College Curriculum Committee Meeting Agenda
Tuesday, October 16, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: October 2, 2018	Action	#10/16/18-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. ASCCC Fall Plenary Resolutions d. Venue Changes for Remainder of Fall Quarter CCC Meetings e. Implementation Team for CourseLeaf f. Certificate Creation Workshops	Information	#10/16/18-2—8 #10/16/18-9 #10/16/18-10	Armerding Starer
4. Stand Alone Approval Request: LINC 68B	1st Read	#10/16/18-11	Armerding
5. Proposed Process to Streamline Certificates of Achievement	1st Read	#10/16/18-12	Armerding
6. Placement Test Language on CORs	Discussion		Armerding
7. Good of the Order			Armerding
8. Adjournment			Armerding

Attachments:
>   #10/16/18-1   Draft Minutes: October 2, 2018
>   #10/16/18-2   New Course Proposal: ALCB 467
>   #10/16/18-3   New Course Proposal: ALCB 468
>   #10/16/18-4   New Course Proposal: ALTW 233
>   #10/16/18-5   New Course Proposal: C S 55A
>   #10/16/18-6   New Course Proposal: C S 55B
>   #10/16/18-7   New Course Proposal: C S 55C
>   #10/16/18-8   New Course Proposal: C S 55D
>   #10/16/18-9   CCC Notification of Proposed Requisites
>   #10/16/18-10 ASCCC Fall 2018 Resolutions Packet
>   #10/16/18-11 Stand Alone Course Approval Request: LINC 68B
>   #10/16/18-12 Temporary Process to Streamline Certificates of Achievement—draft

2018-2019 Curriculum Committee Meetings:

Fall 2018 Quarter	Winter 2019 Quarter	Spring 2019 Quarter
~~10/2/18~~	1/22/19	4/23/19
10/16/18	2/5/19	5/7/19
10/30/18	2/19/19	5/21/19
11/13/18	3/5/19	6/4/19
11/27/18	3/19/19	6/18/19

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

2018-2019 Curriculum Deadlines:
>   *12/1/18*   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

12/1/18	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
TBD	Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
6/1/19	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2018-19

Meeting Date: 10/16/18

Co-Chairs (2)

✓	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only) armerdingbenjamin@fhda.edu
✓	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Jeff Bissell (F)	7663	KA	bisselljeff@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✓	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
	Lisa Eshman	7203	BH	eshmanlisa@fhda.edu
✓	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
	Allison Herman	7460	LA	hermanallison@fhda.edu
✓	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
✓	Rosa Nguyen	7421	PSME	nguyenrosa@fhda.edu
✓	Simon Pennington	7156	Dean—FA/KA	penningtonsimon@fhda.edu
✓	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✓	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
✓	Mary Thomas	7522	Library	thomasmary@fhda.edu
✓	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

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

Visitors

LeeAnn Emanuel, Stephanie Chan

College Curriculum Committee
Meeting Minutes
Tuesday, October 2, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. CCC Orientation	**Speaker: Ben Armerding** Introductions around the room. New for this year will be a special meeting on Oct. 9, focusing on the role of the CCC rep and providing tips and guidance. All reps, new and returning, are welcome to attend! Armerding briefly shared the orientation PowerPoint, which is attached to his invitation for the special meeting; will go into further depth at that meeting.
2. Minutes: June 19, 2018	**Approved by consensus.** 9 abstentions.
3. Report Out from Division Reps	**Speaker: All** PSME: Reviewing new courses and looking at creating new certificates. Ongoing work on AB 705 in Math dept. Physics dept. revising/reviving PHYS 12. Counseling: Nothing to report. Busy with students starting the quarter. Articulation: Reminder that Dec. 1 is the deadline for Day to submit courses to UC for transferability. Bio Health: Nothing to report. Fine Arts: Working on new Media Studies degree. Focusing on making all certificates stackable to degrees. Kinesiology: Working on creating noncredit certificates in Adaptive Education and Coaching. Coaching cert. could be marketed to, for example, parents coaching their kids' teams. BSS: Working on moving non-transcriptable certificates to transcriptable. SRC: Nothing to report. Library: Nothing to report. Language Arts: English dept. looking at course units, as related to AB 705. Spanish dept. exploring certificates. Apprenticeship: No new CCC rep yet; Kristy Lisle provided update. Over the summer, worked with the Pipe Trades to review courses to see if content could be mapped to meet local Foothill GE requirements.
4. Announcements a. GE Subcommittee Membership	**Speakers: Ben Armerding & Paul Starer** Armerding emailed last year's subcommittee members to confirm continuing membership. Only one subcommittee currently has three confirmed members. Please reach out to faculty and encourage to serve—don't need to be in the same discipline(s) as the GE area. Group agreed that having more than one member in each subcommittee is best practice, and that three is ideal. BSS rep noted that when subcommittees were created there was no

	rule regarding how many need to serve on each. Current and past members noted that time commitment is minimal. Contact Armerding if interested.
b. CCC Priorities for 2018-19	Normal practice is for CCC in the spring to create list of priorities for upcoming year; due to work to contract last year, that could not occur, so CCC Team worked with outgoing co-chair Rachelle Campbell to create draft list over the summer. List is not in any particular order. PSME rep asked if Curriculum Handbook already exists—while we do have checklists, and divisions have their own materials, there is no campus-wide handbook. Lisle asked about new curriculum system—will be a major item for this year, regarding roll-out and training. BSS rep noted new governance committee of Equity and Education and asked if there is any overlap between it and CCC—CCC is subcommittee of Academic Senate and not part of new governance structure, so there may be some overlap. Starer does not expect new committee will impact CCC or usurp authority, but they might contact CCC for advice or to refer situations. Armerding encouraged reps to contact him if any new topics arise. Counseling mentioned new funding formula and let the group know about upcoming webinar.
c. New Curriculum System Update	Starer shared background: reviewed vendor proposals in spring; review committee selected CourseLeaf by Leepfrog, approved by FHDA board in August. Initial hope was to implement in winter 2019 quarter, but even with an aggressive timeline the new target is fall 2019 quarter. Will need to put together a local implementation team—critical to involve stakeholders across campus. Still negotiating with Leepfrog; meetings between campus and Leepfrog will likely begin in early November. Vanatta noted that implementing new system could allow for us to reimagine our curriculum process/steps, and improve. Lisle expressed hope that catalog can be published twice per year and will speed up creation timeline for new courses.
d. Apprenticeship GE Mapping	Ongoing work to consider how apprenticeship students may be awarded an associate degree for the courses they're already taking for their major requirements, including GE. Question is, can a student accomplish the breadth and depth of, say, GE Area V, over a series of courses, in a more holistic way than taking a single course? Currently working with discipline faculty to explore different ways of meeting GE criteria. Determination will be up to the faculty. Lisle noted that the project began before the new funding formula announced, but since the new formula does provide more money for the number of degrees we award, this could end up benefitting Foothill financially. BSS rep asked how Apprenticeship faculty involved have reacted—Starer has found them to be very receptive and open to adjusting their own curriculum. BSS rep asked if Apprenticeship students currently receive certificate—yes. Armerding asked reps to share topic with their constituents, especially those who teach GE, and encourage them to reach out if they'd like to be involved.
e. Partnership Resource Team Visit	Group will visit campus on Oct. 30 and Dec. 3 to help us develop an effectiveness plan. Foothill reached out to them and suggested four focus areas: implementation of new governance model, including redesign of Program Review; use of assessment data; strategic discussions regarding our educational pathways quality focus essay; providing service leadership opportunities for

	students. Campus will receive money for participating. PSME rep asked if this is from the state—Day confirmed CCCCO involvement. Reach out to Armerding if interested in participating.
5. Math Changes Affecting Requisites	**Speakers: Ben Armerding & PSME Curriculum Reps** Vanatta noted that attachment #4 included a few errors—will email the group a corrected document following today's meeting. PSME reps outlined major changes in Math offerings, related to AB 705. Had to eliminate beginning algebra (MATH 220), so lowest level now offered is intermediate algebra (MATH 105) or new quantitative reasoning (MATH 180). Many courses across campus list MATH 220 as a requisite or Advisory—will need to be addressed. For courses that list MATH 105, faculty might consider adding MATH 180 as an option (although the two are not equivalent in content). Precalculus I (MATH 48A) now has a coreq for students who don't either meet the prereq (MATH 105 or 108) or place using multiple measures. Statway (MATH 217 + 17) still exists as an alternate route. MATH 180 designed, in some ways, for students who previously would've taken Math My Way (MATH 230/230J/235) or MATH 220. Note that a student could very well move into MATH 48A w/ coreq after completing MATH 180. Noncredit bridge to college courses (NCBS 403A/B) part of a new certificate; faculty discussing possibly using these to provide supplemental help to students throughout the quarter. Vanatta noted need to remove deactivated MATH courses from CORs across campus that list them as a requisite or Advisory—up to depts. to decide whether to simply remove or replace with another MATH course. BSS rep asked about process—Vanatta hopes that process can be streamlined; first, each division should follow up with depts. that have affected courses and send Vanatta a comprehensive list of changes. Then, process and any necessary deadlines can be determined. Day noted a few courses of concern, particularly UC transferable and C-ID courses. C-ID has not made any changes related to AB 705, and still expect to see prerequisites listed. Please reach out to her to discuss before making changes to those courses.
6. CCCCO Changes to Certificates of Achievement	**Speakers: Ben Armerding & Mary Vanatta** Vanatta provided background: In August, the state Chancellor's Office (CCCCO) approved changes to the total units allowed for the two types of credit certs. (certificates of achievement). The primary type, which we are required to submit to the CCCCO, previously had a minimum of 27 quarter units—this has been lowered to a minimum of 24. The other type, which we sometimes call "low unit certificates," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23. Although we are not required to submit to the CCCCO certs. which fall within this range of 12-23 units, we have the option of doing so, which also enables the cert. to appear on the student's transcript. The CCCCO has yet to release any guidance or deadline regarding these changes, and their online submission system has not yet been updated to reflect the new unit categories. Will update group as soon as any details are communicated. Lisle noted that, as this has changed for all CA community colleges, there will likely be an onslaught of cert. submissions. Armerding shared program creation documents on CCC website.

	Potential to streamline this process for transition from existing non-transcriptable cert. to certificate of achievement. Vanatta noted certain items are required by CCCCO and cannot be skipped/shortened (e.g., narrative, LMI for workforce programs). PSME rep asked who the point person is for questions regarding program creation—Starer, as AVP; Vanatta becomes involved after the division CC approves. Group discussion regarding what process to follow and necessary steps; Vanatta noted two additional recommendation/approval steps required for workforce programs. Armerding suggested holding workshop regarding program creation—positive response from group. PSME rep asked about TOP Code selection—Lisle noted that TOP Code does impact types of funding we can receive, so we need to be strategic in the way we select TOP Codes, going forward, as well as possibly review TOP Codes assignments for current programs. PSME rep asked if divisions should prioritize their work based on TOP Code, related to creating certs.—Lisle clarified that she meant strategic selection of the TOP Code for each program, rather than prioritizing creation based on TOP Code. PSME rep asked if TOP Code can be changed after program approved by CCCCO—yes; Vanatta noted that what would be complicated is if changing from non-workforce to workforce. Lisle mentioned stackable certificates, which a student would receive while working toward a degree.
7. Good of the Order	
8. Adjournment	**3:34 PM**

Attendees: Ben Armerding (Faculty Co-Chair), Jeff Bissell (KA), Zachary Cembellin (PSME), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Leah Smith (guest—Articulation Office), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Susan Henkin-Haas

Proposed Number: ALCB 467   **Proposed Units:** 0 (noncredit)
Proposed Hours: 24 total hours per quarter
Proposed Transferability: N/A
Proposed Title: Healthy Living

Proposed Catalog Description & Requisites:
This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, substance abuse, reproductive health, disease prevention, aging, health care, and environmental hazards and safety.

Proposed Discipline: Specialized Instruction (Disabled Students Programs & Services)-Vocational: Noncredit
(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?
None

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Form Revision 4/27/17

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College Curriculum Committee
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Faculty Author: Susan Henkin-Haas

Proposed Number: ALCB 468   **Proposed Units:** 0 (noncredit)
Proposed Hours: 24 total hours per quarter
Proposed Transferability: N/A
Proposed Title: Social Skills

Proposed Catalog Description & Requisites:
Focuses on the etiquette of appropriate interaction in the general public, educational settings, community involvement and employment arenas. Enhancement of self-esteem and socialization skills in order to increase confidence in personal and social interactions.

Proposed Discipline: Specialized Instruction (Disabled Students Programs & Services)-Vocational: Noncredit
(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?
None

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Susan Henkin-Haas

Proposed Number: ALTW 233   **Proposed Units:** 3
Proposed Hours: 3 hours lecture
Proposed Transferability: N/A
Proposed Title: Healthy Living

Proposed Catalog Description & Requisites:
This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, substance abuse, reproductive health, disease prevention, aging, health care, and environmental hazards and safety.

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

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

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

Comments & Other Relevant Information for Discussion:

_____

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Mike Murphy

Proposed Number: C S 55A   **Proposed Units:** 4.5
Proposed Hours: 4 hours lecture, 2 hours lab
Proposed Transferability: CSU
Proposed Title: Introduction to Cloud Computing

Proposed Catalog Description & Requisites:
This course introduces cloud computing which shifts information systems from on premises computing infrastructure to highly scalable internet architectures. The course provides a solid foundation of cloud computing technologies and provides students with the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Students analyze a variety of cloud services (storage, servers and software applications) and cloud providers. Case studies will be used to examine various industry cloud practices and applications. The course also surveys cloud careers and discusses industry demand for cloud skills.

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

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

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Mike Murphy

Proposed Number: C S 55B   **Proposed Units:** 4.5
Proposed Hours: 4 hours lecture, 2 hours lab
Proposed Transferability: CSU
Proposed Title: Database Essentials in Amazon Web Services

Proposed Catalog Description & Requisites:
This course addresses cloud database management which supports a number of different approaches for storing data. In the course, students define, operate and scale both SQL and noSQL data storage solutions. This course considers factors that should be balanced during the design of a storage solution. Principles are applied by performing exercises using Amazon RDS and SQL to create and fill tables, retrieve and manipulate data. Object-based APIs are used to serialize objects to Amazon DynamoDB for noSQL solutions. Topics include automated backups, transaction logs, restoration and retention.

Advisory: C S 55A

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

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

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Mike Murphy

Proposed Number: C S 55C   **Proposed Units:** 4.5
Proposed Hours: 4 hours lecture, 2 hours lab
Proposed Transferability: CSU
Proposed Title: Compute Engines in Amazon Web Services

Proposed Catalog Description & Requisites:
In this course, students explore how cloud computing systems are built using a common set of core technologies, algorithms, and design principles centered around distributed systems. Students will use the Amazon Web Services (AWS) Management Console to provision, load-balance and scale their applications using the Elastic Compute Cloud (EC2) and the AWS Elastic Beanstalk. The course discusses, from a developer perspective, the most important reasons for using AWS and examines the underlying design principles of scalable cloud applications.

Advisory: C S 55A

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

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

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Form Revision 4/27/17

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Faculty Author: Mike Murphy

Proposed Number: C S 55D   **Proposed Units:** 4.5
Proposed Hours: 4 hours lecture, 2 hours lab
Proposed Transferability: CSU
Proposed Title: Security in Amazon Web Services

Proposed Catalog Description & Requisites:
This course focuses on protecting the confidentiality, integrity and availability of computing systems and data. Students learn how Amazon Web Service (AWS) uses redundant and layered controls, continuous validation and testing, and a substantial amount of automation to ensure the underlying infrastructure is continuously monitored and protected. Students examine the AWS Shared Responsibility Model and access the AWS Management Console to learn more about security tools and features provided by the AWS platform.

Advisory: C S 55A

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

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

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
BIOL 40A: Human Anatomy & Physiology I	J. Schinske	Prereq: CHEM 25 (Fundamentals of Chemistry)	Update to existing CHEM prereq, for 2019-20
CHEM 1B: General Chemistry	R. Daley	Prereq: CHEM 1A or 1AH (General Chemistry or Honors)	Ongoing
ENGL 1A: Composition & Reading	S. Lankford	Coreq: ENGL 246A (Reading & Composition Supplemental Instruction) - *note that coreq applies only to students who do not meet the prereq requirement*	New for 2019-20
ENGL 1AH: Honors Composition & Reading	S. Lankford	Coreq: ENGL 246A (Reading & Composition Supplemental Instruction) - *note that coreq applies only to students who do not meet the prereq requirement*	New for 2019-20
ENGR 35: Statics	S. Parikh	Prereq: MATH 1B or 1BH (Calculus or Honors)	Ongoing
ENGR 35: Statics	S. Parikh	Prereq: PHYS 4A (General Physics (Calculus))	Ongoing
ENGR 47: Dynamics	S. Wang	Prereq: ENGR 35 (Statics)	Ongoing
R T 50: Orientation to Radiation Science Technologies	J. Key	Prereq: AHS 52 (Medical Terminology)	Update for 2019-20
R T 53AL: Applied Radiographic Technology Laboratory I	J. Key	Prereq: R T 50 (Orientation to Radiation Science Technologies)	Ongoing
R T 53BL: Applied Radiographic Technology Laboratory II	J. Key	Prereq: R T 53AL (Applied Radiographic Technology Laboratory I)	Ongoing
R T 53CL: Applied Radiographic Technology Laboratory III	J. Key	Prereq: R T 53BL (Applied Radiographic Technology Laboratory II)	Ongoing

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

52ⁿᵈ FALL SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS ON OCTOBER 12-13, 2018

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 3, 2018.

Resolutions Committee 2018-19
Geoffrey Dyer, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Sam Foster, ASCCC Area D Representative
Darcie McClelland, El Camino College, Area C
Conan McKay, ASCCC Area B Representative
Eric Narveson, Evergreen Valley College, Area B

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

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1.0 ACADEMIC SENATE

*1.01 F18   Academic Senate for the California Online Community College

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to "Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019";[1]

Whereas, "The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees" and has directed action to exercise jurisdiction over "Policies for and approval of courses of instruction and educational programs" and "Procedures . . . to ensure the right of the college's academic senate to make recommendations in the areas of curriculum and academic standards"[2] though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads "The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges";[3] and

Whereas, California Code of Regulations Title 5 §53200 states curriculum and program development are academic and professional matters;[4]

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Board of Governors and the California Online Community College District Board of Trustees that the Academic Senate for California Community Colleges is the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establish an academic senate.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

*1.02 F18   Adopt the Guided Pathways Glossary

Whereas, Resolution 13.02 S18 directed the Academic Senate for California Community Colleges (ASCCC) to create a guided pathways handbook, and Resolution 13.03 S18 directed the Academic Senate to conduct research on guided pathways outcomes in California;

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[1] http://www.ebudget.ca.gov/FullBudgetSummary.pdf

[2] https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf

[3] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70901.

[4] https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default)

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited, which includes input from the ASCCC Executive Committee, ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various Guided Pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms[5] for distribution and to provide guidance on further efforts.

Contact: Carrie Roberson, Executive Committee

5.0 BUDGET AND FINANCE
*5.01   F18   Metrics and Coding Cleanup
Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community College System metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements resulting in rates that are not representative of the correct coursework or student populations in many cases;[6]

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, 2017);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Contact: Craig Rutan, Executive Committee

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[5] https://asccc.org/file/asccc-gp-glossary-termsdocx
[6] https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding
https://www.asccc.org/content/searching-authentic-definition-student-success
https://www.asccc.org/resolutions/datamart-progress-tracking-california-community-college-esl-coding

7.0   CONSULTATION WITH THE CHANCELLOR'S OFFICE
*7.01   F18   Redefine the Faculty Obligation Number

Whereas, Title 5 Sections 51025 and 53311 establish the full-time faculty obligation for each California community college, commonly known as the Faculty Obligation Number or FON, and colleges are penalized for failure to meet this obligation;

Whereas, although AB 1725 (Vasconcellos, 1988) noted the importance of establishing a sufficient body of full-time faculty, stating, "If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula," the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community College System has decreased rather than increased since the creation of the FON, and progress has not been achieved toward reaching the legislative goal of 75% of instruction being conducted by full-time faculty;

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor's Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor's Office Consultation Council on March 17, 2016 to a positive reception[7], but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of additional assistance, but noncredit faculty are not included in the FON, and thus the FON creates a disincentive to hiring or assigning full-time faculty in an area of significant student need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a way that includes noncredit faculty and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Noncredit Committee

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[7] https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf

8.0   COUNSELING

*8.01 F18   Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices

Whereas, The Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018[8] are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)[9] require colleges to use multiple measures for student assessment and placement; and

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

9.0   CURRICULUM

*9.01 F18   Degree and Certificate Awards in Response to the New Funding Formula

Whereas, The Student Centered Funding Formula that was enacted by the Governor's 2018-19 Budget Trailer Bill on June 27, 2018[10] provides monetary incentives for college districts to award the Associate Degree for Transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or Associate Degrees for Transfer than larger colleges, as well as colleges that lack robust degree audit programs, as it will be more difficult to auto-award degrees and certificates;

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[8] https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum__0_0.pdf

[9] https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[10] http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf

Whereas, For students transferring to the University of California, a private institution or an out of state institution, a local associate degree may provide better preparation than an Associate Degree for Transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University do not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

*9.02   F18   Equalize Noncredit and Credit Curriculum Processes
Whereas, The Curriculum Streamlining Processes,[11] announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of Associate Degrees for Transfer, and new credit programs with a goal of local program with the exception of new career technical education (CTE) credit programs and apprenticeship;

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question, "Can a college require a noncredit support course?" that had a response of, "Yes, …" in the *FAQ on AB 705*[12] from the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

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[11] http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf
[12] https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

9.03   F18   Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric
Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric and offered through the CVC-OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;[13]

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will "be provided through distance education";[14]

Whereas, Resolution 9.01 S15 encourages "local senates to establish rubrics for online course standards"; and

Whereas, The CVC-OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC-OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

*9.04   F18   Flexibility in Local Curriculum Submission Deadlines
Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges July, 10, 2018,[15] and changes to Title 5 Regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, and many colleges have curriculum submission deadlines in September 2018 for courses to be

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[13] http://ccconlineed.org/about-the-oei/governance/consortium-expansion/
[14] https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default)
[15] https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum__0_0.pdf

offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

15.0 INTERSEGMENTAL ISSUES
*15.01 F18   Support for University of California Associate Degrees for Transfer in Physics and Chemistry

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) the commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, There have been long standing issues associated with Associate Degrees for Transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate (UCAS) has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation in those degrees[16] and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California

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[16] https://asccc.org/sites/default/files/UC%20Pathways_Physcis_Template%20-%20edited%209-4-18.pdf
   https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf

Academic Senate (UCAS) to offer by fall 2019 these UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

17.0   LOCAL SENATES

*17.01 F18   Guided Pathways, Strategic Enrollment Management, and Program Planning

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;[17]

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to include broad representation, program expertise, and general education experts; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

*17.02 F18   Establish Local Open Educational Resources Liaisons

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

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[17] https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses
https://asccc.org/sites/default/files/ClassCapsS12_0.pdf
https://www.asccc.org/sites/default/files/publications/Enrollment-Mgtmt-Spring09_0.pdf
https://www.asccc.org/resolutions/adopt-enrollment-management-revisited
https://www.asccc.org/resolutions/course-development-and-enrollment-management

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16);

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

18.0   MATRICULATION
*18.01 F18   Guided Self-Placement
Whereas, The implementation of California Community Colleges Guided Pathways depends upon students making important decisions about their own future including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;[18] and

Whereas, Students have a right to select their own educational pathway and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

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[18] Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

19.0   PROFESSIONAL STANDARDS

*19.01 F18   Encourage Dialog about Equivalency Practices

Whereas, Use of equivalency is required by California Education Code §87359, and the "agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications";

Whereas, The subjective nature of evaluating a candidate's experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their field without having completed an associate's degree;

Whereas, equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate's degree, particularly the general education component; and

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges "to develop and disseminate resources that empower local senates to evaluate and assess" the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office in Spring 2019 to facilitate dialog among senates and equivalency committees about equivalency practices and about determining equivalencies to the associate's degree.

Contact: Cheryl Aschenbach, Executive Committee

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 #:   LINC 68B

Course Title: Google Docs

Credit Status:
   X   Credit course
   _____ Noncredit course

Catalog Description:

An introduction to Google Docs, the free online word processing application in the Google office suite, which allows people to collaborate on a single version of a document. Google Docs is a powerful, easy to use application for teachers, students, groups, and organizations that want to share and collaborate with documents online. Participants will have hands-on experience creating, formatting, editing, saving, sharing, printing documents, inserting graphics, composing tables, and working collaboratively on a single document.

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

   X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, 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:

   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 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 (select all that apply):

  <u>X</u>   Transfer
  <u>X</u>   Workforce/CTE
  _____ Basic Skills

Criteria B. Need

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

- Indeed.com: 4,857 jobs list Google Docs as a skill necessary for employment in Los Altos, California
- NYTimes Article: How Google Took Over the Classroom (2017)

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Lisa DeLapo</u>   **Date:** <u>05/16/18</u>

Division Curriculum Representative: <u>Bill Ziegenhorn</u>   **Date:** <u>6/15/18</u>

Date of Approval by Division Curriculum Committee: <u>6/15/18</u>

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

For authorized use only

Business and Social Sciences

LINC 68B   GOOGLE DOCS

Edit Course Outline

LINC 68B	**GOOGLE DOCS**	**Summer 2019**
6 hours lecture. This course meets 1 time per quarter.		**.5 Units**

Total Contact Hours: 6   (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 18   (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: .5   **Lab Hours:**   **Weekly Out of Class Hours:** 1

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 6/4/12; 11/13/12; 5/18

Division Dean Information -

Seat Count: 50   **Load Factor:** .011   **FOAP Code:** 114000151011086000

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 Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12.

1. Description -

An introduction to Google Docs, the free online word processing application in the Google office suite, which allows people to collaborate on a single version of a document. Google Docs is a powerful, easy to use application for teachers, students, groups, and organizations that want to share and collaborate with documents online. Participants will have hands-on experience creating, formatting, editing, saving, sharing, printing documents, inserting graphics, composing tables, and working collaboratively on a single document.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of internet technologies, such as using web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 270S.

2. Course Objectives -

The student will be able to:

- A. Explain how Google Docs fits with all other Google applications
- B. Create and edit a document in Google Docs
- C. Configure a document in Google Docs for sharing
- D. Collaborate with others on creating a single document in Google Docs
- E. Manage collection of files

3. Special Facilities and/or Equipment -

- A. When offered on/off campus: Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratories equipped with online PCs and Macintosh computers, network server access, and printers.
- B. When taught via Foothill Global Access on the internet: Students must have currently existing email accounts/email address and ongoing access computers with email software, web browsing capability, FTP program, and access to the internet.

4. Course Content (Body of knowledge) -

- A. Explain how Google Docs fits with all other Google applications
    1. Overview of the Google suite of applications
    2. Connections among the applications
- B. Create, edit, and share a document in Google Docs
    1. Explore the menus and commands
    2. Navigate and edit
    3. Insert images, links, tables
    4. Share and publish
- C. Configure a document in Google Docs for sharing
    1. Set permissions
    2. Invite collaborators
- D. Collaborate with others on creating a single document in Google Docs
    1. Define the collaboration rules and guidelines
    2. Identify types of collaboration documents
- E. Manage collection of files
    1. Explain Google file management types
    2. Create collections

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

- A. Creating documents using characteristics of quality defined by the class.
- B. Writing an evaluation critique and reflection for their own and classmates' projects, with emphasis on use of constructive comments and suggested improvements with respect to established characteristics of good multimedia design.

C. Participating in class discussions, critiques, and collaborative document creation.

7. Representative Text(s) -

Brumbaugh, Kyle, Elizabeth Calhoon, Ramsey Musallam, and Robert Pronovost. <u>Creating a Google Apps Classroom: The Educator's Cookbook.</u> Shell Education, 2014.
Instructor-assigned notes and materials.

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

8. Disciplines -

Instructional Design/Technology

9. Method of Instruction -

During periods of instruction the student will be:

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

10. Lab Content -

Not applicable.

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

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

A. Each class session requires the student to read and analyze selected websites or student projects related to that session's topics. Class discussion is encouraged.
B. Each session's topic requires a written response to a prompt that is turned in for instructor or peer review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product.
C. When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well.

FOOTHILL COLLEGE
College Curriculum Committee
Temporary Process to Streamline Certificates of Achievement

Background
In August, the California Community Colleges Chancellor's Office (CCCCO) approved changes to the total units allowed for credit certificates (certificates of achievement). Whereas these certificates used to require 27 quarter units, now they have a minimum of 24 quarter units.

A second type of certificate of achievement, sometimes referred to as a "low unit certificate," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23 quarter units. Although the college is not required to submit to the CCCCO these low unit certificates, it has the option of doing so, which also enables the college to list these certificates on students' transcripts.

As a result of these changes, 13 of Foothill's existing certificates (either non-transcriptable certificates or low unit certificates of achievement) must be submitted to the CCCCO for approval, if the college wishes to continue to offer them. Additionally, 34 existing non-transcriptable certificates fall within the low unit range of 12-23 and may be submitted to the CCCCO. Therefore, the CCC has created the following process to help streamline the local program approval process, for these existing non-transcriptable certificates and low unit certificates of achievement. All documentation and local approvals required by the CCCCO are included in the process.

Note that this process shall be used only to streamline local approval of existing (i.e., listed in the 2018-19 college catalog) non-transcriptable certificates and low unit certificates of achievement. Once the CCCCO has established their deadline for submissions of certificates under the new unit ranges, the CCC will set a local deadline for Divisions. Any certificate being modified past this deadline, as well as any new certificate being developed, shall follow the normal program creation process.

Process
  A. Prepare the Narrative document, based on the type of program (Workforce or Local [non-workforce], determined by program TOP Code), that includes the following:
      a. Workforce Certificate:
            i.   Program Goals and Objectives
            ii.   Catalog Description
            iii. Program Requirements (list of courses)
            iv.   Master Planning
            v.   Enrollment and Completer Projections
            vi.   Place of Program in Curriculum/Similar Programs
            vii. Similar Programs at Other Colleges in Service Area
            viii. Labor Market Information and Analysis (in a separate document)
      b. Local Certificate:
            i.   Program Goals and Objectives

      ii.   Catalog Description

     iii.   Program Requirements (list of courses)

     iv.   Master Planning

      v.   Enrollment and Completer Projections

     vi.   Place of Program in Curriculum/Similar Programs

    vii.   Similar Programs at Other Colleges in Service Area

B. The certificate is forwarded to the Vice Presidents to determine if adequate resources are available.

C. The certificate is forwarded to the Division Curriculum Committee for approval.

D. Upon Division Curriculum Committee approval, the certificate is forwarded to the Instruction Office.

E. Once the Division Curriculum Committee has approved all certificates involved in this streamlining process, the Division will prepare a report to be included on the Consent Calendar for the next available meeting of the CCC. The Narrative for each certificate listed on the report will be included in the attachments to the CCC agenda, and the CCC will have the option of pulling an individual certificate for additional discussion or to exclude it from approval.

   a. The report will include, for each certificate:

      i.   Certificate Name

     ii.   Total Units

F. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendized at the next available Board meeting.

G. Upon FHDA Board approval:

   a. <u>Workforce</u> applications will be sent to the appropriate Regional Consortium and the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the CCCCO.

   b. <u>Local</u> applications and all attachments will be submitted by the Instruction Office to the CCCCO.