize basic patterns of stress and intonation in English (listening)
- C. reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech (speaking)
- D. produce comprehensible spoken language in social interactions, class discussions, and presentations

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Demonstrate comprehension of literal and implied meaning in listening tasks
 1. Literal meaning
 - a. Main ideas
 - b. Supporting details
 2. Inferred meaning
 - a. Context clues
 - b. Speaker's tone
 - c. Non-verbal cues
- B. Recognize basic patterns of stress and intonation in English
 1. Recognize basic stress and intonation patterns of spoken English to aid in comprehension
 - a. Listening for number of syllables
 - b. Listening for stressed syllables
 - c. Listening for grammatical signals at the ends of words, e.g., /s/, /d/
 - d. Listening for elisions
 - e. Listening for intonational features
 2. Identify connections between speech and writing, e.g., learning sound-spelling correspondences
 - a. Silent "e" (can vs. cane)
 - b. Send vs. sent
- C. Reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech
 1. Using appropriate number of syllables in words
 2. Pronouncing final syllables of words, especially syllables that show grammatical endings, e.g., plurality, possession, tense
 3. Placing stress on the appropriate syllable of words
 4. Placing sentence stress appropriately in common phrases to focus, emphasize, contrast
 5. Using intonation appropriately

6. Speaking in appropriate phrases and not only single one-word sentences
- D. Produce comprehensible spoken language in social interactions, class discussions, and presentations
 1. Speech acts common to discussions and conversations, e.g., compliments, criticism, advice and giving (multi-step) directions
 2. Common interruption words and turn-taking
 3. Common idioms
 4. Levels of formality (register) in conversation/discussions
 - a. Apply conversation strategies to participate in "small talk"
 1. Responding appropriately in conversations
 2. Initiating conversations
 3. Sustaining conversations
 4. Closing conversations
 - b. Demonstrate phone skills
 1. Calls for information
 2. Calls for personal and business purposes
 3. Leaving appropriate voicemail messages
 5. Participating in class activities:
 - a. Clarification--negotiation for meaning strategies (e.g., asking for clarification, repetition and specific information)
 - b. Agreeing/disagreeing
 - c. Expressing opinions with support
 - d. Describing
 - e. Explaining
 - f. Defining
 - g. Reporting out from group discussions to the class

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

6. **Methods of Evaluation** -

- A. Communicative, contextualized in-class assignments
- B. Homework
- C. Oral and written production of extended discourse
- D. Dictations
- E. Dialogues
- F. Presentations (individual and group)

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

Instructors must choose a textbook from the list below. If, however, a faculty member would prefer to use a textbook not on the list, he or she must contact a full-time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record.

Sarosy, Peg, and Kathy Sherak. Lecture Ready 1: Strategies for Academic Listening, Note-Taking, Discussion. 2nd ed. NY: Oxford University Press, 2013.

Mills, Robin, and Laurie Frazier. NorthStar Listening and Speaking 2. 4th ed. NY: Pearson, 2014.

Instructors should select one of the following recommended pronunciation texts:

Beisbier, Beverly. Sounds Great: Intermediate Pronunciation and Speaking for Learners of English. Book 2. Boston, MA: Heinle & Heinle, 1994.

Gilbert, Judy. Clear Speech From the Start. 2nd ed. NY: Cambridge, 2012.

8. **Disciplines** -

English as a Second Language

9. **Method of Instruction** -

Lecture, discussion, oral presentations, demonstration.

10. **Lab Content** -

Not applicable.

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

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

- A. Readings in the text and other sources.
- B. Writing to support listening and speaking activities.
- C. Recording pronunciation tasks.

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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 #: NCLA 408

Course Title: Vocabulary Across the Disciplines

Catalog Description:

Offers students 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.

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:

- 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:

This course is relevant to 1 and 3 above. Students, especially non-native speakers, encounter hundreds to thousands of new vocabulary words each year as they progress in their academic studies. Learning strategies to manage them will help them be successful in their academic courses and improve their language skills.

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

Criteria B. Need

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

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

This non-credit course provides Foothill College students with instruction that creates an opportunity for them to practice new vocabulary and/or discipline terminology under the supervision and guidance of a qualified instructor. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities as mastering terminology and expanding vocabulary are necessary to succeed in general education courses. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

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)

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)

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: Katie Ha Date: 9/26/17

Division Curriculum Representative: Ben Armerding Date: 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ Date: _____

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Language Arts

NCLA 408 VOCABULARY ACROSS THE DISCIPLINES

[Edit Course Outline](#)

NCLA 408
60-360 hours total.

VOCABULARY ACROSS THE DISCIPLINES

Summer 2018
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123035150100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will support students in their efforts to successfully gain the academic vocabulary needed to complete courses in all disciplines across campus.

1. Description -

Offers students 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.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Use explicit and implicit context clues in the reading material surrounding unknown words
- B. Analyze the structure of words, including prefix, suffix and root meanings
- C. Use specific memory devices that facilitate retention and recall of new words
- D. Use a greater number of words commonly encountered at higher academic levels
- E. Use efficient dictionary skills

3. Special Facilities and/or Equipment -

Use of internet and computers.

4. Course Content (Body of knowledge) -

- A. Use explicit and implicit context clues in the reading material surrounding unknown words
- B. Analyze the structure of words, including prefix, suffix and root meanings
 - 1. Apply knowledge presented of suffix and prefix roots to determine meaning
- C. Use specific memory devices that facilitate retention and recall of new words
 - 1. Apply use of matrices, charts, and more to catalog new words
- D. Use a greater number of words commonly encountered at higher academic levels
 - 1. Apply new words as found in academic and discipline-based dictionaries
- E. Use efficient dictionary skills
 - 1. Practice effectively using a collocation dictionary to determine word meanings

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Folse, Keith. Oxford American Dictionary Vocabulary Builder. Workbook ed. Oxford University Press, 2010.
Collins CoBuild Dictionary. 8th ed. HarperCollins UK, 2014.

8. Disciplines -

English and ESL

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for identifying unknown vocabulary without derailing the student's understanding of a text.
- B. Practice and explore multiple strategies for cataloging and memorizing new vocabulary necessary to successfully completing a parent course.

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

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

- A. Homework assignments: Topics are assigned by course instructor
- B. Completion of assignments both online and hand-written/word documents
- C. Additional course work:
 - 1. Practice worksheets provided by instructor that showcase basic and more challenging vocabulary usage
 - 2. Reading and annotating assigned articles and texts

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

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

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

Course #: AHS 60E

Course Title: AHA First Aid/CPR – Non-Healthcare Provider

Catalog Description:

Designed primarily for the workplace first aid provider, this course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid. Designed for those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives, as well as any individual who wishes to be trained in what to do in the event of an emergency until professional help arrives. Not intended to be used as a prerequisite for individuals entering the EMT program.

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:

- 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:

This course allows students to get certification in First Aid/CPR to seek employment in childcare, bus driver, and other professions requiring this certification. This course allows individuals to be recertified to maintain employment. There are some EMS providers, such as Search and Rescue, clinical facilities, and other professions, both private and volunteer, that will only accept AHA certification.

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

Criteria B. Need

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

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

This course is required by State of California EMSA Title 22 regulations for Child care and bus drivers. See attached regulations that outline the requirements for the above professions. In addition there are other professions that require this training, for which a document is attached, as well.

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

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

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

DWH 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)

DWH 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)

DWH 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: Dave Huseman

Date: 5-5-17

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Division Curriculum Representative: Sara Cooper **Date:** 6/21/17

Date of Approval by Division Curriculum Committee: 6/21/17

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



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2016, at 11:02 pm

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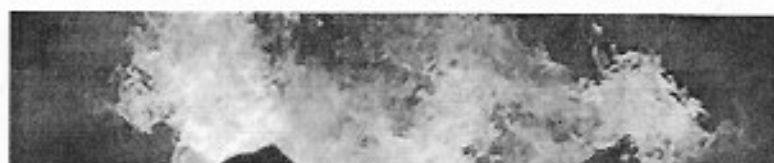
Its hard to imagine having to use CPR on a victim of cardiac arrest, but the reality of the prevalence of sudden cardiac arrest in America is shocking; more than 350,000 people in the United States experience cardiac arrest every year.

While CPR is typically associated with health care and medical careers, laypersons can too benefit from CPR certification, leverage their careers and even save a live. Youll be surprised to find that these employers often call for their employees to be certified:

20 Non-Medical Careers with CPR Certification Pre-requisites

1. Fireman

Firemen are required to save humanity from disaster situations and promote public health and safety. Firefighters could need to use CPR several times a month or week within their demanding practice. If you are considering a career as a firefighter, consider tackling CPR certification beforehand to demonstrate preparedness and caution to your potential employers.





2. Coaches and Athletic Trainers

Cardiac arrest doesn't discriminate age. Anyone, even children and young adults, can experience it and require CPR. Coaches and athletic trainers often push their students cardiac abilities, endurance and stamina.

3. Volunteers

From volunteering abroad to simply volunteering at a local food bank, volunteering often involves physical activities that can be strenuous on the human body such as heavy lifting, poor weather conditions or long hours without sitting. Volunteers are often asked to complete up-to-date CPR certification by coordinators because of the higher-risk environment.

4. Construction Worker

Construction workers do it all pour cement, haul heavy materials and operate complex machinery. These physically demanding conditions create a high-risk workplace, so CPR certification is a necessity.





5. Child Care Provider

Like stated above, infants and children can need CPR, especially with the increase risk in choking. Childcare providers are essentially responsible for a child's life during the time they are working. Adult CPR differs from infant and child CPR, so having the proper certification is critical.

6. Electrician

A career as an electrician is considered high-risk for safety, as they are exposed to the potential electric shock, high temperatures, toxic chemicals, fires, explosions and so much more everyday. With these hazardous conditions, the ability to act in an emergency situation is a must.

7. Flight Attendant

Flight attendants are the only readily available staff on a flight, and are often responsible for taking proper action in the case of an emergency. We've all seen the horror scenes in the movies when an emergency occurs on flight, and no passengers have medical knowledge. Flight attendants have to be equipped to use CPR and an AED during flight and while in the airport.

“ Did you know: The American Heart Association has begun installing CPR kiosks in airports where the public can interactively touch up or learn CPR skills while traveling!

8. Jail and Prison Personnel

Correctional officers and other jail and prison personnel are responsible for supervising the activities of inmates, enforcing rules, aiding in rehabilitation, etc. They often experience unsanitary conditions, contraband, weapons, violence and are constantly around people of all ages and demographics. Understanding what to do in the case of a cardiac emergency is crucial in this line of work.

9. Lifeguard

Lifeguards are responsible for the lives of pool and beach-goers, and should be equipped to know how to perform CPR, understand first aid basics and be able to use an AED as emergencies can occur both in and out of the water. There are specific rules for infant and children CPR, which should be differentiated from the more commonly learned adult CPR. From the possibility of drowning to falling, all lifeguards must be certified.





10. Nanny and Babysitter

Dedicated nannies and babysitters understand the responsibility to always put the safety of the child or children being watched first. Children are especially susceptible for CPR and first aid intervention as they are more exploratory and unaware of what is safe and unsafe. Most parents and employers looking to hire a babysitter or nanny won't consider any applicants not certified in CPR.

11. Server

Not only are servers constantly around people, but they are also around people in a busy environment where choking, falling, and cardiac emergencies can happen. CPR and first aid knowledge is critical while working in the food and beverage industry.

12. Manager

Managers, whether retail, restaurant or small business, are responsible for employee actions, but are also typically liable for the health and wellness of the staff. Individuals are disposed to a variety of conditions that may be unsafe at work. Therefore, managers should know the proper action to save a life.

13. Teacher and School Staff

Like mentioned above, children are prone to injury, illness and choking more so than adults so CPR and

first aid knowledge is often a requirement among employers looking to hire staff at schools.

14. Secretary

Secretaries may be the first and only person to see someone. They typically oversee the lobby or common areas of buildings where there may not be many people nearby.

15. Counselor

Counselors see individuals who may be experiencing difficult times when mental and physical health is diminished. Counselors typically work with one individual, couple or family during long hours. Because of these conditions, knowing how to act in an emergency is crucial.

16. Security Guard

Security guards have a wide variety of duties, which include patrolling property, monitoring surveillance, controlling traffic, etc. Essentially, security guards are responsible for maintaining a safe environment for all individuals and employees in the surrounding areas.

17. Parent

While parenting isn't necessarily a career, the workload and responsibilities of parenting are some of the greatest out there. Like nannies and babysitters, parents should prioritize their children's safety first and foremost, and should consider becoming CPR, AED and first aid certified as emergencies, injury and illness are inevitable.

18. Yoga Teacher

The efforts exuded during yoga may test a person's physical and mental limitations. The high intensity stretches and high temperatures put yogis at a high risk for emergency.

19. Social Worker

Like counselors, social workers work with individuals and families intimately and should always be prepared for both minor and major emergencies.

20. Student

Being CPR certified as a student will not only boost your resume, but will also prepare you to act in an emergency during classes, seminars and within close living quarters, like dorm rooms.



According to the American Heart Association, 70 percent of American bystanders feel helpless during an experience of sudden cardiac arrest, so they neglect to do anything. Without CPR, a victim can experience brain damage or death within minutes, and usually medical help arrives too late. In a perfect world, everyone would choose to be CPR certified. First aid and cardiac emergencies don't favor anyone, anywhere. Choosing to be certified can be the difference between getting the job, but can also be the difference between life and death.

Did you know the AHA updates CPR guidelines every 5 years? Check out our blog post: [AHA 2015 Guidelines are Published: CPR key points to see the latest updates!](#)



Welcome Child Care Provider

Child Care Provider training consists of 16 hours of training for first-time licensees. The hours of training must be completed as follows:

- 4 hours of pediatric First Aid
- 4 hours of pediatric CPR/AED
- 8 hours of Preventive Health and Safety Training

Every two (2) years, child care providers must renew their training by completing 4 hours of pediatric First Aid and 4 hours of pediatric CPR. If an instructor provides a course in fewer hours than required, the training is not in compliance with the law. **Report this situation to the EMS Authority at (916) 322-4336.**

Before agreeing to pay for a training course in pediatric First Aid, pediatric CPR, or Preventive Health practices, ask to see the training program or instructors certification card or other documents authorizing them to train child care providers.

Approved Training Programs

Find an approved training provider to complete your required 16 hours of childcare training:

- [First Aid & CPR Training Programs](#)
- [Preventative Health Training Programs](#)

Frequently Asked Questions

How long should my child care training be?

- Training should be a total of 16 hours. It is broken down into four hours of pediatric First Aid, four hours of pediatric CPR and eight hours of Preventive Health and Safety practices.

Can I take shortened class in pediatric first aid and CPR since I am only renewing my training?



- No. The training for pediatric First Aid and CPR is required to be a total of 8 hours, four hours each, every time a child care provider retakes the courses. Pediatric First Aid and CPR must be repeated every two years.

Can I take online courses for the 16 hours of training?

- No. Based on the current statute, there cannot be any online courses for child care training.

Can I take my pediatric first aid and CPR training from the American Red Cross or the American Heart Association? If so, do I need the EMSA stickers on their course completion cards?

- Yes, you can take pediatric First Aid and CPR training from the American Red Cross or American Heart Association. No, an EMSA sticker should not be on the American Red Cross or American Heart Association completion cards. It is illegal for the EMSA Stickers to be placed on these cards.

Can I take my preventive health and safety practices training from the American Red Cross or the American Heart Association?

- Preventive Health and Safety practices courses must be taken through an EMSA-approved program.

Are there any other organizations where I can take my training?

- Yes, you can also take your pediatric First Aid and CPR training and Preventive Health and Safety practices training from an accredited college or university. You will not need an EMSA sticker for these courses. You will need a transcript to prove to Child Care Licensing that you have taken college courses.

If my training was shortened, what should I do?

- The EMS Authority monitors approved courses for compliance with the laws governing child care training.

Please report problems of shortened EMSA approved child care training to:

Lucy Chaidez

(916) 431-3678

Lucy.Chaidez@emsa.ca.gov

What if my training was shortened from either the American Red Cross or the American Heart Association?

- If you have received shortened child care first aid and CPR training from either the

American Red Cross or the American Heart Association, you should report these issues to their main offices. You can find their numbers on their websites.

If I have a question regarding licensing issues with my day care homes or center, do I call EMSA?

- No, Licensing issues are handled by your regional Child Care Licensing Regional Office. For the list of child care Licensing Regional offices, you can go to:

<http://www.cclid.ca.gov/res/pdf/cclistingMaster.pdf>

- For general child care licensing information, you may go to:

<http://www.cdss.ca.gov/>

For More Information

Emergency Medical Services Authority
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670
Phone: (916) 322-4336

Office of Governor

Edmund G. Brown Jr.

[Visit his Website](#)



Health & Human Services
Agency Secretary

Diana S. Dooley

[Visit her Website](#)



EMSA Director

Dr. Howard Backer

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Related Links

[Commission on EMS](#)

[Local EMS Agencies](#)



Central Registry

California EMS Personnel Database



Welcome to School Bus Driver Training Information

School Bus Drivers are required, by statute, to pass a CHP first aid exam or take an American Red Cross or EMSA-approved training course. This page contains information on EMSA-approved training programs and how to become an training program for School Bus Drivers.

EMSA Approved School Bus Driver Training Programs

- [Approved School Bus Driver Programs](#)

Training Program Information

The School Bus Driver First Aid training program review fee is \$500.

- [School Bus Driver First Aid Application](#)

Please return completed application(s) to the:

State of California, EMS Authority
Attention: Child Care Program
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670-6073

Please allow 60 days for review of your application

Regulations and Statutes for School Bus Drivers

- [Regulations: First Aid for School Bus Drivers \[PDF\]](#)
- [School Bus Driver Statute](#)

Frequently Asked Questions

Where can I take the school bus driver first aid training?

- School bus driver first aid can be taken from American Red Cross or an EMSA approved program.

WE ARE APPROVED TRAINING SITE

I'd like to submit a training program for review, to teach first aid to school bus drivers. How can I do this?

- You will need to submit a complete application, all course materials for your training program and application fee of \$500. Allow minimum of 60 days for approval; Once received by EMSA.

Are there any fees to apply for the school bus driver training program?

- Yes. The application and review fee for a school bus driver first aid training program is \$500. Once a program is approved, renewal fees are \$500 every four years.

For More Information

Emergency Medical Services Authority
 10901 Gold Center Drive, Suite 400
 Rancho Cordova, CA 95670
 Phone: (916) 322-4336


Office of Governor
Edmund G. Brown Jr.
[Visit his Website](#)



Health & Human Services
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Related Links

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Central Registry
 California EMS Personnel Database

Submissions Course Outline Editor

[Return to Administration](#)

For authorized use only

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[Run Compare Utility](#) (New Window)

Biological and Health Sciences

AHS 60E AHA FIRST AID/CPR FOR THE NON-HEALTHCARE PROVIDER

[Edit Course Outline](#)

AHS 60E **AHA FIRST AID/CPR FOR THE NON-HEALTHCARE PROVIDER**

Summer 2018

1 hour lecture, 1 hour laboratory.

1 Unit

Total Contact Hours: 24 *(Total of All Lecture and Lab hours X 12)*

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

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

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: In order for certification to be current the AHA requires that card holders re-certify every two years, prior to card's expiration date.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 5/3/17

Division Dean Information -

Seat Count: 40

Load Factor: 0.044

FOAP Code: 141081

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique

Code:

Content Review

Date:

Former ID:

Need/Justification -

This course is designed primarily for the workplace first aid provider. The course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid. Likely students include those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives.

1. Description -

Designed primarily for the workplace first aid provider, this course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid.

Designed for those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives, as well as any individual who wishes to be trained in what to do in the event of an emergency until professional help arrives. Not intended to be used as a prerequisite for individuals entering the EMT program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Perform high-quality CPR on adults, children and infants.
- B. Discuss the concepts of the Chain of Survival.
- C. Describe how to perform CPR with help from others.
- D. Give effective breaths by using mouth-to-mouth or a mask for all age groups.
- E. Demonstrate how to use an AED on an adult and child.
- F. Demonstrate how to help a choking adult, child and infant.
- G. List the priorities, roles, and responsibilities of first aid rescuers.
- H. Remove protective gloves.
 - I. Describe the assessment and first aid actions for the following life-threatening conditions: heart attack, difficulty breathing, choking, severe bleeding, shock, and stroke.
- J. Demonstrate how to use an epinephrine pen.
- K. Control bleeding and bandaging.
- L. Describe how to find information on preventing illness and injury.
- M. Recognize the legal questions that apply to first aid rescuers.

3. Special Facilities and/or Equipment -

- A. Computer and AV equipment
- B. AHA First Aid CPR/AED DVD
- C. CPR manikins, adult, child, and infant
- D. AED
- E. First aid equipment

4. Course Content (Body of knowledge) -

- A. High-quality CPR on adults, children and infants
 - 1. Perform CPR on an adult
 - 2. Perform CPR on an child and infant
 - 3. Proper technique on all three age groups
- B. The Chain of Survival
 - 1. Early access
 - 2. Early CPR
 - 3. Early defibrillation
 - 4. Early advanced life support
- C. CPR with the help from others
 - 1. Benefits of two person CPR

- 2. Roles and responsibilities
- D. Mouth-to-mouth or a mask for all age groups
 - 1. Proper techniques
 - 2. Different types of mask
- E. AED on an adult and child
 - 1. When to use an AED
 - 2. Pad placement
 - 3. Safety considerations
- F. FBAO events with adults, children, and infants
- G. Priorities, roles, and responsibilities of first aid rescuers
 - 1. Team leader
 - 2. Setting priorities
 - 3. Delegation of responsibilities
- H. Protective gloves
 - 1. Different types of PPE
 - 2. Donning and doffing of equipment
 - 3. Disposal of PPE
- I. Assessment and first aid actions
 - 1. Life-threatening conditions
 - a. Heart attack
 - b. Difficulty breathing
 - c. Choking
 - d. Severe bleeding
 - e. Shock
 - f. Stroke
 - 2. Patient assessments
 - 3. Signs and symptoms of various illnesses
 - 4. Proper treatment of various illnesses
- J. Epinephrine pen
 - 1. Proper use of the Epi pen
 - 2. Proper location for administration
 - 3. When the Epi pen should be used
- K. Bleeding and bandaging
 - 1. Bleeding control techniques
 - 2. Different types of bandages
 - 3. Proper use of a tourniquet
- L. Information on preventing illness and injury
 - 1. Prevention information
 - 2. Government resources
- M. Legal issues that apply to first aid rescuers
 - 1. Good Samaritan Law
 - 2. Treat with good intentions

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. AHA certification exam (must achieve 84%)
- B. Skills performance exam

7. Representative Text(s) -

Current American Heart Association Heartsaver First Aid CPR/AED student manual and workbook. AHA item 15-1018.

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

- A. Lecture presentation, classroom discussion
- B. Students will perform hands on demonstrations within group lectures
- C. Perform knowledge through simulation scenarios and skills performance

10. Lab Content -

- A. Patient assessment for the adult
- B. Cardiopulmonary resuscitation for adults
- C. Minor treatment modality for various illness and injuries
- D. Practice various role within the team structure
- E. Splinting and bandaging for various injuries

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

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

Reading of student manual prior to certification exam.

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

FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: _____

Course Title: _____

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

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

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

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

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

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

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

- Transfer
 Workforce/CTE
 Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

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

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: _____ **Date:** _____

Division Curriculum Representative: _____ **Date:** _____

Date of Approval by Division Curriculum Committee: _____

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

Draft