

**College Curriculum Committee Meeting Agenda**  
**Tuesday, November 13, 2018**  
**2:00 p.m. – 3:30 p.m.**  
**Room 3504**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter</b>
1. Minutes: October 30, 2018	Action	#11/13/18-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal b. ASCCC Fall Plenary Update c. Library's OER Website d. ADT Update e. Partnership Resource Team Visit f. Makerspace Coordinator Certificate Approval	Information	#11/13/18-2	Armerding  Day
4. Content Calendar a. GE Application	Action	#11/13/18-3	Armerding
5. New Program Application: Film, Television, and Electronic Media ADT	2nd Read/ Action	#11/13/18-4—6	Armerding
6. Stand Alone Approval Request: ALCB 466	2nd Read/ Action	#11/13/18-7	Armerding
7. Stand Alone Approval Request: HORT 401A	2nd Read/ Action	#11/13/18-8	Armerding
8. Stand Alone Approval Request: HORT 401B	2nd Read/ Action	#11/13/18-9	Armerding
9. Stand Alone Approval Request: HORT 401C	2nd Read/ Action	#11/13/18-10	Armerding
10. Stand Alone Approval Request: HORT 401D	2nd Read/ Action	#11/13/18-11	Armerding
11. Stand Alone Approval Request: HORT 401E	2nd Read/ Action	#11/13/18-12	Armerding
12. Stand Alone Approval Request: HORT 401F	2nd Read/ Action	#11/13/18-13	Armerding
13. Stand Alone Approval Request: LINC 401	2nd Read/ Action	#11/13/18-14	Armerding
14. Stand Alone Approval Request: LINC 402	2nd Read/ Action	#11/13/18-15	Armerding
15. Stand Alone Approval Request: LINC 405	2nd Read/ Action	#11/13/18-16	Armerding
16. Stand Alone Approval Request: ENGL 246A	1st Read	#11/13/18-17	Armerding
17. Stand Alone Approval Request: NCEL 405	1st Read	#11/13/18-18	Armerding
18. Math Changes Affecting Requisites	Discussion		Armerding
19. Program Creation Process Revision	Discussion		Armerding
20. Degrees/Certificates Awarded in 2017-18	Discussion	#11/13/18-19	Starer
21. Apprenticeship GE Mapping	Discussion		Starer
22. Good of the Order			Armerding
23. Adjournment			Armerding

## **Consent Calendar:**

Foothill General Education (attachment #11/13/18-3)

*Area VII—Lifelong Learning: BIOL 81*

## **Attachments:**

- #11/13/18-1 Draft Minutes: October 30, 2018
- #11/13/18-2 New Course Proposal: MUS 2I
- #11/13/18-4 Film, Television, and Electronic Media ADT Narrative
- #11/13/18-5 Film, Television, and Electronic Media ADT TMC
- #11/13/18-6 Film, Television, and Electronic Media ADT Additional Information
- #11/13/18-7 Stand Alone Course Approval Request: ALCB 466
- #11/13/18-8 Stand Alone Course Approval Request: HORT 401A
- #11/13/18-9 Stand Alone Course Approval Request: HORT 401B
- #11/13/18-10 Stand Alone Course Approval Request: HORT 401C
- #11/13/18-11 Stand Alone Course Approval Request: HORT 401D
- #11/13/18-12 Stand Alone Course Approval Request: HORT 401E
- #11/13/18-13 Stand Alone Course Approval Request: HORT 401F
- #11/13/18-14 Stand Alone Course Approval Request: LINC 401
- #11/13/18-15 Stand Alone Course Approval Request: LINC 402
- #11/13/18-16 Stand Alone Course Approval Request: LINC 405
- #11/13/18-17 Stand Alone Course Approval Request: ENGL 246A
- #11/13/18-18 Stand Alone Course Approval Request: NCEL 405
- #11/13/18-19 Degree and Certificate Awards for 2017-18 AY

## **2018-2019 Curriculum Committee Meetings:**

<u>Fall 2018 Quarter</u>	<u>Winter 2019 Quarter</u>	<u>Spring 2019 Quarter</u>
<del>10/2/18</del>	1/22/19	4/23/19
<del>10/16/18</del>	2/5/19	5/7/19
<del>10/30/18</del>	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).

## **Distribution:**

Ben Armerding (Faculty Co-Chair), Jeff Bissell (KA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Kimberly Escamilla (LA), Isaac Escoto (AS President), Lisa Eshman (BH), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent

McGee (Evaluations), Rosa Nguyen (PSME), Simon Pennington (Dean, FA & KA), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2018-19

Meeting Date: 11/13/18Co-Chairs (2)

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only)	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

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

VisitorsBen Schwartzman

**College Curriculum Committee  
Meeting Minutes  
Tuesday, October 30, 2018  
2:00 p.m. – 3:30 p.m.  
Room 3305**

Item	Discussion
1. Minutes: October 16, 2018	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b> BSS: Faculty interested in certificate creation workshops.</p> <p>Language Arts: Ongoing work on AB 705.</p> <p>Counseling: No updates to report. Reminder to the group that winter 2019 registration begins soon; please remind students that they need an Ed Plan for priority registration.</p> <p>SRC: No updates to report.</p> <p>PSME: Ongoing work on AB 705. Math dept. has officially voted to deactivate MATH 108 &amp; 220. Chemistry dept. working with Day on ADT development.</p> <p>Fine Arts: Working on certificates.</p> <p>Library: No updates to report.</p> <p>Kinesiology: Submitting DE application for KINS 48. Possibly developing noncredit coaching certificate.</p> <p>Bio Health: No updates to report.</p> <p>Articulation: No updates to report.</p>
<p>3. Announcements</p> <p>a. New Course Proposal</p> <p>b. Notification of Proposed Requisites</p> <p>c. Certificate Creation Workshops are Next Week!</p> <p>d. Math Changes Affecting Requisites</p>	<p><b>Speakers: Ben Armerding &amp; Paul Starer</b> The following proposal was presented: COMM 5. Please share with your constituents. BSS rep asked about cross-listing with JRNL 2—already an existing course. Noted that content may overlap with sociology and other disciplines in BSS. Day noted that course is a requirement for most communication and journalism majors at universities and has been needed at Foothill for many years.</p> <p>New and updated requisites for courses in CHEM &amp; C S (all effective 2019-20); also listed is an ongoing requisite, for which a Content Review form was not on file.</p> <p>Tuesday, Nov. 6 @ 2PM in room 6403; Wednesday, Nov. 7 @ 9AM in room 4306. Armerding will send Outlook invitations to reps following today’s meeting—please ask faculty to RSVP to Armerding and Starer if they plan to attend.</p> <p>Follow up to discussion at previous meeting, regarding Math dept. courses being deactivated, related to AB 705. Vanatta had shared lists of courses that have a requisite/Advisory that includes these deactivated courses—depts. need to decide whether to update requisite/Advisory or simply remove deactivated course. Very few depts. have responded. Would like to discuss process and</p>

<p>e. CIO Conference Report Out</p>	<p>timeline for implementation at next CCC meeting—please send Vanatta any remaining responses ASAP.</p> <p>Starer attended conference in southern CA last week. Primary focus on new funding formula. Also included regional meeting—learned what other colleges in our area are doing, related to AB 705 and other topics. Broader discussion of AB 705 revealed that CIOs in other areas of CA may be more resistant to it than in our area. CCCCO starting preliminary work on next version of PCAH.</p>
<p>4. Stand Alone Approval Request: LINC 68B</p>	<p><b>Speaker: Ben Armerding</b>                  Second read of Stand Alone Approval Request for LINC 68B. No comments.</p> <p>Motion to approve <b>M/S</b> (Serna, Kuehnl). <b>Approved.</b></p>
<p>5. Proposed Process to Streamline Certificates of Achievement</p>	<p><b>Speaker: Ben Armerding</b>                  Second read of document, which has been updated based on discussion at previous meeting, as well as to add additional details to state-required documents. CCC Team has proposed deadline of Dec. 14, 2018, for divisions to submit certificates for CCC review. Also attached is draft of report that Vanatta will prepare for each division—Fine Arts used as example. PSME rep noted that VP approval step falls after program document creation is required, meaning faculty must do majority of work before possibility of VP not approving. Starer has discussed process with VPI Kristy Lisle but not this specifically—will follow up. Hueg noted process states “Vice Presidents”—Vanatta explained that current Program Creation Guidelines doc used as a reference, and Starer’s discussion with Lisle has not resulted in any update to this specific step; Starer noted that AVP of Workforce may be included for those certs. Fine Arts rep concerned about availability of Institutional Research to provide data in time to meet deadline. Armerding noted that LMI may be gathered quickly and outside of IR (via BACCC); will discuss processes of gathering data during workshops. Fine Arts rep noted concern with deadline, as most faculty who would be involved have never proposed a new program—Armerding encouraged rep to invite them to workshop. Rep worried that faculty will end up just not moving forward with process due to aggressive timeline. Vanatta explained that deadline is related to subsequent time required for CCC approval, FHDA Board approval, and CCCCO review/approval, ahead of finalizing 2019-20 catalog. Armerding suggested tying Dec. 14 deadline to 2019-20 catalog, with later deadline for 2020-21.</p> <p>Fine Arts rep asked how certs affect new funding formula and hold-harmless provision—Starer noted there is an incentive for getting CCCCO approval sooner, rather than later. BSS rep echoed concerns regarding many faculty new to the process and possibly unable to meet Dec. 14 deadline. Suggested offering regular workshops, following these first two. Hueg asked group what obstacles are. BSS rep suggested faculty might not know where to go to gather info, such as ASSIST documentation. Counseling rep noted that current public view of ASSIST is not up-to-date; Day noted that typically she works directly with faculty to gather ASSIST data, and that ASSIST info might not be the appropriate supporting doc to provide for many of these certs.</p> <p>PSME rep asked how noncredit certificates factor into new funding formula—Starer noted they do allow courses to qualify for enhanced funding; unsure if they are involved in new funding</p>

	<p>formula. Fong asked if noncredit courses that are part of a sequence in general receive enhanced funding—must be included in a CCCCO-approved certificate.</p> <p>Group discussed report draft. PSME rep noted second table, where division provides rationale for keeping as non-transcriptable, if applicable; wondering if Instruction Office suggesting Foothill cut down on offering non-transcriptable certs. Starer noted that Instruction has been interested in reducing number of non-transcriptable certs offered; important for division to be able to articulate the value of continuing to offer a cert as non-transcriptable. Starer and Hueg noted difficulty with the fact that divisions track non-transcriptable certs, instead of tracked centrally. PSME rep suggested report be a “living document,” with additional columns added if CCC determines further information is needed for discussion.</p> <p>PSME rep asked if process may be used to fast-track new courses and programs—no, may be used only for existing certs; CCC agreed at previous meeting that only existing courses may be added. Vanatta referred rep to process for requesting deadline exception, on CCC website. Bio Health rep asked for clarification regarding which step relates to Dec. 14 deadline—Step F.</p> <p>Motion to approve, with document edited to include two deadlines <b>M/S (Francisco, Serna). Approved.</b></p>
<p>6. Placement Test Language on CORs</p>	<p><b>Speaker: Ben Armerding</b> Based on discussion at previous meeting, CCC Team drafted sample language for CCC to choose from, to replace current placement test language on CORs. Examples reference ENGL, ESLL &amp; MATH courses, but selected language will be implemented across campus, regardless of dept. Armerding noted that Day has heard from other CA community colleges, who report that “equivalent” is what they’re using, and universities accept the use of this language.</p> <p>PSME rep commented on likelihood that students understand what “equivalent” means; e.g., student might think “MATH 105 or equivalent” means student must have taken the same course elsewhere. Counseling reps noted that students generally have difficulty understanding requisite/Advisory, regardless of how it’s worded. Language Arts rep asked if this language will show up on class schedule, or just on full COR—yes, requisite/Advisory is included in class schedule info. Day noted selecting “equivalent” means courses will not need to be resubmitted for articulation (they likely will, if more complex language selected). Armerding polled the group for vague vs. clear language preference—most prefer vague.</p> <p>Motion to approve adoption of “equivalent” language <b>M/S (Francisco, Venkataraman). Approved.</b></p> <p>Vanatta asked group about timeline for implementing new language on CORs—by winter quarter. Armerding mentioned English dept. currently drafting new proficiency statement language; Vanatta would like to wait until that has been drafted before updating placement language on any CORs. Noted approx. 400 instances of “placement” within catalog course listings. Armerding believes new statement will be determined soon.</p>

<p>7. New Program Application: Film, Television, and Electronic Media ADT</p>	<p><b>Speaker: Ben Armerding</b>            First read of new Film, Television, and Electronic Media ADT. Kay Thornton and Kristin Tripp Caldwell, from Media Studies, present for discussion. Thornton noted JRNL 2 (aka COMM 5) required for this ADT. All courses, facilities, and faculty already exist, and courses are very popular. Day noted lengthy list of programs at universities to which students with this ADT will have preference in admissions, along with other benefits to students.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Approval Request: ALCB 466</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for ALCB 466. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Stand Alone Approval Request: HORT 401A</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401A. Will be permanently Stand Alone. Counseling rep asked if these HORT courses for a particular group of students—Bio Health rep noted certain students required to take certification exam, and these courses provide a noncredit option to students. Currently, no plan to create noncredit cert. Credit versions of courses also being created. Language Arts rep asked if courses will be taught alongside credit versions (similar to EMS courses)—unsure.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Stand Alone Approval Request: HORT 401B</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401B. Will be permanently Stand Alone. <i>[Note: see item 9 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Stand Alone Approval Request: HORT 401C</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401C. Will be permanently Stand Alone. <i>[Note: see item 9 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. Stand Alone Approval Request: HORT 401D</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401D. Will be permanently Stand Alone. <i>[Note: see item 9 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. Stand Alone Approval Request: HORT 401E</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401E. Will be permanently Stand Alone. <i>[Note: see item 9 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>14. Stand Alone Approval Request: HORT 401F</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for HORT 401F. Will be permanently Stand Alone. <i>[Note: see item 9 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>15. Stand Alone Approval Request: LINC 401</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for LINC 401. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>16. Stand Alone Approval Request: LINC 402</p>	<p><b>Speaker: Ben Armerding</b>            First read of Stand Alone Approval Request for LINC 402. Will be</p>



	<p>permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
17. Stand Alone Approval Request: LINC 405	<p><b>Speaker: Ben Armerding</b>                  First read of Stand Alone Approval Request for LINC 405. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
18. Governance Committee Questions	<p><b>Speaker: Ben Armerding</b>                  President Nguyen presented each of the new governance committees with a list of questions, some involving curriculum. For example, on list for The Council, question regarding potential approval of new programs by that group. Day noted wording unclear regarding sequence of approvals—Armerding agreed that wording suggests The Council vote would happen following CCC approval. Library rep noted faculty primacy of curriculum; asked how approval by The Council could affect this—Armerding noted distinction between faculty having primary control regarding courses, but shared control with administration regarding programs. Starer is ex-officio on The Council—questions were not discussed at meeting at which he was present. Provided context, which is that review/approval by The Council would help facilitate new programs being shared with the wider campus. Armerding and Day noted that previous governance model included recommendation by PaRC, as well as either Transfer Work Group or Workforce Work Group (these were not approvals, however).</p> <p>Starer noted issue of what happens if The Council votes to not approve a new program; should CCC be concerned with the implications of that possibility? Hueg noted similar discussion regarding the role of PaRC in new programs, in recent years. BSS rep noted that new governance committees will have a high workload; as CCC has specific focus on curriculum, should The Council add this responsibility to its workload? Noted that CCC includes administrators, not just faculty, and all engage in robust discussion. Day noted need to revise current program creation process, especially since aforementioned Work Groups no longer exist. PSME rep asked how CCC would create a process that includes other groups—Armerding noted could be more like a recommendation for a process. Agreement among some reps that it may be more appropriate for Academic Senate to revise the process. Starer stated he would like CCC to provide feedback; suggested co-chairs meet with AS President Isaac Escoto and others to share and move forward. BSS rep asked if AS also received lists of questions—yes.</p>
19. Good of the Order	
20. Adjournment	<b>3:23 PM</b>

**Attendees:** Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Rosa Nguyen (PSME), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Kay Thornton (guest—FA), Kristin Tripp Caldwell (guest—FA), 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:** Elizabeth F. Barkley

**Proposed Number:** MUS 2I

**Proposed Units:** 5

**Proposed Hours:** 4 hours lecture, 3 hours laboratory

**Proposed Transferability:** UC/CSU

**Proposed Title:** Music of California

**Proposed Catalog Description & Requisites:**

An historical, cross cultural introduction to the music of California, starting with the traditions of Native Americans and the distinctive music of Early California and continuing through songs of the Gold Rush, Hollywood film scores, and styles such as The Bakersfield Sound, West Coast Jazz, Surf Rock, Psychedelic and San Francisco Rock, and West Coast Hip Hop and Rap. Students will study this music from a technical perspective and examine how it developed within the historical and multicultural context of California.

**Proposed Discipline:** Music

(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 Degree in Music; Music History and Literature Certificate of Proficiency; Foothill GE United States Cultures & Communities, and Humanities

**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:**

This course is modeled after *MUS 8: Music of American Cultures* as it looks at the specific historical experience and music traditions of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans. I intend to work with UC Berkeley's Academic Senate to seek its approval as meeting Berkeley's American Cultures requirement.

I have communicated with Bernie Day about the course, and she has commented that it would be “a fascinating topic” but that she was unable to identify any similar lower division courses at any CSU or UC campuses. She is fairly confident that we could obtain CSU and CSU GE approval; however, she stated that securing UC approval would be an uphill battle without a comparable lower division course at a single UC campus. I am hoping that MUS 8’s favorable status with UC Berkeley could help support articulation efforts.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: BIOL 81 LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VII - Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement **must** help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: BIOL 81 LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

### Depth Map: Must include the following:

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

#### Matching course component(s):

BIOL 81 is inherently and deeply multidisciplinary, specifically in its application of social science concepts to the biological and health sciences. As discussed in the Course Objectives and Course Content (Areas A, B, and C), social science phenomena, including stereotype threat, identity, and implicit bias, will be explored in the context of students' experiences in biology and health science classrooms and professional environments. For example, those social phenomena will be applied to explain health disparities and biology research outcomes.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

#### Matching course component(s):

As discussed in the Course Description, Course Objectives/Content Areas D and E, and the Methods of Evaluation, students will develop concrete strategies to promote equity in their fields and compose educational interventions that will enhance the cultural relevance of science courses similar to the ones they take. The goal is that students will have problem solving tools to reflect on in their future careers in order to create more inclusive professional spaces for themselves and their colleagues.

**L3.** Identify current issues and concerns that influence health, communication or learning;

#### Matching course component(s):

BIOL 81 is centered entirely around an enhanced understanding of the issues that impact learning and health outcomes in the biological and health sciences. Course Content Areas A.1. and C. are specific references to discussions of how equity and inclusion impact the ability of students to learn. Course Content Areas A.2.b and C. are specific references to discussions of how equity and inclusion impact health outcomes for students and patients.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

#### Matching course component(s):

Students will reflect on the ways equity and inclusion impact their own health (Course Content Areas C and E) as well as the broader impacts of equity and inclusion for society in general (Course Content Area A.2.b.).

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

#### Matching course component(s):

The service learning, capstone project associated with BIOL 81 - that is, the composition of educational interventions (see Course Description, Course Objective D, and Methods of Evaluation) - will require students to synthesize information from a variety of sources and communicate that information in effective ways to a variety of audiences. Students will identify counter-stereotypical scientists to feature in their interventions, synthesize information from online sources and interviews, and adapt that information for middle school, high school, and college-level audiences. Students will need to draw on earlier class discussions to consider the ethical and sociological implications of the information they present in their work.

### Depth Map: Additionally, must include at least one of the following:

**L6.** Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

#### Matching course component(s):

## General Education Review Request AREA VII - LIFELONG LEARNING

As discussed in the Course Description and Course Objectives/Content Area E, students will develop self-awareness of their own equity-related experiences in biology and health science. Students will then use their course experiences to develop strategies to become equity advocates and leaders in their fields (Course Content Area E.3.).

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

**Matching course component(s):**

BIOL 81 is focused intensely on the analysis of attitudes, biases, and stereotypes in terms of their impacts on individuals (e.g., sense of belonging, stereotype threat - Course Objectives/Content Area B) and within societies (e.g., health disparities and research outcomes - Course Objectives/Content Area A).

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

**Matching course component(s):**

**L9.** Use technology to analyze problems and create solutions.

**Matching course component(s):**

### **Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

The service learning, capstone project associated with BIOL 81 (see Course Description, Course Objective D, and Methods of Evaluation) will require analytical reading, writing, evaluation, synthesis, and research. Students will identify biology/health science content areas and associated counter-stereotypical researchers to feature surrounding that content (reading, research). They will then synthesize that information to compose educational interventions to expose students to the information they identified (evaluation, synthesis, and writing).

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

**Matching course component(s):**

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

**Matching course component(s):**

In creating the educational interventions discussed above (see also Course Description, Course Objective D, and Methods of Evaluation), students will need to organize and adapt their work for three separate audiences - middle school students, high school students, and college students. This will require extensive reflection on appropriate scientific language for use with individuals differing in experience and expertise in the discipline.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

Themes surrounding the roles and responsibilities of individuals at multiple scales are spread throughout BIOL 81. The course will allow students to explore the ways individual attitudes and behaviors (Course Objectives/Content Areas B and D) can have broad impacts on societal outcomes (Course Content Area A.2.). Students will additionally evaluate the ways cultural constructs (e.g., stereotypes - Course Objectives/Content Area B) relate to contemporary issues (Course Content Area A.2.).

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

Requesting Faculty:



Jeff Schinske

Date: 04/27/18

Division Curriculum Rep: Sara Cooper

Date: 5/18/18

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Bernie Day, Lety Serna, Bruce McLeod

Recommended for Approval:  Not Recommended for Approval:  Date: November 5, 2018

In the box below, please provide rationale regarding the subcommittee's recommendation:

The committee members met with the course author to discuss the COR and curriculum. It was determined that BIOL 81 meets expectations for an AREA VII course. Recommend approval.

**FOR USE BY CURRICULUM OFFICE:**

Approved:  Denied:  CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Foothill College**  
**Program Application**  
**Associate in Arts in Film, Television, and Electronic Media for Transfer Degree**

**Item 1. Statement of Program Goals and Objectives**

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree is an interdisciplinary program designed to explore the context and influence of media through both application and reflection. Students will have a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

**Program Learning Outcomes**

- Students will demonstrate the ability to analyze, synthesize, and critique media languages and aesthetics.
- Students will demonstrate the ability to interpret, evaluate, and analyze the wide variety of contexts and ideologies embedded within different media forms.
- Students will demonstrate a working knowledge of media history and technological innovation, including its effects upon the development of media as business and art form.
- Students will demonstrate the ability to analyze media's role in the shaping of cultural values and perceptions.

**Item 2. Catalog Description**

The Associate in Arts in Film, Television, and Electronic Media for Transfer degree will prepare students to transfer to a four-year university and for professional careers in a variety of media-related fields. The degree will offer a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

Students who complete the Associate in Arts in Film, Television, and Electronic Media for Transfer degree will be ensured preferential transfer status to CSUs for Film and Television/Film Studies majors. The degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
  - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
  - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.



**Transfer Model Curriculum (TMC) Template for Film, Television, and Electronic Media**

**CCC Major or Area of Emphasis:** Film, Television, and Electronic Media

**TOP Code:** 060420

**CSU Major(s):** Radio-Television-Film, Television-Film, Television, Video, Film, and Electronic Arts

**Total Units:** 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

[http://web1.assist.org/web-assist/help/help-csu\\_ge.html](http://web1.assist.org/web-assist/help/help-csu_ge.html).

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Science in Film, Television, and Electronic Media for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: Select two</b> (6 units)						
Introduction to Electronic Media (3)	FTVE 100	JRNL 2	Mass Communication	5	D	4
<b>OR</b>	<b>OR</b>					
Introduction to Mass Communications (3)	JOUR 100					
Introduction to Media Aesthetics and Cinematic Arts (3)	FTVE 105	MDIA 1 or MDIA 1H	Introduction to Film Studies Honors Introduction to Film Studies	4 4	C1 C1	3A 3A
Introduction to Media Writing (3)	FTVE 110					
<b>LIST A: Select one from each area</b> (6 units)						
<b>Area 1: Audio</b>						
Beginning Audio Production (3)	FTVE 120	MDIA 81B or MTEC 57A	Sound Design for Film & Video Sound Design for Film & Video	4 4		
Beginning Radio Production (3)	FTVE 125					
<b>Area 2: Video or Film Production</b>						
Beginning Single Camera Production (3)	FTVE 130	MDIA 20	Fundamentals of Media Production	4		

Beginning TV Studio Production (3)	FTVE 135					
Beginning Motion Picture Production (3)	FTVE 150					
<b>LIST B: Select one (3 units)</b>						
Any course not already used above.						
Any course articulated as lower division major preparation in the Radio-Television-Film, Television-Film, Television, Video, Film and Electronic Arts major at a CSU. See examples on TMC.	<b>AAM</b>	MDIA 2A	History of Film 1895-1945	4	C2	3A
		MDIA 2B	History of Film 1945-Current	4	C2	3A
		MDIA 5	American Cinema	4	C1	3A
		MDIA 30	Digital Video Editing I	4		
		MDIA 52	Scriptwriting for Film & Video	4		
		THTR 1	Introduction to Theatre	4	C1	3A
<b>LIST C: Select one (3 units)</b>						
Any course not already used above.						
Non-fiction / Reality Production (3)	<b>BCT</b>		Note: Students must complete two courses from LIST C.			
Introduction to Motion Graphics (3)	<b>BCT</b>	MDIA 32	Motion Graphics	4		
Internship (3 units maximum)	<b>BCT</b>					
Any course articulated as fulfilling CSU GE Area C.	<b>GECC</b>	CRWR 6	Introduction to Creative Writing	5	C2	
<b>OR</b>	<b>OR</b>	ENGL 34C	Literature into Film	4	C1	3A
Any CSU-transferable Radio-Television-Film, Television-Film, Television, Video, Film and Electronic Arts course.	<b>BCT</b>	HUMN 3	World Myths in Literature Arts & Film	4	C2	3B
		HUMN 3H	Honors World Myths in Literature Arts & Film	4	C2	3B
		MDIA 2C	Current Trends in Film, TV & the Internet	4	C1	3A
		MDIA 3	Introduction to Film & Media Criticism	4	C1	3A
		MDIA 4	Experimental Film & Video	4	C1	3A
		MDIA 6	Film & New Media Genres	4	C1	3A
		MDIA 7	Documentary Film	4	C1	3A
		MDIA 8A	Race & Gender in American Media	4	D	4
		MDIA 9	Global Media	4	D	4
		MDIA 11	Introduction to Popular Culture	4	C2	3B
		MDIA 11H	Honors Introduction to Popular Culture	4	C2	3B
		MDIA 12	Popular Culture & United States History	4	C2	3B
		MDIA 13	Video Games & Popular Culture	4	D	4
		MDIA 31	Digital Video Editing II	4		
		MDIA 40	Digital Sound, Video & Animation	4		
		MDIA 51	Web Video	4		
		MUS 7F	Music in Film	4	C1	3A

		THTR 12A	Stage & Screen	4	C1	3A
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>		29-30		
		<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>		9-21	9-21	
		<b>General Education (CSU-GE or IGETC) Units</b>		<b>39</b>	<b>37</b>	
		<b>Elective (CSU Transferable) Units</b>		11-24	11-24	
		<b>Total Degree Units (maximum)</b>		<b>60</b>		

**Foothill College**  
**Additional Program Information for CCC Review**  
**Associate in Arts in Film, Television, and Electronic Media for Transfer Degree**

**Master Planning**

The Foothill College Mission Statement outlines the importance of programs for transfer and to support students as global citizens: "...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." This program will support students looking to transfer by providing a solid foundation in media study basics as well as transferable and articulating classes to many four-year programs. In addition, the program is intended to address a specific need for employment within our region, including careers in media marketing and promotion, film and video production, and media analysis and archivist. Finally, the program will support the college mission by addressing the increasing importance of media literacy in contemporary society and will strive to produce well-educated citizens.

**Enrollment and Completer Projections**

Numbers indicate that several of the courses in the major will continue to have robust enrollment, while others should have enrollment boosted by affiliation with the new major. Year 1: It is estimated that one year after the program commences, there will be five transfer completers in Media Studies. Year 5: It is estimated that after five years, the program can be increased to ten annual completers of the transfers.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MDIA 1/1H	Introduction to Film Studies	7	235	7	250
MDIA 2A	History of Film 1895-1945	4	150	4	155
MDIA 2B	History of Film 1945-Current	8	250	8	275
MDIA 2C	Current Trends in Film, TV, & the Internet	1	40	1	45
MDIA 3	Introduction to Film & Media Criticism	1	40	1	45
MDIA 5	American Cinema	4	180	4	200
MDIA 6	Film & New Media Genres	1	40	1	45
MDIA 11/11H	Introduction to Popular Culture	15	600	15	600
MDIA 12	Popular Culture & United States History	2	80	2	80
MDIA 13	Video Games & Popular Culture	4	50	6	55
MDIA 20	Fundamentals of Media Production	1	15	1	20
MDIA 30	Digital Video Editing I	1	25	0	0

MDIA 31	Digital Video Editing II	0	0	1	25
MDIA 32	Motion Graphics	1	25	1	25
MDIA 51	Web Video	1	25	0	0
MDIA 52	Scriptwriting for Film & Video	0	0	1	25
MDIA 81/MUS 57A	Sound Design for Film & Video	1	25	1	25
<b>New courses, no past data</b>					
JRNL 2	Mass Communication	2	80	4	160
MDIA 4	Experimental Film & Video	0	0	1	25
MDIA 7	Documentary Film	0	0	1	25
MDIA 8A	Race & Gender in American Media	1	25	1	25
MDIA 9	Global Media	1	25	1	25

### **Similar Programs at Other Colleges in Service Area**

There are no specific Media Studies certificate or associate degree programs in the Bay Area. While there are many similar programs in the service area, most deal with only focused aspects of media, e.g., film studies, media arts, communication studies, etc.

Many of the MDIA courses are articulated with CSU and UCs – see Appendix A for a list.

Students could potentially transfer to any of these programs:

#### CSU

San Francisco State University: Cinema, BA, MA, MFA-  
<http://bulletin.sfsu.edu/colleges/liberal-creative-arts/cinema/ba-cinema/>

San Jose State University: Radio, Television, Film, BA-  
<http://www.sjsu.edu/trft/>

San Diego State: Television, Film and new Media Major.  
<http://arweb.sdsu.edu/es/admissions/majors/tvfilmnewmediaproduct.htm>

CSU Los Angeles: Television, Film, and Media Studies. <http://www.calstatela.edu/academic/tvf>

CSU Northridge: Cinema and television Arts Major.  
<http://www.csun.edu/mike-curb-arts-media-communication/cinema-television-arts>

#### UC

UC Davis: American Studies Major.  
<https://ams.ucdavis.edu/welcome>

UC Davis: Cinema and Digital Media Major.  
<https://www.ucdavis.edu/majors/cinema-and-digital-media/>

UC Riverside: Media and Cultural Studies. BA  
<http://mcs.ucr.edu/>

UC Santa Barbara: Film and Media Studies Major.  
<http://www.filmandmedia.ucsb.edu/>

UC Santa Cruz: Film and Digital Media, Critical Studies. BA  
<https://admissions.sa.ucsc.edu/majors/filmdigital>

**Identification of any additional resources need to establish the program**

None.

**Top Code:** 0604.20

**Distance Education:** 50-99%

**Appendix A**

**Articulation and Transfer Data**

SJSU: Radio-Television-Film Major. This major accepts MDIA 1, 2A, 20  
<http://www.sjsu.edu/trft/>

CSU Los Angeles: Television, Film, and Media Studies. This major accepts MDIA 20 and 52  
<http://www.calstatela.edu/academic/tvf>

CSU Northridge: Cinema and television Arts Major. This major requires MDIA 1 and PHOT 1  
<http://www.csun.edu/mike-curb-arts-media-communication/cinema-television-arts>

CSU San Diego: Television, Film and new Media Major. This major requires THTR 1 and  
MDIA 1 <http://arweb.sdsu.edu/es/admissions/majors/tvfilmmnewmediaproduct.htm>

SFSU: Cinema Major. This major requires MDIA 1 and 2B  
<http://bulletin.sfsu.edu/colleges/liberal-creative-arts/cinema/ba-cinema/>

UC Davis: American Studies Major. This major requires MDIA 1, MUS 8, ENGL 12, ANTH 2A, SOC 30 and HIST 17A, B or C, all of which we have articulated; it also requires an Introduction to American Studies course and would accept courses in popular culture in lieu of MUS 8. <https://ams.ucdavis.edu/welcome>

UC Davis: Cinema and Digital Media Major. This major requires MDIA 30 and MDIA 1  
<https://www.ucdavis.edu/majors/cinema-and-digital-media/>

UC Riverside: Media and Cultural Studies. BA. This major accepts MDIA 1, 2B, as well as MUS 7F, Art 3, BUSI 11, and CS 1A.  
<http://mcs.ucr.edu/>

UC Santa Barbara: Film and Media Studies Major. This major requires MDIA 1 and ENGL 40, 12 or 12. <http://www.filmandmedia.ucsb.edu/>

UC Santa Cruz: Film and Digital Media, Critical Studies. This major accepts MDIA 30.  
<https://admissions.sa.ucsc.edu/majors/filmdigital>

CRWR 6- Introduction to Creative Writing- IGETC3A, CSUC1  
ENGL 34C- Literature into Film- IGETC3A, CSUC1  
HUM 3/3H- World Myths in Literature, Arts, & Film- IGETC3B, CSUC2  
JRNL 2- Mass Communication- IGETC4, CSUD  
MDIA 1 or 1H- Intro to Film- FH1, IGETC3A, CSUC1  
MDIA 2A or 2B- Film History-FH1, IGETC3A, CSUC2  
MDIA 2C- Current Trends- FH1, IGETC3A, CSUC1  
MDIA 3 Introduction to Film & Media Criticism- FH5, CSUC1  
MDIA 4 Experimental Film & Video- IGETC3A  
MDIA 5- American Cinema- IGETC3A, CSUC1  
MDIA 6 Film & New Media Genres- IGETC3A, CSUC1  
MDIA 7 Documentary Film- IGETC3A, CSUC1 and C2  
MDIA 8A Race & Gender in American Media- UCT, CSUT  
MDIA 9 Global Media- UCT, CSUT  
MDIA 11 or 11H- Intro to Pop Culture- FH1, IGETC3B, CSUC2  
MDIA 12- Popular Culture and United States History- FH6, IGETC3B, CSUC2  
MDIA 13 Video Games & Popular Culture- FH1, - UCT, CSUT  
MDIA 20- Digital Video Production I- UCT, CSUT  
MDIA 30 Digital Video Editing I- UCT, CSUT  
MDIA 31 Digital Video Editing II- UCT, CSUT  
MDIA 32 Motion Graphics- UCT, CSUT  
MDIA 40 Digital Sound, Video & Animation- UCT, CSUT  
MDIA 51- Web Video- CSUT  
MDIA 52- Scriptwriting- CSUT  
MDIA 81B Sound Design for Film & Video- CSUT  
MUS 7F- Music in Film- IGETC3A, CSUC1  
THTR 1- Introduction to Theatre- IGETC3A, CSUC1  
THTR 12A- Stage & Screen- IGETC3A, CSUC1

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 #:** ALCB 466

**Course Title:** Accessing the Digital World

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Hands-on practice for individuals with disabilities and/or older adults in understanding and demonstrating the basics of utilizing smart phones, tablets, and/or computers, to be better connected to the digital world and able to access people and resources they may need. Training and instruction in performing a variety of basic tasks involved in operating a variety of devices will be provided.

**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 (select all that apply):

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.

This course will be added as one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The course was developed in response to site coordinator requests, based upon individual site need and demands from local residents.

**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

**Faculty Requestor:** Ben Schwartzman **Date:** 3/27/18

**Division Curriculum Representative:** Ben Schwartzman **Date:** 3/27/18

**Date of Approval by Division Curriculum Committee:** 3/27/18

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### ALCB 466 ACCESSING THE DIGITAL WORLD

[Edit Course Outline](#)

ALCB 466 ACCESSING THE DIGITAL WORLD

Summer 2019

2 hours lecture.

0 Units

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

Total Student Learning Hours: 24 (Total of All Lecture, Lab and Out of Class hours X 12)

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

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

#### Repeatability -

Statement: Unlimited Repeatability.

Criteria: As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/2018

#### Division Dean Information -

Seat Count:

Load Factor:

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:**

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**Need/Justification -**

This course has been created to respond to the many requests received from members of the community for courses to help individuals with disabilities and older adults access the internet, learn how to use smart phones and tablets, and other related skills. As this technology has evolved and is continuing to evolve, it is imperative to assist these communities in staying connected to friends and loved ones, as well as helping them to access other important resources in their lives.

**1. Description -**

Hands-on practice for individuals with disabilities and/or older adults in understanding and demonstrating the basics of utilizing smart phones, tablets, and/or computers, to be better connected to the digital world and able to access people and resources they may need. Training and instruction in performing a variety of basic tasks involved in operating a variety of devices will be provided.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Turn on and turn off their smart phone, tablet, and/or computer.
- B. Download and install applications or programs on their smart phone, tablet, and/or computer.
- C. Make phone calls, send text messages, send emails, or connect to others via social media.
- D. Access important online resources by using their smart phone, tablet, and/or computer.

**3. Special Facilities and/or Equipment -**

- A. Accessible classroom
- B. Internet access

**4. Course Content (Body of knowledge) -**

- A. Basic operation of smart phone, tablet, and/or computer
  - 1. Turning on and off the device
  - 2. Adjusting volume, text size, screen brightness, and other settings
  - 3. Learning their phone number
  - 4. Creating an account/email address
  - 5. Creating and writing down passwords
- B. Downloading applications or programs
  - 1. How to use the App Store
  - 2. How to create an account on various applications and programs
  - 3. How to download and install applications and programs
- C. Connecting to others
  - 1. How to make phone calls using a smart phone or tablet
  - 2. How to send text messages using a smart phone or tablet
  - 3. How to send emails using a computer, smart phone, or tablet
  - 4. How to connect to others via social media (e.g., Facebook)
- D. Accessing important online resources
  - 1. How to use Google to find information
  - 2. How to access transportation online (e.g., public transportation schedules, Uber or Lyft, paratransit, etc.)
  - 3. How to access bank account online

4. How to access important government and community resources online (e.g., DMV, Department of Rehabilitation, Social Security, fire station, police station, doctor's office, hospitals, etc.)

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

**6. Methods of Evaluation -**

- A. Class participation
- B. Instructor observation
- C. Student demonstration of understanding

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

Cotten, Yost, Berkowsky, Winstead, and Anderson. Designing Technology Training for Older Adults in Continuing Care Retirement Communities. CRC Press, 2016.

**8. Disciplines -**

Disabled Students Programs and Services (DSPS)

**9. Method of Instruction -**

Lecture, discussion, cooperative learning exercises, demonstrations.

**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 -**

Not applicable.

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 #:** HORT 401A

**Course Title:** Landscape Certification: Common Core

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Includes horticultural math, plant identification, workplace safety, plant reading, plant sensitivity, grading and sodding, irrigation identification, controller programming, lateral repair and head adjustments and truck and trailer operation. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

- 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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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

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## Biological and Health Sciences

### HORT 401A LANDSCAPE CERTIFICATION: COMMON CORE

[Edit Course Outline](#)

HORT 401A

LANDSCAPE CERTIFICATION: COMMON CORE

Summer 2019

24 hours lecture total per quarter.

0 Units

Total Contact Hours: 24

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72

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

Lecture Hours: 2

Lab Hours:

Weekly Out of Class Hours: 4

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

#### Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

#### Division Dean Information -

Seat Count: 35 Load Factor: .031 FOAP Code: 114000141091010900

#### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Includes horticultural math, plant identification, workplace safety, plant reading, plant sensitivity, grading and sodding, irrigation identification, controller programming, lateral repair and head adjustments and truck and trailer operation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Identify horticultural plant material.
- B. Describe plant sensitivity to placement.
- C. Identify workplace safety procedures and equipment.
- D. Grade and sod a site.
- E. Identify irrigation components.
- F. Program an irrigation controller.
- G. Repair irrigation lateral and adjust irrigation heads.
- H. Compute basic horticultural math problems.
- I. Comprehend operation of horticultural equipment.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Open area to observe equipment operation.
- C. Arboretum with species from plant list.
- D. Horticulture equipment and vehicles.

## **4. Course Content (Body of knowledge) -**

- A. Identify horticultural plant material.
  1. Identify deciduous and evergreen trees.
  2. Identify deciduous and evergreen shrubs.
  3. Identify perennials.
  4. Identify vines.
  5. Identify ground covers.
  6. Identify ornamental grasses.
- B. Describe plant sensitivity to placement.
  1. Soil textures and structures.
  2. Soil fertility and pH.
  3. Solar exposure.
  4. Microclimate.
  5. Moisture conditions.
- C. Identify workplace safety procedures and equipment.
  1. Demonstrate utilization of personal protective devices.
  2. Describe safety and emergency situations.
  3. Identify hazardous situations.
- D. Grade and sod a site.
  1. Describe steps to prepare a site for grading.
    - a. Describe how to remove and store topsoil.
  2. Level a site to required elevations.
  3. Restore topsoil and level to proper subgrade.
  4. Lay sod.
  5. Water and secure sod.
- E. Identify irrigation components.
  1. Describe irrigation system components.
  2. Describe difference between spray and drip systems.
- F. Program an irrigation controller.



1. Set controller parameters.
2. Program individual zones.
3. Demonstrate controller operation.
- G. Describe repair of irrigation lateral and adjust irrigation heads.
  1. Locate problems with irrigation piping.
  2. Correct problems with irrigation piping.
  3. Identify incorrect irrigation head placement and orientation.
  4. Place irrigation heads in correct alignment.
- H. Compute basic horticultural math problems.
  1. Perform linear calculations.
  2. Perform perimeter calculations.
  3. Perform area calculations.
  4. Perform volume calculations.
  5. Convert material weights.
- I. Describe the operation of horticulture equipment.
  1. Tractor and skidsteer.
  2. Hook-up and back a trailer.
  3. How to start and operate small gas powered engine equipment.

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

**6. Methods of Evaluation** -

- A. Objective written exams.
- B. Presentations on technical topics.
- C. Written reports on horticultural topics.

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

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines** -

Ornamental Horticulture

**9. Method of Instruction** -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Demonstrations of technical topics.
- D. Discussion with groups and students in class.
- E. Observation of participatory demonstrations.

**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 20-30 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing reports on horticultural topics.

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 #:** HORT 401B

**Course Title:** Landscape Certification: Softscape Installation

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Topics to include plan reading, plant layout, horticultural principles, irrigation components, controller programming, lateral repair and head adjustment, plant installation, post-planting care, sod installation, plant id and rototiller operation. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

- 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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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

## Submissions Course Outline Editor

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# Biological and Health Sciences

## HORT 401B LANDSCAPE CERTIFICATION: SOFTSCAPE INSTALLATION

[Edit Course Outline](#)

HORT 401B

LANDSCAPE CERTIFICATION: SOFTSCAPE INSTALLATION

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1      Lab Hours:      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:

Content will vary based on current topics and technology used in the field.

### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

### Division Dean Information -

Seat Count: 35    Load Factor: .016    FOAP Code: 114000141091010900

### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Topics to include plan reading, plant layout, horticultural principles, irrigation components, controller programming, lateral repair and head adjustment, plant installation, post-planting care, sod installation, plant identification and rototiller operation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Read landscape plan.
- B. Identify plants.
- C. Layout plant material from plan.
- D. Describe horticultural principles.
- E. Identify irrigation components.
- F. Program irrigation controllers.
- G. Repair irrigation laterals and adjust irrigation heads.
- H. Install plants.
  - I. Complete post-planting techniques.
- J. Install sod.
- K. Operate a rototiller.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Lab area with open space to operate equipment.
- C. Arboretum with species from plant list.
- D. Nursery with plant species from list.
- E. Horticultural equipment and tools.

## **4. Course Content (Body of knowledge) -**

- A. Read landscape plan.
  - 1. Identify objects on plan.
  - 2. Note the scale and orientation of the plan.
  - 3. Identify which plants go in which locations.
- B. Identify plants.
  - 1. Review identification of trees and shrubs.
  - 2. Review identification of vines, ground covers, perennials and decorative grasses.
- C. Layout plant material from plan.
  - 1. Identify location of designated species.
  - 2. Choose and place species from nursery to site.
- D. Describe horticultural principles.
  - 1. Describe growing conditions at planting site.
  - 2. Identify corrections necessary to improve planting site.
- E. Identify irrigation components.
  - 1. Identify irrigation controllers.
  - 2. Identify irrigation mainline and laterals.
  - 3. Identify irrigation valves.
  - 4. Identify irrigation heads.
  - 5. Identify drip irrigation components.
- F. Program irrigation controllers.
  - 1. Set up irrigation zones.
  - 2. Set time and frequency for zones based on plant type.
  - 3. Demonstrate operation of controller.
- G. Repair irrigation laterals and adjust irrigation heads.

1. Identify problems with irrigation laterals.
  2. Repair irrigation laterals.
  3. Reset irrigation heads for proper spray pattern.
  4. Adjust irrigation heads for proper spray pattern.
- H. Install plants.
1. Excavate proper planting hole.
  2. Examine plant for root problems and correct any problems found.
  3. Place plant.
  4. Backfill plant.
- I. Complete post-planting techniques.
1. Mulch installed plant.
  2. Water installed plant.
  3. Stake or guy installed plant (if necessary).
  4. Wrap installed plant (if necessary).
- J. Install sod.
1. Prepare site for sod installation.
  2. Lay sod.
  3. Roll and water sod.
- K. Operate a rototiller.
1. Fuel and prep equipment.
  2. Start equipment.
  3. Operate rototiller over site.

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

**6. Methods of Evaluation** -

- A. Objective written exams.
- B. Reports on field conditions for softscape installation.
- C. Descriptions of applied practice procedures.
- D. Written reports on horticultural topics.

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

[Landscape Training Manual for Installation](#), Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines** -

Ornamental Horticulture

**9. Method of Instruction** -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory activities.
- D. Discussion with groups and students in class.

**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 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Writing papers on landscape softscape material options.

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 #:** HORT 401C

**Course Title:** Landscape Certification: Hardscape Installation

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Topics include plan reading, hardscape math calculations, instrument operation, grading and drainage, equipment operation, and paver installation. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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



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# Biological and Health Sciences

## HORT 401C LANDSCAPE CERTIFICATION: HARDSCAPE INSTALLATION

[Edit Course Outline](#)

HORT 401C

LANDSCAPE CERTIFICATION: HARDSCAPE INSTALLATION

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1      Lab Hours:      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:

Content will vary based on current topics and technology used in the field.

### Status -

Course Status: Active

Grading: No Credit

Degree Status: Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

### Division Dean Information -

Seat Count: 35    Load Factor: .016    FOAP Code: 114000141091010900

### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Topics include plan reading, hardscape math calculations, instrument operation, grading and drainage, equipment operation, and paver installation. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Read a hardscape plan.
- B. Perform material quantity math.
- C. Operate a survey instrument.
- D. Grade a site for drainage.
- E. Install pavers.
- F. Operate landscape equipment.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

## **4. Course Content (Body of knowledge) -**

- A. Hardscape plan reading.
  1. Identifying plan symbols.
  2. Identifying plan scale and orientation.
  3. Determining locations of proposed hardscape.
  4. Determining materials required for proposed hardscape.
- B. Material quantity math.
  1. Calculating plan linear dimensions.
  2. Calculating perimeter dimensions.
  3. Calculating area measurements.
  4. Calculating volume measurements.
- C. Survey instrument operation.
  1. Setting up instrument.
  2. Locating benchmark.
  3. Taking foresites and setting elevation stakes.
- D. Grading a site for drainage.
  1. Identifying topography for site.
  2. Recognizing site areas that require cut or fill.
- E. Paver installation.
  1. Outlining the steps for paver installation.
  2. Demonstrating the procedure for preparing paver base.
  3. Demonstrating the procedure for installing pavers.
- F. Equipment operation.
  1. Describe appropriate equipment for a job.
  2. Describe use of equipment to prepare a site.
  3. Demonstrate use of equipment to install a project.

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

## **6. Methods of Evaluation -**

- A. Objective written exams.

- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

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

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines -**

Ornamental Horticulture

**9. Method of Instruction -**

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

**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 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for hardscape installation.

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 #:** HORT 401D

**Course Title:** Landscape Certification: Irrigation Installation

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation plan reading, advanced irrigation components, basic horticultural principles, lateral repair and head adjustment, advanced program controller, lateral installation, mainline installation, valve repair, valve wiring and pipe installation equipment. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

- 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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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

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# Biological and Health Sciences

## HORT 401D LANDSCAPE CERTIFICATION: IRRIGATION INSTALLATION

[Edit Course Outline](#)

HORT 401D

LANDSCAPE CERTIFICATION: IRRIGATION INSTALLATION

Summer 2019

24 hours lecture total per quarter.

0 Units

Total Contact Hours: 24

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72

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

Lecture Hours: 2

Lab Hours:

Weekly Out of Class Hours: 4

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

### Repeatability -

Statement:

Unlimited Repeatability.

Criteria:

Content will vary based on current topics and technology used in the field.

### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

### Division Dean Information -

Seat Count: 35 Load Factor: .031 FOAP Code: 114000141091010900

### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation plan reading, advanced irrigation components, basic horticultural principles, lateral repair and head adjustment, advanced program controller, lateral installation, mainline installation, valve repair, valve wiring and pipe installation equipment. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Read an irrigation plan.
- B. Identify advanced irrigation components.
- C. Comprehend basic horticultural principles.
- D. Perform advanced program controller.
- E. Install mainlines.
- F. Install laterals.
- G. Wire a valve.
- H. Repair a valve.
- I. Repair a lateral and adjust a head.
- J. Operate pipe installation equipment.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Outdoor area to observe pipe and valve installation.
- D. Horticulture equipment and vehicles.

## **4. Course Content (Body of knowledge) -**

- A. Irrigation plan reading.
  1. Determining scale and orientation of plan.
  2. Identifying irrigation related symbols.
  3. Locating irrigation component installation.
- B. Advanced irrigation components.
  1. Description of irrigation components.
  2. Identification of new component advantages.
  3. Description of valves for irrigation system.
  4. Description of backflow prevention devices.
  5. Description of low flow and drip irrigation components.
- C. Basic horticultural principles.
  1. Identification of plant material requirements for site.
  2. Description of soil conditions at site.
  3. Description of drainage conditions at site.
- D. Advanced program controller.
  1. Setting up irrigation zones.
  2. Setting timing for irrigation zones.
  3. Scheduling irrigation applications.
- E. Mainline installation.
  1. Identification of mainline location and size.
  2. Describe connection to other irrigation components.
  3. Describe installation details such as trench preparation and depth.
- F. Lateral installation.
  1. Locate and size lateral irrigation lines.
  2. Describe connection to other irrigation components.
  3. Describe installation details such a trench preparation and depth.

- G. Valve wiring.
  - 1. Layout and installation of valve wires.
  - 2. Connection of valve wires to controller.
  - 3. Connection of valve wires to valves.
- H. Valve repair.
  - 1. Identify problems association with valve malfunction.
  - 2. Describe repair procedures to correct valve problems.
- I. Lateral repair and head adjustment.
  - 1. Identify damage and problems with irrigation laterals.
  - 2. Repair damage to irrigation laterals.
  - 3. Identify irrigation head misplacement.
  - 4. Correct irrigation head placement.
- J. Pipe installation equipment.
  - 1. Identify equipment used to create irrigation trenches.
  - 2. Describe operation of irrigation trenching equipment.

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

**6. Methods of Evaluation -**

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

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

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines -**

Ornamental Horticulture

**9. Method of Instruction -**

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

**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 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for irrigation installation and management.



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 #:** HORT 401E

**Course Title:** Landscape Certification: Turf Management

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation principles, irrigation components, turfgrass principles, performing turfgrass calculations, basic controller programming, lateral repair and head adjustment, safe operation of power blower, 21" mower, intermediate walk-behind mower, riding mower, edger and trimmer, aerator, and understanding of turf fertilizer. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

- 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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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

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# Biological and Health Sciences

## HORT 401E LANDSCAPE CERTIFICATION: TURF MANAGEMENT

[Edit Course Outline](#)

HORT 401E

LANDSCAPE CERTIFICATION: TURF MANAGEMENT

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1      Lab Hours:      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:

Content will vary based on current topics and technology used in the field.

### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

### Division Dean Information -

Seat Count: 35    Load Factor: .016    FOAP Code: 114000141091010900

### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Topics include irrigation principles, irrigation components, turfgrass principles, performing turfgrass calculations, basic controller programming, lateral repair and head adjustment, safe operation of power blower, 21" mower, intermediate walk-behind mower, riding mower, edger and trimmer, aerator, and understanding of turf fertilizer. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Describe turfgrass maintenance principles.
- B. Perform turfgrass maintenance calculations.
- C. Apply turf fertilizer.
- D. Describe irrigation principles.
- E. Identify irrigation components.
- F. Describe controller programming.
- G. Repair laterals and adjust heads.
- H. Perform safe operation of turf equipment.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

## **4. Course Content (Body of knowledge) -**

- A. Turfgrass maintenance principles.
  1. Describe the goals of a turfgrass installation.
  2. Identify the maintenance techniques required for turf.
  3. Describe the schedule of turfgrass maintenance techniques.
- B. Turfgrass maintenance calculations.
  1. Perform linear, perimeter, area and volume calculations.
  2. Calculate materials quantities for turf applications.
    - a. Fertilizer.
    - b. Topdressing.
    - c. Seed and sod.
- C. Turf fertilizer.
  1. Identify turf nutrient requirements.
  2. Describe turf fertilizers.
  3. Select appropriate fertilizer for turf use.
- D. Irrigation principles.
  1. Describe the purpose of irrigation.
  2. Identify the types of irrigation.
  3. Match irrigation types to plant needs.
  4. Describe the methods behind water conservation.
- E. Irrigation components.
  1. Identify irrigation supply and distribution lines.
  2. Identify irrigation control equipment.
  3. Identify irrigation valves and heads.
- F. Controller programming.
  1. Create irrigation zones.
  2. Set irrigation times for zones.
  3. Set irrigation cycles for zones.
- G. Lateral repair and head adjustment.

1. Identify damage and leading irrigation laterals.
  2. Repair irrigation laterals.
  3. Identify misdirected irrigation heads.
  4. Adjust irrigation heads to proper locations.
- H. Safe operation of turf equipment.
1. Describe types of equipment used to maintain turf.
  2. Describe the safe operation of:
    - a. Power blower.
    - b. 21" mower.
    - c. Intermediate walk behind mower.
    - d. Edger and trimmer.
    - e. Aerator.

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

**6. Methods of Evaluation** -

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

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

Landscape Training Manual for Installation, Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines** -

Ornamental Horticulture

**9. Method of Instruction** -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

**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 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for turf maintenance.

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 #:** HORT 401F

**Course Title:** Landscape Certification: Ornamental Maintenance

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

General subjects related to certification with the California Landscape Contractors Association. Topics include ornamental horticulture maintenance principles, irrigation principles, irrigation components, maintenance calculations, plant identification review, controller programming, lateral repair and head adjustment, tree planting and staking, pruning, safe operation of landscape maintenance equipment. This course is intended for students seeking Certified Landscape Technician certification.

**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 (select all that apply):

- 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.

The course is required to support the training and certification of landscape technician candidates for the California Landscape Contractors Association. Foothill has been working in concert with the organization to prepare a site for training and testing of candidates.

**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:** David Sauter **Date:** 5/1/18

**Division Curriculum Representative:** Sara Cooper **Date:** 5/18/18

**Date of Approval by Division Curriculum Committee:** 5/18/18

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

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# Biological and Health Sciences

## HORT 401F LANDSCAPE CERTIFICATION: ORNAMENTAL MAINTENANCE

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HORT 401F

LANDSCAPE CERTIFICATION: ORNAMENTAL MAINTENANCE

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1

Lab Hours:

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:

Content will vary based on current topics and technology used in the field.

### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/9/18

### Division Dean Information -

Seat Count: 35 Load Factor: .016 FOAP Code: 114000141091010900

### 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 available for students seeking Certified Landscape Technician certification with the California Landscape Contractors Association.

## **1. Description -**

General subjects related to certification with the California Landscape Contractors Association. Topics include ornamental horticulture maintenance principles, irrigation principles, irrigation components, maintenance calculations, plant identification review, controller programming, lateral repair and head adjustment, tree planting and staking, pruning, safe operation of landscape maintenance equipment. This course is intended for students seeking Certified Landscape Technician certification.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. List ornamental horticultural principles.
- B. List irrigation principles.
- C. Identify irrigation components.
- D. Perform maintenance calculations.
- E. Identify plant material.
- F. Program an irrigation controller.
- G. Repair irrigation laterals and adjust head placement.
- H. Plant and stake trees.
  - I. Prune ornamental landscape plants.
  - J. Describe safe operation of landscape maintenance equipment.

## **3. Special Facilities and/or Equipment -**

- A. Classroom with multi-media equipment.
- B. Outdoor area with open space to view equipment operation.
- C. Horticulture equipment and vehicles.

## **4. Course Content (Body of knowledge) -**

- A. List ornamental horticultural principles.
  1. Determine goals for landscape maintenance.
  2. Create a budget for landscape maintenance.
  3. Identify standards of quality for landscape maintenance.
- B. List irrigation principles.
  1. Describe the purpose of irrigation.
  2. Identify the types of irrigation.
  3. Match irrigation types to plant needs.
  4. Describe the methods behind water conservation.
- C. Identify irrigation components.
  1. Identify irrigation supply and distribution lines.
  2. Identify irrigation control equipment.
  3. Identify irrigation valves and heads.
- D. Perform maintenance calculations.
  1. Perform linear, perimeter, area and volume calculations.
  2. Convert volumes to material quantities.
  3. Order materials based on calculations.
- E. Identify plant material.
  1. Identify landscape trees and shrubs.
  2. Identify landscape ground covers, vines, perennials and decorative grasses.
- F. Program an irrigation controller.
  1. Create irrigation zones.
  2. Set irrigation times for zones.
  3. Set irrigation cycles for zones.
- G. Repair irrigation laterals and adjust head placement.
  1. Identify damage and leading irrigation laterals.

2. Repair irrigation laterals.
  3. Identify misdirected irrigation heads.
  4. Adjust irrigation heads to proper locations.
- H. Plant and stake trees.
1. Install landscape trees.
  2. Stake landscape trees.
  3. Identify other post-planting care required for planted trees.
- I. Prune ornamental landscape plants.
1. Assess pruning needs of landscape plants.
  2. Describe appropriate pruning cuts for landscape plants.
  3. Direct pruning of landscape plants for maximum health and esthetics.
- J. Describe safe operation of landscape maintenance equipment.
1. Describe the safe operation of a chainsaw.
  2. Describe the safe operation of a power blower.
  3. Describe the safe operation of landscape maintenance hand tools.

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

**6. Methods of Evaluation** -

- A. Objective written exams.
- B. Descriptions of field practices.
- C. Written reports on horticultural topics.

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

Landscape Training Manual for Installation. Professional Landcare Network (PLANET), 2017.  
Study manual required for training courses.

**8. Disciplines** -

Ornamental Horticulture

**9. Method of Instruction** -

- A. Lecture from instructor.
- B. Lecture from guest speakers.
- C. Observe participatory demonstrations.
- D. Discussion with groups and students in class.

**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 10-25 pages per week from assigned text.
- B. Reading handouts and website material.
- C. Web and library research.
- D. Writing specifications for ornamental landscape maintenance.

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 #:** LINC 401

**Course Title:** Basic Makerspace Skills I

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic Makerspace safety, basic tool safety, basic prototyping. Students will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing the two-course sequence of LINC 401 and 402, students will receive training and badges to safely use each tool at a beginning level. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries. This course cannot be taken for credit.

**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 (select all that apply):

- 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.

Foothill Labor Market report can be found here: <http://bit.ly/fhmaker>

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

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

**Faculty Requestor:** Lisa DeLapo **Date:** 5/17/18

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

**Date of Approval by Division Curriculum Committee:** 6/15/18

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

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## Business and Social Sciences

### LINC 401 BASIC MAKERSPACE SKILLS I

[Edit Course Outline](#)

LINC 401 BASIC MAKERSPACE SKILLS I

Summer 2019

12 hours lecture total per quarter.

0 Units

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

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

Lecture Hours: 1 Lab Hours: 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: Basic skills are provided for specific equipment. As students repeat the course, additional basic skills with different equipment may be added, and students will become more proficient in the use of equipment in the Makerspace.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/18/18

#### Division Dean Information -

Seat Count: 50

Load Factor: .016

FOAP Code: 114000151011086000

#### 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 Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

**1. Description -**

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic Makerspace safety, basic tool safety, basic prototyping. Students will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing the two-course sequence of LINC 401 and 402, students will receive training and badges to safely use each tool at a beginning level. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries. This course cannot be taken for credit.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of operating systems; familiarity using web browsers, email, bookmarking, searching and downloading.

**2. Course Objectives -**

The student will be able to:

- A. Demonstrate specific use cases and safe operation of specific tools/machines.
- B. Demonstrate tool/machine knowledge required to use the tool/machine effectively, including the creation of digital files required by the machine.
- C. Show documentation of work products and prototypes that clearly demonstrates safety and knowledge of specific tools/machines.

**3. Special Facilities and/or Equipment -**

Makerspace equipment, including, but not limited to: laser cutters, vinyl/paper cutters, power tools, hand tools, sewing/embroidery machines.

**4. Course Content (Body of knowledge) -**

This course will encompass several Makerspace areas, focused on safety, basic machine usage, hand/power tool safety and prototyping.

- A. Basic Makerspace Safety
  1. Basic Makerspace functions and work products
  2. Safety procedures and use processes
  3. Sample project ideas and demonstrations
  4. Uses in hobby, prototyping, and industrial contexts
  5. Acknowledgement of Makerspace policies, procedures, and information
- B. Basic Machine Usage (Laser Cutter, Vinyl/Paper Cutters, Sewing/Embroidery)
  1. Knowledge of tool usage and work products that can be created
  2. Basic safety precautions while operating the machine
  3. Knowledge and ability to use digital tools and files to create work products
  4. Demonstration of basic machine operation in the presence of MakerSpace staff
- C. Hand/Power Tool Safety
  1. Understanding the difference between hand/power tools and the appropriate usage the variety of tools available in the Makerspace
  2. Preparing the work area so that the hand/power tool can be used appropriately and safely
  3. Knowledge of individual tool capabilities and uses

4. Demonstration of use of a hand/power tool in the presence of Makerspace staff
- D. Prototyping
1. Development of work products from concept to drawing/digital file
  2. Development of low/no cost prototype to develop a proof of concept
  3. Transferring design concepts from analog to digital format, so that they can be shared
  4. Documentation of products created demonstrating safety and proper techniques for usage

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

**6. Methods of Evaluation** -

The student will demonstrate proficiency via:

- A. Student participation in digital badging activities.
- B. Demonstration of required tool/equipment knowledge and the use of digital tools to interact with tools and equipment.
- C. Demonstration of required skill to appropriately and safely use tools and equipment.
- D. Documentation of work products using digital tools, including desktop computers, software, and cameras.

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

Dougherty, Dale, and Ariane Conrad. Free to Make: How the Maker Movement is Changing our Schools, our Jobs, and our Minds. Berkeley, CA: North Atlantic Books, 2016. Print

Hirshberg, Peter, Dale Dougherty, and Marcia Kadanoff. Maker City: A Practical Guide for Reinventing our Cities. San Francisco, CA: Maker Media, Inc., 2017. Print

**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. Example reading assignment: Students will read, both in print and online, manuals and instructions relating to the appropriate and safe operation of a tool. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the appropriate use of a tool, as well as describing specific use cases in hobby, prototyping, and industrial settings.

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 #:** LINC 402

**Course Title:** Basic Makerspace Skills II

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic machine safety, basic computing concepts, basic electronics. Students will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing the two-course sequence of LINC 401 and 402, students will receive badges for each machine/tool in safety and basic use. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries. This course cannot be taken for credit.

**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 (select all that apply):

- 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.

Foothill Labor Market report can be found here: <http://bit.ly/fhmaker>

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

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

**Faculty Requestor:** Lisa DeLapo **Date:** 5/17/18

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

**Date of Approval by Division Curriculum Committee:** 6/15/18

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

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## Business and Social Sciences

### LINC 402 BASIC MAKERSPACE SKILLS II

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LINC 402 BASIC MAKERSPACE SKILLS II

Summer 2019

12 hours lecture total per quarter.

0 Units

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

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

Lecture Hours: 1 Lab Hours: 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: Basic skills are provided for specific equipment. As students repeat the course, additional basic skills with different equipment may be added, and students will become more proficient in the use of equipment in the Makerspace.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/18/18

#### Division Dean Information -

Seat Count: 50

Load Factor: .016

FOAP Code: 114000151011086000

#### 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:**

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**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. The primary target audience includes educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

**1. Description -**

Introduces students and other individuals to the tools and skills used in Makerspaces. These skills include, but are not limited to: basic machine safety, basic computing concepts, basic electronics. Students will be able to learn independently and in groups to enhance their personal skills in using tools safely and effectively to create and build items for personal and educational uses. After completing the two-course sequence of LINC 401 and 402, students will receive badges for each machine/tool in safety and basic use. Students will be more prepared for entering STEM and Maker career paths in education, community centers, and libraries. This course cannot be taken for credit.

Prerequisite: None

Co-requisite: None

Advisory: Basic computer skills and knowledge of operating systems; familiarity using web browsers, email, bookmarking, searching and downloading.

**2. Course Objectives -**

The student will be able to:

- A. Identify specific machines typically found in Makerspaces and their usage.
- B. Demonstrate specific use cases and safe operation of specific tools/machines.
- C. Demonstrate tool/machine knowledge required to use the tool/machine effectively, including the creation of digital files required by the machine.
- D. Identify tool/equipment uses in hobby, prototyping, and industrial environments.

**3. Special Facilities and/or Equipment -**

Makerspace equipment, including, but not limited to: CNC routers and lathes, 3-D printers, power tools, hand tools, soldering irons, small electronics (Arduino, Raspberry Pi, Microbit).

**4. Course Content (Body of knowledge) -**

This course will encompass several Makerspace areas, focused on safety, computing, and electronics.

- A. Basic Machine Safety (machines not covered in LINC 401)
- B. Basic Tool Functions and Work Products
- C. Safety Procedures and Use Processes
- D. Sample Project Ideas and Demonstrations
- E. Uses in Hobby, Prototyping, and Industrial Contexts
- F. Basic Computing Concepts
  1. Basic connections to electrical (battery/AC power) sources, including ground and safety precautions
  2. Uses of small computers in simple contexts, including the connection of sensors and other peripherals to increase functionality
  3. Demonstrate the use of small computers in daily life, including devices connected to the internet
  4. Uses in hobby, prototyping, and industrial contexts
- G. Basic Electronics
  1. Understanding of basic electrical concepts, including the connection of power to devices through batteries or AC power
  2. The use of a multimeter to test electrical voltage from a battery or AC power and continuity of wires/circuits/connections
  3. Basic knowledge and use of electrical components, including transistors, capacitors, and resistors

4. Demonstration of the basics relating to circuits and soldering
5. Uses of electronics in hobby, prototyping, and industrial contexts

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

**6. Methods of Evaluation** -

The student will demonstrate proficiency via:

- A. Student participation in digital badging activities.
- B. Demonstration of required tool/equipment knowledge and the use of digital tools to interact with tools and equipment.
- C. Demonstration of required skill to appropriately and safely use tools and equipment.
- D. Documentation of work products using digital tools, including desktop computers, software, and cameras.

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

Dougherty, Dale, and Ariane Conrad. Free to Make: How the Maker Movement is Changing our Schools, our Jobs, and our Minds. Berkeley, CA: North Atlantic Books, 2016. Print

Hirshberg, Peter, Dale Dougherty, and Marcia Kadanoff. Maker City: A Practical Guide for Reinventing our Cities. San Francisco, CA: Maker Media, Inc., 2017. Print

Instructor-assigned notes and materials.

**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. Example reading assignment: Students will read, both in print and online, manuals and instructions relating to the appropriate and safe operation of a tool. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the appropriate use of a tool, as well as describing specific use cases in hobby, prototyping, and industrial settings.

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 #:** LINC 405

**Course Title:** Beginning Technology Skills

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

This noncredit course introduces students and other individuals to basic technology skills. These skills include, but are not limited to: basic word processing skills; basic spreadsheet skills; basic management and organization of files; saving, downloading, and uploading files; basic email use; mouse/navigation skills; internet search skills. Students will be able to learn independently or in small groups to enhance their personal skills in using a computer for basic digital tasks needed to begin Foothill College coursework.

**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 (select all that apply):

- 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.

- Computer Self-Efficacy and Its Relationship with Web Portal Usage: [Research Article](#)
- Computer Anxiety, Computer Self-Efficacy and Attitudes Towards the Internet of First Year Students: [Research Article](#)
- Users' Perceptions of e-learning environments and services effectiveness: [Research Article](#)

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

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

**Faculty Requestor:** Lisa DeLapo **Date:** 5/30/18

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

**Date of Approval by Division Curriculum Committee:** 6/15/18

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

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## Business and Social Sciences

### LINC 405 BEGINNING TECHNOLOGY SKILLS

[Edit Course Outline](#)

LINC 405

BEGINNING TECHNOLOGY SKILLS

Summer 2019

12 hours lecture total per quarter.

0 Units

Total Contact Hours: 12

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36

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

Lecture Hours: 1

Lab Hours:

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:

Basic skills may be improved and broadened through repetition and guided practice.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/8/18

#### Division Dean Information -

Seat Count: 50 Load Factor: .016 FOAP Code: 114000151011086000

#### 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 Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects. The primary target audience includes students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

## **1. Description -**

This noncredit course introduces students and other individuals to basic technology skills. These skills include, but are not limited to: basic word processing skills; basic spreadsheet skills; basic management and organization of files; saving, downloading, and uploading files; basic email use; mouse/navigation skills; internet search skills. Students will be able to learn independently or in small groups to enhance their personal skills in using a computer for basic digital tasks needed to begin Foothill College coursework.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Demonstrate the ability to use basic computer skills in an educational setting.
- B. Create, edit, delete, save, and manage files in word processing, spreadsheets, and email.

## **3. Special Facilities and/or Equipment -**

Computers, including but not limited to: desktops, laptops, or other mobile devices.

## **4. Course Content (Body of knowledge) -**

- A. Basic Email
  1. Create, save, respond to, and send email
  2. Add attachments to email
  3. Identify when to use carbon copy or blind copy
- B. Basic Word Processing
  1. Create, edit, save, share, and delete files in a word processing tool
  2. Format a basic document
- C. Basic Spreadsheets
  1. Create, edit, save, share, and delete files in a spreadsheet tool
  2. Use basic formulas
  3. Format a basic spreadsheet
- D. File Management
  1. Delete, save, move, rename, and organize files
  2. Download and upload files
- E. Basic Navigation on a Device
  1. Mouse skills
  2. Trackpad skills
- F. Internet Search
  1. Use a browser to do basic searches

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

## **6. Methods of Evaluation -**

The student will demonstrate proficiency by:

- A. Completing assignments through badging system.
- B. Class performance with demonstrations.

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

Miller, Michael. Absolute Beginner's Guide to Computer Basics. 8th ed. Que Publishing, 2015. Print

## **8. Disciplines -**



## Instructional Design/Technology OR Computer Information Systems

### **9. Method of Instruction -**

Lecture, discussion, 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. Example reading assignment: Students will read, both in print and online, instructions relating to the basic use of a device. Additionally, there will be written material which will accompany either video or direct instruction.
- B. Example writing assignments: Students will write responses to questions regarding the demonstration of using a computer application, such as email, word processing document, or spreadsheet.

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## 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 #:** ENGL 246A

**Course Title:** Composition & Reading Supplemental Instruction

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Incorporates and contextualizes reading and writing strategies aligned with ENGL 1A and 1AH coursework. Students receive additional support for success in ENGL 1A or 1AH by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

**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 (select all that apply):

- 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.

In compliance with legislation AB 705, this course provides students, who would otherwise be placed in pre-transfer level courses, additional support and guided instruction to meet the ENGL 1A/1AH learning objectives. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A/1AH. This corequisite model aligns with recommendations from the state chancellor’s office as well as the California Acceleration Project, and is supported by data showing that transfer level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the co-requisite.

**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:** Stephanie Chan **Date:** 6/13/18

**Division Curriculum Representative:** Brian Lewis **Date:** 6/13/18

**Date of Approval by Division Curriculum Committee:** 6/19/2018

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

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## Language Arts

### ENGL 246A COMPOSITION & READING SUPPLEMENTAL INSTRUCTION

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ENGL 246A

COMPOSITION & READING SUPPLEMENTAL INSTRUCTION

Summer 2019

2 hours lecture.

2 Units

Total Contact Hours: 24

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72

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

Lecture Hours: 2

Lab Hours:

Weekly Out of Class Hours: 4

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

#### Repeatability -

Statement:

Not Repeatable.

#### Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/2018

#### Division Dean Information -

Seat Count: 25 Load Factor: .044 FOAP Code: 114000123031150100

#### 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 -

In compliance with legislation AB 705, this course provides students, who would otherwise be placed in pre-transfer level courses, additional support and guided instruction to meet the ENGL 1A/1AH learning objectives. These students will practice fundamental critical reading strategies and composition techniques to reinforce the objectives of ENGL 1A/1AH. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project, and is supported by data showing that transfer-level basic skills corequisites improve student throughput data to an average of 80%, which is significantly higher than our current pre-transfer basic skills series and higher than transfer-level success rates for this student population without the corequisite.

### 1. Description -

Incorporates and contextualizes reading and writing strategies aligned with ENGL 1A and 1AH coursework. Students receive additional support for success in ENGL 1A or 1AH by practicing and reinforcing critical reading, thinking, and writing skills to engage further in the processes of expository and argumentative writing.

Prerequisite: None

Corequisite: ENGL 1A or 1AH.

Advisory: None

### 2. Course Objectives -

The student will be able to:

- A. Practice integrated reading and writing strategies to support the writing process as applied to ENGL 1A or 1AH.
- B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A or 1AH.

### 3. Special Facilities and/or Equipment -

None.

### 4. Course Content (Body of knowledge) -

- A. Practice reading and writing strategies to support the writing process as relevant to student needs in ENGL 1A or 1AH:
  1. Reading strategies for comprehension and critical reading, such as:
    - a. Activating schema: previewing, predicting, prior knowledge
    - b. Think aloud
    - c. Talking to the text (e.g., double entry journals, annotation)
    - d. Sectioning and reverse outlining
    - e. Vocabulary in context
    - f. Summary for comprehension
    - g. Questioning
    - h. Graphic organizers
    - i. Text-based discourse, including class discussion strategies
    - j. Create and foster personal connections to the texts
    - k. Establish a community of readers who are able to discuss texts with ease and critical attention (e.g., think/pair/share, response cards, idea gallery, "Cocktail Party")
  2. Writing strategies for all stages of writing process, such as:
    - a. Understanding and responding to a prompt
    - b. Brainstorming: free-write, concept mapping, listing
    - c. Outlining
    - d. Thesis statements: closed versus open
    - e. Evaluation of evidence
    - f. Drafting
    - g. Understanding and incorporating feedback
    - h. Revision: essay level, paragraph level, sentence level
    - i. Sentence combining, such as coordination, subordination, correlatives, modifiers (noun phrases, adjective clauses, verbal phrases)
    - j. Proofreading to identify and eliminate errors, such as comma splices, fragments, spelling (e.g., homophones)
- B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes to support work in ENGL 1A or 1AH:
  1. Reflect on the student's own learning to identify and overcome difficulties during the reading and writing process
  2. Develop metacognitive awareness of the range of reading and writing strategies and when to employ them
  3. Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels

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

**6. Methods of Evaluation** -

- A. Successful completion of ENGL 1A or 1AH
- B. Midterm and final self-assessment

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

This course should primarily focus on texts assigned in the ENGL 1A or 1AH corequisite course.

Behrens and Rosen. Writing and Reading Across the Curriculum. New York: Longman, 2015.

Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings. New York: Norton, 2017.

**8. Disciplines** -

English

**9. Method of Instruction** -

Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing.

**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 of books and/or articles on the process and purpose of reading and writing in an academic setting
- B. Reading and evaluation of student work (self and that of peers)
- C. Written reflections and self-evaluations

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## 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 #:** NCEL 405

**Course Title:** Introduction to Computer & Internet Language for ESL

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

An introductory course for the adult English-learner to the computer and internet language needed to be successful on the community college campus and in college-level coursework. Primary focus is on developing language to communicate basic computer problems and directions for basic computer tasks, through listening, speaking, reading and writing activities in the classroom.

**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 (select all that apply):

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.

English learning students at various levels of language development typically fit into two groups of technological experience: one where the students have very little experience with computers and the Internet, and another in which the students may be extremely skilled with computers and the Internet yet lack the language to communicate in tech jargon. The achievement gap seen in many credit courses suggests that English learners could benefit from a class such as this because many basic college-level assignments require some degree of cultural and linguistic awareness beyond just having the grammar and vocabulary to complete work. In addition, the use of Canvas is becoming increasingly popular which is good for saving paper, but poses an added challenge for English learners who lack tech experience. Even requiring work to be typed, by itself, involves some understanding of how to manipulate the software to follow certain heading and other formatting styles. Every year a handful of students visit the TLC with essays adhering to a double-spacing requirement. This is a standard practice that typically begins in Middle School or High School in the US, but for students unfamiliar with this norm, they often double-space each line manually. For these students, double-spacing becomes a painstaking and time-consuming process, and this basic requirement that is easily incorporated into student work with formatting tools available in most word processors becomes an obstacle for students new to this idea.

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

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

**Faculty Requestor:** Amy Sarver **Date:** 6/21/18

**Division Curriculum Representative:** Ben Armerding **Date:** 6/23/18

**Date of Approval by Division Curriculum Committee:** 6/23/18

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



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## Language Arts

### NCEL 405 INTRODUCTION TO COMPUTER & INTERNET LANGUAGE FOR ESL

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NCEL 405 INTRODUCTION TO COMPUTER & INTERNET LANGUAGE FOR ESL

Summer 2019

48 hours lecture total.

0 Units

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** Course content changes each time the course is offered. Materials change based on current resources and individual instructor preferences; due to the flexible materials selection, the course is easily adaptable to meet various student levels and needs. For students with minimal experience and skills, this allows them to learn at their own pace.

#### Status -

**Course Status:** Active

**Grading:** No Credit

**Degree Status:** Non-Applicable

**Credit Status:** Non-Credit

**Degree or Certificate Requirement:** Stand Alone Course

**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:**

**Validation:** 6/21/18

#### Division Dean Information -

**Seat Count:** 35

**Load Factor:** .062

**FOAP Code:** 114000123041493087

#### 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:**

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**Need/Justification -**

This course follows the goals and mission of Foothill College to help students overcome obstacles to meet academic expectations. English learning students at various levels of language development typically fit into two groups of technological experience: one where the students have very little experience with computers and the internet, and another in which the students may be extremely skilled with computers and the internet yet lack the language to communicate in tech jargon. The achievement gap seen in many credit courses suggests that English learners could benefit from a course such as this because many basic college-level assignments require some degree of cultural and linguistic awareness beyond just having the grammar and vocabulary to complete work. In addition, the use of Canvas is becoming increasingly popular, which is good for saving paper, but poses an added challenge for English learners who lack tech experience. Even requiring work to be typed, by itself, involves some understanding of how to manipulate the software to follow certain heading and other formatting styles. Every year a handful of students visit the TLC with essays adhering to a double-spacing requirement. This is a standard practice that typically begins in middle school or high school in the U.S., but for students unfamiliar with this norm, they often double-space each line manually. For these students, double-spacing becomes a painstaking and time-consuming process, and this basic requirement that is easily incorporated into student work with formatting tools available in most word processors becomes an obstacle for students new to this idea.

**1. Description -**

An introductory course for the adult English-learner to the computer and internet language needed to be successful on the community college campus and in college-level coursework. Primary focus is on developing language to communicate basic computer problems and directions for basic computer tasks, through listening, speaking, reading and writing activities in the classroom.

Prerequisite: None

Co-requisite: None

Advisory: One of the following NCEL level 1 courses is recommended: NCEL 411, 412 or 413.

**2. Course Objectives -**

The student will be able to:

- A. Demonstrate an understanding of basic computer/internet terms.
- B. Follow and give directions on how to do basic computer/internet tasks, using standard English.
- C. Send emails and contribute to online forums using appropriate tone for intended audience.
- D. Perform basic internet searches (with consideration for internet safety).
- E. Search for classes in the searchable schedule of classes, important dates and deadlines, financial aid information, etc., on the Foothill website (foothill.edu).

**3. Special Facilities and/or Equipment -**

- A. Computer lab, access to computers.

**4. Course Content (Body of knowledge) -**

- A. Demonstrate an understanding of basic computer/internet terms.
  1. Computer
  2. Monitor
  3. Mouse
    - a. Right click
    - b. Left click
  4. Keyboard
    - a. Caps lock
    - b. Tab
    - c. Shift
    - d. Enter
  5. Web browser
  6. URL
  7. Search bar
  8. Email

9. Spam
  10. Hackers/scammers
  11. JPEG
  12. Streaming
  13. Window
  14. (Browser) tab
  15. Desktop
  16. Laptop
  17. Tablet
- B. Follow and give directions (using imperatives, as well as other colloquialisms (e.g., "What you want to do is...") for giving directions) on how to do basic computer/internet tasks.
1. Turn on and off the computer
  2. Open an internet/web browser
  3. Create an email account
  4. Submit an assignment in canvas
- C. Send emails or contribute to online forums using appropriate tone for intended audience.
1. Elevated or formal tone for academics or higher authority (employers, professors, doctors, etc.)
  2. Informal tone for friends and family
- D. Perform basic internet searches (with consideration for internet safety).
1. Keyword grammar/syntax
  2. Site reliability and protecting sensitive information
  3. Narrow search results
- E. Search for classes in the searchable schedule of classes, important dates and deadlines, financial aid information, etc., on the Foothill website (foothill.edu).
- F. Navigate the LMS (Canvas) to find important course content and information, and submit assignments.
1. Syllabus
  2. Modules
  3. Announcements
  4. Files
  5. Discussions
  6. Assignments
  7. Grades
- G. Use online dictionaries and other online tools for English learners.
1. Merriam Webster's English Learner's Dictionary Online
  2. Duolingo
  3. Quizlet
  4. YouTube
  5. PBS.org
  6. NPR.org

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

## **6. Methods of Evaluation -**

- A. In-class exercises
- B. Homework exercises
- C. Vocabulary tests
- D. Reading tests
- E. Listening tests
- F. Writing tasks

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

[www.usa.gov/online-safety](http://www.usa.gov/online-safety)  
[spclc.org/curricula-resources/computer-curriculum](http://spclc.org/curricula-resources/computer-curriculum)  
[digitalliteracy.gov](http://digitalliteracy.gov)  
[www.netliteracy.org/wp-content/uploads/2012/07/Basic-Computer-Skills1.pdf](http://www.netliteracy.org/wp-content/uploads/2012/07/Basic-Computer-Skills1.pdf)

## **8. Disciplines -**

English as a Second Language (ESL): Noncredit

## **9. Method of Instruction -**

Lecture, discussion, cooperative learning exercises, 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. Read written conversations, short narrative paragraphs, explanations and instructions in the text.
- B. Read internet articles, internet reviews, instruction manuals, and personal narratives.
- C. Write short paragraphs about personal experiences.

Division	Program	Award	Count
Biological & Health Sciences-FH	Biological Sciences	Associate in Science	18
Biological & Health Sciences-FH	Biology for Transfer	Associate in Science-Transfer	10
Biological & Health Sciences-FH	Dental Assisting	Associate in Science	10
Biological & Health Sciences-FH	Dental Assisting	Certif of Achiev 27-44 Qtr	16
Biological & Health Sciences-FH	Dental Hygiene	Bachelor in Science	23
Biological & Health Sciences-FH	Diagnostic Medical Sonography	Associate in Science	11
Biological & Health Sciences-FH	Env Hort and Design	Certif of Achiev 45-89 Qtr	3
Biological & Health Sciences-FH	Envirn Horticulture Design	Associate in Science	6
Biological & Health Sciences-FH	Paramedic	Associate in Science	22
Biological & Health Sciences-FH	Paramedic	Certif of Achiev 45-89 Qtr	5
Biological & Health Sciences-FH	Pharmacy Technician	Associate in Science	8
Biological & Health Sciences-FH	Pharmacy Technician	Certif of Achiev 45-89 Qtr	16
Biological & Health Sciences-FH	Primary Care	Associate in Science	30
Biological & Health Sciences-FH	Primary Care Associate	Certif of Achiev > 89 Qtr	31
Biological & Health Sciences-FH	Public Health Sci for Transfer	Associate in Science-Transfer	19
Biological & Health Sciences-FH	Radiologic Technology	Associate in Science	18
Biological & Health Sciences-FH	Respiratory Therapy	Associate in Science	23
Biological & Health Sciences-FH	Veterinary Technology	Associate in Science	27
Biological & Health Sciences-FH	Total	Total	296

Division	Program	Award	Count
Business & Social Sciences-FH	Accounting	Associate in Arts	26
Business & Social Sciences-FH	Accounting	Certif of Achiev 45-89 Qtr	4
Business & Social Sciences-FH	Anthropology	Associate in Arts	8
Business & Social Sciences-FH	Anthropology for Transfer	Associate in Arts-Transfer	21
Business & Social Sciences-FH	Business Admin for Transfer	Associate in Science-Transfer	90
Business & Social Sciences-FH	Business Administration	Associate in Arts	17
Business & Social Sciences-FH	CPA Exam Prep-CEA	Certif of Achiev 27-44 Qtr	2
Business & Social Sciences-FH	Child Development	Associate in Arts	11
Business & Social Sciences-FH	Child Development Teacher	Certif of Achiev 45-89 Qtr	3
Business & Social Sciences-FH	Early Chid Educ for Transfer	Associate in Science-Transfer	18
Business & Social Sciences-FH	Economics	Associate in Arts	1
Business & Social Sciences-FH	Economics for Transfer	Associate in Arts-Transfer	36
Business & Social Sciences-FH	Gen Stud: Social Sciences	Associate in Arts	95
Business & Social Sciences-FH	Geographic Inform Syst Techn I	Certif of Achiev 18-23 Qtr	1
Business & Social Sciences-FH	Geographic Inform Syst Tech II	Certif of Achiev 18-23 Qtr	2
Business & Social Sciences-FH	Geographic Inform Syst Tech II	Certif of Achiev 27-44 Qtr	2
Business & Social Sciences-FH	Geographic Inform Syst Tec III	Certif of Achiev 27-44 Qtr	1
Business & Social Sciences-FH	Geographic Inform System Techn	Associate in Science	1
Business & Social Sciences-FH	History	Associate in Arts	2
Business & Social Sciences-FH	History for Transfer	Associate in Arts-Transfer	12
Business & Social Sciences-FH	Humanities	Associate in Arts	1
Business & Social Sciences-FH	Philosophy for Transfer	Associate in Arts-Transfer	2
Business & Social Sciences-FH	Political Science for Transfer	Associate in Arts-Transfer	18
Business & Social Sciences-FH	Program Supervi and Mentor	Certif of Achiev 45-89 Qtr	3
Business & Social Sciences-FH	Psychology	Associate in Arts	24
Business & Social Sciences-FH	Psychology for Transfer	Associate in Arts-Transfer	112
Business & Social Sciences-FH	Sociology	Associate in Arts	15
Business & Social Sciences-FH	Sociology for Transfer	Associate in Arts-Transfer	41
Business & Social Sciences-FH	Total	Total	569

Division	Program	Award	Count
Economic Development	Appr: Sheet Metal Bldg Trades	Certif of Achiev 45-89 Qtr	48
Economic Development	Appr:Air Conditng & Refrig Tec	Certif of Achiev 45-89 Qtr	14
Economic Development	Appr:Plumbing Technology	Certif of Achiev 45-89 Qtr	24
Economic Development	Appr:Steamfitng&Pipefitng Tec	Certif of Achiev 45-89 Qtr	22
Economic Development	General Electrician	Associate in Science	3
Economic Development	Inside Wireman	Certif of Achiev 27-44 Qtr	166
Economic Development	Total	Total	277

Division	Program	Award	Count
Fine Arts & Communication-FH	Art	Associate in Arts	10
Fine Arts & Communication-FH	Art History	Associate in Arts	1
Fine Arts & Communication-FH	Art History for Transfer	Associate in Arts-Transfer	3
Fine Arts & Communication-FH	Art- CEA	Certif of Achiev 27-44 Qtr	1
Fine Arts & Communication-FH	Comm Studies for Transfer	Associate in Arts-Transfer	48
Fine Arts & Communication-FH	Communication Studies	Associate in Arts	31
Fine Arts & Communication-FH	Graphic Interactive Design	Associate in Arts	15
Fine Arts & Communication-FH	Graphic and Interactive Dsgn	Certif of Achiev 45-89 Qtr	3
Fine Arts & Communication-FH	Mus Tech: Pro Tools	Certif of Achiev 27-44 Qtr	1
Fine Arts & Communication-FH	Music History & Literature	Certif of Achiev 24-26 Qtr	5
Fine Arts & Communication-FH	Music History & Literature	Certif of Achiev 27-44 Qtr	4
Fine Arts & Communication-FH	Music Technology	Associate in Arts	13
Fine Arts & Communication-FH	Music Technology	Certif of Achiev 27-44 Qtr	1
Fine Arts & Communication-FH	Music: General	Associate in Arts	5
Fine Arts & Communication-FH	Photography	Associate in Arts	4
Fine Arts & Communication-FH	Studio Arts for Transfer	Associate in Arts-Transfer	1
Fine Arts & Communication-FH	Theatre Arts	Associate in Arts	3
Fine Arts & Communication-FH	Theatre Arts for Transfer	Associate in Arts-Transfer	4
Fine Arts & Communication-FH	Theatre Technology	Associate in Arts	1
Fine Arts & Communication-FH	Total	Total	154



Division	Program	Award	Count
Guidance & Counseling-FH	CSU Gen Educat Breadth	Certif of Achiev 45-89 Qtr	98
Guidance & Counseling-FH	IGETC CSU	Certif of Achiev 45-89 Qtr	131
Guidance & Counseling-FH	IGETC UC	Certif of Achiev 45-89 Qtr	319
Guidance & Counseling-FH	Transfer Studies-CSU	Certif of Achiev 45-89 Qtr	5
Guidance & Counseling-FH	Total	Total	553

Division	Program	Award	Count
Kinesiology & Athletics-FH	Kinesiology for Transfer	Associate in Arts-Transfer	11
Kinesiology & Athletics-FH	PE-Athletic Injury Care	Associate in Science	1
Kinesiology & Athletics-FH	Physical Education	Associate in Arts	1
Kinesiology & Athletics-FH	Sports Medicine	Associate in Science	2
Kinesiology & Athletics-FH	Total	Total	15

Division	Program	Award	Count
Language Arts-FH	English	Associate in Arts	5
Language Arts-FH	English for Transfer	Associate in Arts-Transfer	12
Language Arts-FH	Japanese	Associate in Arts	7
Language Arts-FH	Spanish	Associate in Arts	1
Language Arts-FH	Spanish for Transfer	Associate in Arts-Transfer	2
Language Arts-FH	Total	Total	27

Division	Program	Award	Count
Physical Sciences, Mathematics & Engineering-FH	Chemistry	Associate in Science	6
Physical Sciences, Mathematics & Engineering-FH	Computer Science	Associate in Science	19
Physical Sciences, Mathematics & Engineering-FH	Computer Science for Transfer	Associate in Science-Transfer	23
Physical Sciences, Mathematics & Engineering-FH	Engineering	Associate in Science	6
Physical Sciences, Mathematics & Engineering-FH	Enterprise Networking	Associate in Science	2
Physical Sciences, Mathematics & Engineering-FH	General Studies: Science	Associate in Science	16
Physical Sciences, Mathematics & Engineering-FH	Mathematics	Associate in Science	12
Physical Sciences, Mathematics & Engineering-FH	Mathematics for Transfer	Associate in Science-Transfer	43
Physical Sciences, Mathematics & Engineering-FH	Physics	Associate in Science	5
Physical Sciences, Mathematics & Engineering-FH	Physics for Transfer	Associate in Science-Transfer	4
Physical Sciences, Mathematics & Engineering-FH	Total	Total	136

created 10.29.2018

Spreadsheets includes credit awards that are transcriptable awarded by the college in AY18

Non credit and low unit awards not included

Total                    2027