College Curriculum Committee Meeting Agenda
Tuesday, October 8, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. CCC Orientation	Information		Kuehnl
2. Minutes: June 18, 2019	Action	#10/8/19-1	Kuehnl
3. Report Out from Division Reps	Discussion		All

4. Announcements
   a. GE Subcommittee Membership
   b. CCC Priorities for 2019-20
   c. Notification of Proposed Requisites
   d. CourseLeaf Update
	Information	#10/8/19-2
		#10/8/19-3
			Kuehnl
			
			Starer

5. Consent Calendar
   a. Streamlined Certificates of Achievement
   b. GE Application
	Action	#10/8/19-4-11
		#10/8/19-12
			Kuehnl

6. Stand Alone Approval Request: BUSI 59C	1st Read	#10/8/19-13	Kuehnl
7. Stand Alone Approval Request: BUSI 59D	1st Read	#10/8/19-14	Kuehnl
8. Stand Alone Approval Request: BUSI 59E	1st Read	#10/8/19-15	Kuehnl
9. Stand Alone Approval Request: MUS 38A	1st Read	#10/8/19-16	Kuehnl
10. Stand Alone Approval Request: MUS 38B	1st Read	#10/8/19-17	Kuehnl
11. Stand Alone Approval Request: MUS 38C	1st Read	#10/8/19-18	Kuehnl
12. Stand Alone Approval Request: PHT 58	1st Read	#10/8/19-19	Kuehnl
13. Cross-List Request: ART 15A & GID 32A	Action	#10/8/19-20	Kuehnl
14. Cross-List Request: ART 15B & GID 32B	Action	#10/8/19-21	Kuehnl
15. Good of the Order			Kuehnl
16. Adjournment			Kuehnl

Consent Calendar:

   <u>Streamlined Certificates of Achievement</u> (attachments #10/8/19-4-11)
      Biological & Health Sciences: Veterinary Assisting
      Fine Arts & Communication: Acting; Game Design; Garment Printing; Graphic Design;
      Illustration; Web Design and Development
   <u>Foothill General Education</u> (attachment #10/8/19-12)
      Area II—English: Plumbing Technology Apprenticeship Program

Attachments:

#10/8/19-1	Draft Minutes: June 18, 2019
#10/8/19-2	CCC Priorities for 2019-20
#10/8/19-3	CCC Notification of Proposed Requisites
#10/8/19-13	Stand Alone Course Approval Request: BUSI 59C
#10/8/19-14	Stand Alone Course Approval Request: BUSI 59D
#10/8/19-15	Stand Alone Course Approval Request: BUSI 59E
#10/8/19-16	Stand Alone Course Approval Request: MUS 38A
#10/8/19-17	Stand Alone Course Approval Request: MUS 38B
#10/8/19-18	Stand Alone Course Approval Request: MUS 38C
#10/8/19-19	Stand Alone Course Approval Request: PHT 58

#10/8/19-20   Cross-Listed Course Approval Request: ART 15A & GID 32A

#10/8/19-21   Cross-Listed Course Approval Request: ART 15B & GID 32B

2019-2020 Curriculum Committee Meetings:

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
10/8/19	1/21/20	4/21/20
10/22/19	2/4/20	5/5/20
11/5/19	2/18/20	5/19/20
11/19/19	3/3/20	6/2/20
12/3/19	3/17/20	6/16/20

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

2019-2020 Curriculum Deadlines:

12/1/19   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

12/1/19   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).

TBD   Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).

TBD   Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).

6/1/20   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

TBD   COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Eric Kuehnl (Faculty Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2019-20

Meeting Date: 10/8/19

Co-Chairs (2)

✓	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu
✓	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
✓	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✓	Stephanie Chan		LA	chanstephanie@fhda.edu
✓	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✓	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✓	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
✓	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✓	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✓	Ron Painter		PSME	painterron@fhda.edu
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
			SRC	
✓	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
✓	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

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

Visitors

Chris Allen, Paul Glanting

College Curriculum Committee
Meeting Minutes
Tuesday, June 18, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: June 4, 2019	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** The group thanked Ben Armerding for his service this year as CCC faculty co-chair! BSS: Working on Title 5 list; working on new BUSI courses for certificate in partnership with Facebook, plus new ACTG course. History dept. reviewed History ADT and will be removing MUS 8 as a support course, to keep the program more broadly focused. CCC reps for 2019-20 will be Tuttle and Allison Meezan. Language Arts: Working on Title 5 list; finalizing new noncredit corequisites and new ESLL 201A. Reps for 2019-20 will be Escamilla and Stephanie Chan, plus Armerding during the fall. Apprenticeship: Welcome to new dean, Chris Allen, who plans to attend CCC next year. Bio Health: Working on Title 5 list; Vet Tech dept. taking opportunity to revise/update many courses. Reps for 2019-20 not finalized yet, but Schultheis plans to continue. PSME: Working on Title 5 list; working on new Computer Science certificates. Unsure of reps for 2019-20, due to lack of certainty regarding makeup of new STEM division. Current reps plan to continue next year. SRC: Just finished Title 5 list. Upcoming conference in October for all California DRC staff/faculty related to how AB 705 affects students with disabilities—will bring back insight and findings to develop new courses in response to needs. Rep for 2019-20 will be Schwartzman. Counseling: Working on Title 5 list. Still trying to figure out reps for 2019-20; Serna plans to return for winter and spring.
3. Announcements a. New Course Proposals	**Speaker: Ben Armerding** The following proposals were presented: C S 49A, 55G, 55J, 55K; ITSC 101, 105, 106, 110, 113, 114, 115, 123, 125, 127, 128, 130, 131, 132, 134. Please share with your constituents. Bio Health rep asked about ITSC 115 (re: Microsoft Office); wondered if similar course already exists—Counseling rep does not believe so; noted that LINC dept. offers related courses but specifically focused on teaching those apps and not learning them. Group recalled that Foothill did offer similar courses, in the past.
b. Notification of Proposed Requisites	New noncredit corequisite options for ENGL 1A, 1S & 1T, effective upon state approval of the noncredit courses (hopefully fall 2019 quarter). Please share with your constituents. PSME rep recalled that when Math dept. developing coreq in response to AB 705, was told to not develop as noncredit; asked if guidance has now

	shifted to develop as noncredit. Armerding noted that English dept. received similar mixed guidance, was only informed late in the year that noncredit is a viable option and that enhanced noncredit is possible; offered to speak with reps or Math dept. Starer advised PSME to wait until data collected to make any changes; confirmed no pressure from Instruction Office to change to noncredit. Fong noted that ESLL coreq will be for credit due to needs/restrictions of international students; advised PSME to be mindful. Armerding noted use of mirrored credit/noncredit, to allow international students to take credit version. BSS rep noted growing number of noncredit courses, asked how differs from credit—no cost to students, homework and grades not required (but allowed), pay for faculty differs unless enhanced noncredit (included on state-approved certificate). Counseling rep asked for clarification regarding coreqs for ENGL 1A—noncredit NCEN 401A and credit ESLL 201A for international students; might create noncredit version of ESLL 201A.
c. CCC Meeting Dates for 2019-20	Meeting dates for the 2019-20 year have been scheduled. CCC will continue to meet every other Tuesday, from 2:00-3:30 p.m., in the President's Conference Room. Note that dates are still tentative and subject to change; Vanatta will send calendar invitations once room reservations have been finalized.
d. Title 5 Changes Affecting Distance Education Addendum	Recent Title 5 changes will likely require changes to our current Distance Education Addendum form; will discuss further at CCC next year. Lené Whitley-Putz, Dean of Online Learning, is the primary contact; Armerding requested group CC him on any emails sent to Whitley-Putz.
4. Consent Calendar a. GE Application	**Speaker: Ben Armerding** The following GE application was presented: Area IV—Plumbing Technology Apprenticeship Program. Would approve GE Area IV for students who complete the full program, not one individual course. Similar to previous approval for Area III GE. Application initially presented at previous meeting but held for further discussion, due to concerns raised. PSME rep noted difficulty in navigating application; found information unclear. Provided example of syllabus reference not aligning with GE criteria. Counseling reps agreed; stressed need to ensure that catalog is clear that approval is only for Foothill GE and not for transfer GE. BSS rep agreed with concerns with form; noted communication with two BSS faculty who approved form (Patricia Gibbs, Lisa Drake)—received energetic responses stating they spent a lot of time reviewing curriculum, meeting with the trades, and their opinion is that the curriculum meets the requirements. PSME rep suggested requiring applications like this (for entire program curriculum) be completed using actual language from CORs and not references, to allow for effective review by CCC reps—others agreed. Starer agreed and will ensure this occurs, moving forward. Day noted that Foothill belongs to reciprocity agreement with other Bay Area colleges, which allows for students certified for local GE to transfer full GE over to those other colleges; noted concern regarding these non-transferable courses, as there is no precedent. Language Arts rep suggested inviting faculty involved in GE mapping process to attend CCC for application discussions, in the future. Motion to approve **M/S** (Ziegenhorn, Serna). **Approved.**

5. Stand Alone Approval Request: NCEL 426	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEL 426. Group agreed to discuss and vote on all NCEL Stand Alone requests as one motion. No comments. Motion to approve **M/S** (Escamilla, Venkataraman). **Approved.**
6. Stand Alone Approval Request: NCEL 427	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEL 427. *See item 5 for motion/approval details.*
7. Stand Alone Approval Request: NCEL 435	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEL 435. *See item 5 for motion/approval details.*
8. Stand Alone Approval Request: NCEL 436	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEL 436. *See item 5 for motion/approval details.*
9. Stand Alone Approval Request: NCEL 437	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEL 437. *See item 5 for motion/approval details.*
10. Stand Alone Approval Request: NCEN 401A	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEN 401A. Group agreed to discuss and vote on all NCEN Stand Alone requests as one motion. No comments. Motion to approve **M/S** (Serna, Venkataraman). **Approved.**
11. Stand Alone Approval Request: NCEN 442A	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEN 442A. Language Arts division has finalized requisite/Advisory language: no prerequisite or corequisite; Advisory statement will read, "When enrolled in ENGL 1S, concurrent enrollment in NCEN 442A is required; otherwise, no corequisite is required." *See item 10 for motion/approval details.*
12. Stand Alone Approval Request: NCEN 442B	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for NCEN 442B. Language Arts division has finalized requisite/Advisory language: no prerequisite or corequisite; Advisory statement will read, "When enrolled in ENGL 1T, concurrent enrollment in NCEN 442B is required; otherwise, no corequisite is required." *See item 10 for motion/approval details.*
13. Student Petition for Credit by Exam	**Speaker: Ben Armerding** Third read of petition form used by students to request Credit by Exam (CBE) for a course. Draft updated based on discussion at previous meeting: language outlining process to submit form added to top of first page; list of "Conditions and Regulations" moved ahead of signature lines, and bullets replaced with lines for student to initial; MATH examples replaced with SPAN examples; counselor signature added. Counseling rep addressed form submission process: very important for everyone involved to understand who is responsible for which step in the process. Has not yet had opportunity to speak with Counseling colleagues, but will soon. Starer noted plan for form to be online and password-protected, to ensure that only

	staff/faculty have access and will move form forward in process; students will not have access or be responsible for handing off form. Motion to approve **M/S** (Serna, Schultheis). **Approved.**
14. CCC Topics for 2019-20	**Speaker: Ben Armerding** Armerding asked the group for suggestions of topics: - Counseling rep suggested formalizing new program creation process. Armerding noted that small group had convened (incl. Academic Senate and governance groups) to focus on creating new process, earlier this year; plan is to regroup after temporary process has been in use for a certain amount of time, to discuss outcome of temporary process and how to move forward. - Day suggested continuing Credit for Prior Learning discussion. Armerding noted International Baccalaureate (IB) credit on previous list of topics—Day noted that Foothill already has policy to award credit for IB; clarified that IB is different than a student having a bachelor degree from an international school. - Day suggested updates to Distance Learning form (related to aforementioned Title 5 changes). - Day suggested training for new reps in the fall; noted required by Title 5. Current reps noted training has been very helpful. - BSS rep suggested training for new curriculum system (CourseLeaf). Starer noted plan to implement curriculum part of system in fall; training will certainly be included. - PSME rep suggested continuing honors prerequisite discussion. - Armerding noted previous list included creation of handbook for reps and/or Canvas website. - PSME rep suggested ongoing issue of prerequisite recency, especially concerning lab courses and safety considerations if student has not taken a lab course in many years. Lab faculty have been requesting topic be discussed for many years. PSME rep asked for verification regarding allowance for additional reps to attend CCC to represent new STEM division—Armerding stated that the number of reps allowed for STEM will stay the same as they currently are for PSME + Bio Health combined. Day noted that Fine Arts and Kinesiology still have separate reps/votes, even though divisions are merged; PSME rep noted different outcome when PSME previously absorbed Computer Science.
15. Good of the Order	
16. Adjournment	**3:09 PM**

Attendees: Chris Allen (Dean, APPR), Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Ron Painter (PSME), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

CCC Priorities for 2019-20

Item	Suggested By	Notes
Formalize new program creation process	Counseling	Armerding noted that small group had convened (incl. Academic Senate and governance groups) to focus on creating new process, earlier this year; plan is to regroup after temporary process has been in use for a certain amount of time, to discuss outcome of temporary process and how to move forward.
Continue Credit for Prior Learning discussion	Day	Armerding noted International Baccalaureate (IB) credit on previous list of topics—Day noted that Foothill already has policy to award credit for IB; clarified that IB is different than a student having a bachelor degree from an international school.
Update Distance Learning Form	Day	Related to aforementioned Title 5 changes.
Train New Reps in Fall	Day	Required by Title 5. Current reps noted training has been very helpful.
Creation of Handbook for Reps/Canvas Website	Armerding	
Continue Honors Prereq Discussion	PSME	
Discuss ongoing issue of prereq recency	PSME	Especially concerning lab courses and safety considerations if student has not taken a lab course in many years. Lab faculty have been requesting topic be discussed for many years.
Training for new curriculum system	BSS	Leepfrog recently canceled two training sessions; currently working to schedule training for curriculum and Leepfrog team members.

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
CHEM 25: Fundamentals of Chemistry	M. Holland	Prereq: MATH 105 (Intermediate Algebra)	Ongoing
CHEM 30B: Survey of Organic & Biochemistry	R. Nguyen	Prereq: CHEM 30A (Survey of Inorganic & Organic Chemistry)	Ongoing
C S 18/MATH 22: Discrete Mathematics	Z. Cembellin	Prereq: C S 1A or 1AH (Object-Oriented Programming Methodologies in Java or Honors)	Ongoing
C S 18/MATH 22: Discrete Mathematics	Z. Cembellin	Prereq: MATH 48C (Precalculus III)	Ongoing
DMS 50B: Sonography & Patient Care	K. Austin	Prereq: AHS 52 (Medical Terminology)	New for 2020-21
ENGR 11: Programming & Problem-Solving in MATLAB	J. Anderson	Prereq: MATH 1B or 1BH (Calculus or Honors)	Ongoing
ENGR 37: Introduction to Circuit Analysis	S. Wang	Coreq: MATH 2A (Differential Equations)	New for 2020-21
ENGR 37: Introduction to Circuit Analysis	S. Wang	Prereq: PHYS 4B (General Physics [Calculus])	Ongoing
ENGR 37L: Circuit Analysis Laboratory	S. Wang	Coreq: ENGR 37 (Introduction to Circuit Analysis)	Ongoing
PHYS 2A: General Physics	D. Marasco	Prereq: MATH 48C (Precalculus III)	Ongoing
PHYS 2B: General Physics	D. Marasco	Prereq: PHYS 2A (General Physics)	Ongoing
PHYS 2C: General Physics	D. Marasco	Prereq: PHYS 2B (General Physics)	Ongoing
PHYS 4A: General Physics (Calculus)	D. Marasco	Prereq: MATH 1B or 1BH (Calculus or Honors)	Ongoing
PHYS 4B: General Physics (Calculus)	D. Marasco	Coreq: MATH 1C (Calculus)	Ongoing
PHYS 4B: General Physics (Calculus)	D. Marasco	Prereq: PHYS 4A (General Physics [Calculus])	Ongoing
PHYS 4C: General Physics (Calculus)	D. Marasco	Prereq: MATH 1C (Calculus)	Ongoing
PHYS 4C: General Physics (Calculus)	D. Marasco	Prereq: PHYS 4B (General Physics [Calculus])	Ongoing
PHYS 4D: General Physics (Calculus)	D. Marasco	Coreq: MATH 2A (Differential Equations)	Ongoing
PHYS 4D: General Physics (Calculus)	D. Marasco	Prereq: PHYS 4C (General Physics [Calculus])	Ongoing
R T 53D: Applied Radiologic Technology IV	R. Campbell	Prereq: R T 53C (Applied Radiologic Technology III)	Ongoing
R T 71: Advanced Clinical Experience: Magnetic Resonance Imaging	R. Campbell	Prereq: R T 62A (Advanced Modalities in Imaging)	New for 2020-21
R T 71: Advanced Clinical Experience: Magnetic Resonance Imaging	R. Campbell	Prereq: R T 62C (Professional Development in Radiology)	New for 2020-21
V T 93: Clinical Internship IV	L. Eshman	Prereq: V T 92 (Clinical Internship III)	New for 2020-21

Streamlined Certificate Applications

Below is a list of the non-transcriptable certificates that are ready for CCC review/approval. Each certificate listed has been approved by the division curriculum committee, and the state-required narrative is ready for submission to the state.

Biological & Health Sciences Division

Certificate Title	Current Units	New Units	TOP Code	Local or Workforce	Rationale for Change in Units (if applicable)
Online Veterinary Assisting Career Certificate	12.5	12.5	0102.10	Workforce	N/A

Fine Arts & Communication Division

Certificate Title	Current Units	New Units	TOP Code	Local or Workforce	Rationale for Change in Units (if applicable)
Actor Career Certificate	26	28	1007.00	Local	To include other career paths, such as voiceover recording
Game Design Skills Certificate	12	14	0614.20	Workforce	To increase equity and prepare more students to enter the workforce
Garment Printing Skills Certificate	12	14	1013.00	Workforce	To increase equity and prepare more students to enter the workforce
Graphic Design Skills Certificate	12	14	1030.00	Workforce	To increase equity and prepare more students to enter the workforce
Illustration Skills Certificate	12	14	1013.00	Workforce	To increase equity and prepare more students to enter the workforce
Web Design and Development Career Certificate	24	24	0614.30	Workforce	N/A

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Veterinary Assisting

Item 1. Program Goals and Objectives

The goal of the Certificate of Achievement in Veterinary Assisting is to train an entry-level employee for success in a small animal veterinary clinic or hospital. Academically, students learn veterinary medical terminology as well as principles of animal behavior and veterinary medical nursing skills. The vocational goal is to prepare students for work as veterinary assistants, a field that is expected to grow rapidly. Legally, there is no formal training required to become a veterinary assistant, however, the field has a large and growing demand for workers and those who are trained command better starting pay and experience improved job satisfaction with more rapid promotions.

This comprehensive online program teaches students the knowledge necessary to be an effective participant in a small animal veterinary hospital or clinic. In this "front to back" approach, the veterinary assistant student learns professionalism in the veterinary medical setting, which can be applied to any medical or professional workplace. The program follows the flow of a patient and client through a small animal clinical setting. Veterinary assisting emphasizes professionalism in a medical setting and development of soft skills (codes of conduct, appreciation of the human animal bond, interpersonal communication). Students are trained to interact with clients on the phone and in the hospital. Students learn to provide safe and skilled assistance to licensed veterinary technicians (RVTs) and veterinarians in treating patients. Additional significant topics include nutrition, behavior, restraint, entry level nursing skills, safety, and hygiene and infection control. In the on the job training part of the certificate, students apply what they are learning to their workplaces as preceptors. These students are still supported by faculty, as there is an online component to the class in which skills are evaluated by their supervisor on the job, and students learn techniques for self-assessment.

Program Learning Outcomes:
- Demonstrate professionalism in the veterinary workplace by proper use of medical terminology, and implement this professionalism by scheduling appointments and "rooming" clients and patients.
- Apply behavioral assessments to safely restrain dogs and cats for veterinary nurses and veterinarians.
- Demonstrate entry level nursing skills.

Item 2. Catalog Description

The Certificate of Achievement in Veterinary Assisting is based on the essential knowledge and skills developed by the Association of Veterinary Technician Educators (AVTE), and approved by the North American Veterinary Technician Association (NAVTA). The content of the program spans the essential knowledge and skills from the "front" of the veterinary clinic to all areas "in the back." There are no prerequisites for this program. However, the student must have a high school diploma or a valid GED certificate and be able to read and write proficiently in English as well as perform mathematical computations at the high school graduate level. A wide range of basic clinical knowledge, skills, and professional behaviors are covered in a systematic

and thorough way. The student will prepare for an exciting new career as a veterinary assistant. The knowledge and skills gained in the program are a solid foundation for continuing education to become a Registered Veterinary Technician or a laboratory animal technician, or to follow another animal-related career path.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (12.5 units)	V T 52A	Veterinary Assisting I	5	Year 1, Fall
	V T 52B	Veterinary Assisting II	5	Year 1, Winter
	V T 88A	Clinical Preceptorship I	2.5	Year 1, Winter/ Spring

TOTAL UNITS: 12.5 units

Proposed Sequence:
Year 1, Fall = 5 units
Year 1, Winter = 5-7.5 units
Year 1, Spring = 0-2.5 units
Note: V T 52B and V T 88A may be taken concurrently or sequentially.
TOTAL UNITS: 12.5 units

Item 4. Master Planning
The Certificate of Achievement in Veterinary Assisting aligns with the Foothill College mission statement in three ways. First, students prepare for entry into a career with many opportunities for growth. Second, through our outreach efforts we can bring more students who have been underserved and underrepresented into valuable work with animals. Finally, the knowledge and skills acquired through this certificate can prepare students to become professionals in several desirable allied health careers.

Item 5. Enrollment and Completer Projections
The existing local certificate in Veterinary Assisting has historically had upwards of 50 students start the series, and between 15-20 per year have completed it. There are likely several reasons for this, but perhaps most significant is that the program used to be offered in its entirety during the summer quarter. Taking 12.5 units at once in summer is usually too much commitment for students new to online learning. By breaking the program into two or three quarters, students can take one 5-unit course over a full 12-week quarter instead of two back-to-back 5-unit, 6-week classes plus working 7½ hours a week over the course of 12 weeks. Another advantage to taking V T 52A initially is that the student will have 12 weeks to find a job in a veterinary hospital. This will increase the completion rate as students historically had a hard time finding work in the short summer series of classes.

Therefore, we anticipate that we will have over 20 students complete the program within the first year, and up to 40 after 5 years. There is a lot of interest in the veterinary community about using this program to assist in training their existing employees. This is another opportunity for us to

increase enrollment in these courses. As a certificate of achievement listed on the student's transcript, students will benefit because they will be able to present to new employers evidence of their commitment to serious training.

Course #	Course Title	Year 1 (2017-18)		Year 2 (2016-17)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
V T 52A	Veterinary Assisting I	2	39	1	23
V T 52B	Veterinary Assisting II	2	41	1	25
V T 88A	Clinical Preceptorship I	1	14	1	8

Item 6. Place of Program in Curriculum/Similar Programs

The Veterinary Assisting courses have been in place for over six years with good feedback. The Certificate of Achievement in Veterinary Assisting is an excellent entry-level program that offers first generation college students, underrepresented students, and other students an opportunity to gain experience and knowledge to help them excel in this career. The veterinary community also supports this effort, as there is a large demand for veterinary assistants in our local animal hospitals. We also offer a fully accredited Veterinary Technology program in which students earn an AS degree. The Veterinary Assisting courses are not part of the Veterinary Technology curriculum. However, students who come to the Veterinary Technology program after having competed the Veterinary Assisting sequence have a better understanding of the career and have learned valuable study skills and terminology.

Item 7. Similar Programs at Other Colleges in Service Area

The following colleges and websites offer online training in veterinary assisting:

CSU East Bay: https://www.ce.csueastbay.edu/ce/programs/veterinary-assistant/#
CVMA: https://cvma.net/careers/cvma-certified-veterinary-assistant-program-2/cvma-certified-veterinary-assistant-program/
Penn Foster College: https://www.pennfoster.edu/programs-and-degrees/veterinary-studies/veterinary-assistant-career-diploma

Because of Foothill College's reputation and our Veterinary Technology Program, we are in an excellent position to attract students to earn this certificate.

Additional Information Required for State Submission:

TOP Code: 0102.10 - Veterinary Technician (Licensed)

Annual Completers: 15 or more

Net Annual Labor Demand: Veterinary Assistants and Laboratory Animal Caretakers are "Bright Outlook" careers. Approximately 14,400 new jobs statewide, with a projected growth of 21%.

Faculty Workload: 0.326

New Faculty Positions: None

New Equipment: None

New/Remodeled Facilities: None

Library Acquisitions: None

Gainful Employment: Yes

Program Review Date: First review will be accomplished when the Veterinary Technology Program review is required. That date has not been determined as of this writing due to the restructuring of the Program Review process.

Distance Education: 100%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
1. **Labor Market Information and Analysis**
   https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=319096&search=Explore+Occupation
   Shows 21% growth projected in this field.

2. **Advisory Committee Recommendation**: see attachment

3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

California Employment
Development Department

Veterinary Assistants/Laboratory Animal Caretakers
(SOC Code : 31-9096)
in California

Feed, water, and examine pets and other nonfarm animals for signs of illness, disease, or injury in laboratories and animal hospitals and clinics. Clean and disinfect cages and work areas, and sterilize laboratory and surgical equipment. May provide routine post-operative care, administer medication orally or topically, or prepare samples for laboratory examination under the supervision of veterinary or laboratory animal technologists or technicians, veterinarians, or scientists. Exclude "Nonfarm Animal Caretakers" (39-2021).

Employers usually expect an employee in this occupation to be able to do the job after Short-term on-the-job training .

Occupational Wages
[Top] (javascript:window.scrollTo(0,0);)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2018	1st Qtr	$15.44	$12.84	$14.48	$17.02

View Wages for All Areas (/aspdotnet/SupportPage/AllOESWage.aspx?soccode=319096) About Wages (https://www.labormarketinfo.edd.ca.gov/data/wages.html)

Occupational Projections of Employment (also called "Outlook" or "Demand")
[Top] (javascript:window.scrollTo(0,0);)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2016 - 2026	11,900	14,400	2,500	21.0	2,240

View Projections for All Areas (/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=319096) About Projections (https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html)

Job Openings from JobCentral National Labor Exchange
[Top] (javascript:window.scrollTo(0,0);)

Enter a Zip Code ☐   Find a Zip code in California (javascript:openZipCodeWin('https://www.labormarketinfo.edd.ca.gov/cgi/career/zipcode.asp?geogArea=0601000000&formName=frmDataBrowsing');)

Within 25 ⬍ miles of Zip Code.

Search Jobs

Industries Employing This Occupation (click on Industry Title to View Employers List)
[Top] (javascript:window.scrollTo(0,0);)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Other Professional & Technical Services (https://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/EmpResults.aspx?menuChoice=emp&searchType=Occupation&naicscode=5419&geogArea=0601000000&soccode=319096&OccTitle=yes)	20,010	79.7%
Colleges and Universities (https://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/EmpResults.aspx?menuChoice=emp&searchType=Occupation&naicscode=6113&geogArea=0601000000&soccode=319096&OccTitle=yes)	1,941	8.8%

Scientific Research and Development Svc (https://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/EmpResults.aspx?menuChoice=emp&searchType=Occupation&naicscode=5417&geogArea=0601000000&soccode=319096&OccTitle=yes)	7,309	2.3%
Social Advocacy Organizations (https://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/EmpResults.aspx?menuChoice=emp&searchType=Occupation&naicscode=8133&geogArea=0601000000&soccode=319096&OccTitle=yes)	7,669	2.1%
Employment Services (https://www.labormarketinfo.edd.ca.gov/aspdotnet/databrowsing/EmpResults.aspx?menuChoice=emp&searchType=Occupation&naicscode=5613&geogArea=0601000000&soccode=319096&OccTitle=yes)	5,131	1.2%

About Staffing Patterns (https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html)

Data for Training Programs not available.

About Training & Apprenticeships (https://www.labormarketinfo.edd.ca.gov/resources/training-and-apprenticeships.html)

About This Occupation (from O*NET - The Occupation Information Network)

[Top] (javascript:window.scrollTo(0,0);)

Top Tasks (Specific duties and responsibilities of this job.)

Hold or restrain animals during veterinary procedures.

Clean and maintain kennels, animal holding areas, examination or operating rooms, or animal loading or unloading facilities to control the spread of disease.

Fill medication prescriptions.

Assist veterinarians in examining animals to determine the nature of illnesses or injuries.

Monitor animals recovering from surgery and notify veterinarians of any unusual changes or symptoms.

Clean, maintain, and sterilize instruments or equipment.

Examine animals to detect behavioral changes or clinical symptoms that could indicate illness or injury.

Administer medication, immunizations, or blood plasma to animals as prescribed by veterinarians.

Educate or advise clients on animal health care, nutrition, or behavior problems.

Collect laboratory specimens, such as blood, urine, or feces for testing.

More Tasks for Veterinary Assistants and Laboratory Animal Caretakers (http://online.onetcenter.org/link/details/31-9096.00 #Tasks)

Top Skills used in this Job

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Service Orientation - Actively looking for ways to help people.

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Coordination - Adjusting actions in relation to others` actions.

Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Social Perceptiveness - Being aware of others` reactions and understanding why they react as they do.

Speaking - Talking to others to convey information effectively.

More Skills for Veterinary Assistants and Laboratory Animal Caretakers (http://online.onetcenter.org/link/details/31-9096.00 #Skills)

Data for Abilities not available.

More Abilities for Veterinary Assistants and Laboratory Animal Caretakers (http://online.onetcenter.org/link/details/31-9096.00 #Abilities)

Top Work Values (Aspects of this job that create satisfaction.)

Relationships - Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.

Support - Occupations that satisfy this work value offer supportive management that stands behind employees.

More Work Values for Veterinary Assistants and Laboratory Animal Caretakers (http://online.onetcenter.org/link/details/31-9096.00 #Work Values)

Top Interests (The types of activities someone in this job would like.)

Realistic - Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Social - Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

More Interests for Veterinary Assistants and Laboratory Animal Caretakers (http://online.onetcenter.org/link/details/31-9096.00 #Interests)

Related Links

LMI for Job Seekers (https://www.labormarketinfo.edd.ca.gov/customers/job-seekers.html)

Local Area Profile (cgi/dataBrowsing/localAreaProfileQSResults.asp?menuChoice=occExplorer&state=true&geogArea=0601000000&selectedArea=California)

Compare Occupations (cgi/dataBrowsing/OccCompareQSSelection.asp?menuChoice=occExplorer&socCode1=319096&socTitle1=Veterinary Assistants/Laboratory Animal Caretakers)

O*Net - The Occupation Information Network (http://online.onetcenter.org)

Contact EDD (https://edd.ca.gov/About_EDD/Contact_EDD.htm) | Office Locator (https://edd.ca.gov/Office_Locator/) |
Forms and Publications (https://edd.ca.gov/Forms/) | Online Services (https://edd.ca.gov/About_EDD/Online_Services.htm) |
En Español (https://edd.ca.gov/Informacion_general_en_Espanol.htm)

Conditions of Use (https://edd.ca.gov/About_EDD/Conditions_Of_Use.htm) |
Privacy Policy (https://edd.ca.gov/About_EDD/Privacy_Policy.htm) | Accessibility (https://edd.ca.gov/About_EDD/Accessibility.htm) |
Site Map (https://edd.ca.gov/sitemap.htm)

(http://www.facebook.com/californiaedd)   (http://twitter.com/CA_EDD)   (http://www.youtube.com/user/CaliforniaEDD)

(http://feeds.feedburner.com/CA_EDD)

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FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Acting

Item 1. Program Goals and Objectives

The Certificate of Achievement in Acting prepares students to be competent and knowledgeable, synthesizing practical skills in applying acting principles while providing the foundation to gain skills necessary to advance their transfer preparation and careers.

Program Learning Outcomes:
- Apply substantial principles of acting to multiple mediums and genres.
- Execute a variety of approaches and preparation strategies in pursuit of employment in the entertainment industry.

Item 2. Catalog Description

The Certificate of Achievement in Acting is a unique program which provides opportunities for satisfying many of the lower division major requirements for transfer to CSUSB in Theatre with an Emphasis in Acting, as well as career preparation by providing courses that target preparation in a California growth industry with notable opportunities and new mediums developing over the past decades. The certificate's pathway to transferable university training is a highly desirable one to achieve these educational goals. The certificate provides a solid foundation of applicable techniques for actors to actively apply their artistry in varied and flexible ways, while striving toward transfer opportunities. Furthermore, the courses in this certificate will scale up to align with the AA degree in Theatre Arts.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (16 units)	THTR 20A	Acting I	4	Yr 1, Fall
	THTR 20B	Acting II	4	Yr 1, Winter
	THTR 20C	Acting III	4	Yr 2, Spring
	THTR 40A	Basic Theatrical Makeup	4	Yr 1, Spring
Restricted Electives (select 12 units)	THTR 38D	Stage Combat	2	Yr 1, Fall
	THTR 43E	Improvisation	4	Yr 2, Fall
	THTR 48A	Vocal Production & Speech	4	Yr 2, Winter
	THTR 48B	Singing Technique for Musical Theatre	4	Yr 1, Spring
	THTR 57	Actor Marketing Strategies	4	Yr 2, Winter
	THTR 63A	Film & Television Acting Workshop	4	Yr 1, Spring

TOTAL UNITS: 28 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 4 units
Year 1, Spring = 8 units
Year 2, Fall = 4 units
Year 2, Winter = 4 units
Year 2, Spring = 4 units
TOTAL UNITS: 28 units

Item 4. Master Planning

The Certificate of Achievement in Acting aligns with the planned goals for Foothill College because the program serves the regional area supporting economic contributions in a growth industry and preparing students for transfer to CSUSB. The program is new and does not duplicate any already-existing program within the Foothill-De Anza District or the surrounding colleges.

There are currently a few certificate-based community college programs in Southern California, but not a local equivalent. Offering a Certificate of Achievement in Acting will benefit our students as they strive to best ready themselves toward university transfer.

Local references in support of the program include numerous producing arts organizations who strongly support the feeder relationship from Foothill College, its graduates and transfer graduates, who thrive on the artistry and competence of graduating Foothill students. These members have regular contact with job applicants and interns, providing a realistic understanding of the educational foundational needs of the industry.

Item 5. Enrollment and Completer Projections
The courses average 20-35 students per course. The number of projected completers per year is 15. These figures are estimates based on a cross-section of several years of course enrollments (2014-18) or when course was last offered. Current recipients of non-transcriptable certificates currently range from 7-18 per year.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
THTR 20A	Acting I	3	83	3	83
THTR 20B	Acting II	1	27	1	27
THTR 20C	Acting III	1	22	1	22
THTR 38D	Stage Combat	1	32	0	0
THTR 40A	Basic Theatrical Makeup	1	25	1	25
THTR 43E	Improvisation	1	23	1	23
THTR 48A	Vocal Production & Speech	1	32	0	0
THTR 48B	Singing Technique for Musical Theatre	1	22	1	22
THTR 57	Actor Marketing Strategies	0	0	1	28
THTR 63A	Film & Television Acting Workshop	1	26	1	26

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

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

Additional Information Required for State Submission:

TOP Code: 1007.00 - Dramatic Arts

Annual Completers: 15

Faculty Workload: 1.5

New Faculty Positions: No full-time, recent retiree would return as adjunct

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes, indirectly in growth industry

Program Review Date: 12/2021 - First certificate recipients expected in spring term of 2021

Distance Education: 0% (Currently these are all live courses. There may be a small hybrid component introduced in the near future, but this program supports a live medium.)

Articulation Agreement by Major
Effective during the 15-16 Academic Year
To: **CSU San Bernardino** |From: **Foothill College**
15-16 General Catalog   Quarter|15-16 General Catalog   Quarter
==

====Theatre Arts - B.A.====

Required lower-division course(s):

| TA 235 | Fundamentals of Stage Design | (4) | THTR 42 | Introduction to Scene Design | (4) |

| TA 240 | Improvisation | (3) | THTR 43E | Improvisation | (4) |

| TA 251 | Acting I: Games and Exercises | (3) | THTR 20A | Acting I | (4) |

| TA 252 | Acting II: Creating a Role | (3) | THTR 20B | Acting II | (4) |

In addition, select three courses from the following:

| TA 131 | Makeup for Stage and Screen | (3) | THTR 40A | Basic Theatrical Make-Up | (4) |

| TA 231 | Sound for Stage and Screen | (3) | No Comparable Course | | |

| TA 232 | Lighting for Stage and Screen | (3) | THTR 27 | Lighting Design & Technology | (4) |

| TA 233 | Costume Construction | (3) | THTR 25 | Introduction to Fashion and Costume Construction | (4) |

| TA 239 | Stagecraft | (3) | No Comparable Course | | |

In addition, select one course from the following:

| DAN 200A | Studies in Dance: Jazz | (2) | DANC 3B | Intermediate Jazz Dance | (2) |

| DAN 200B | Studies in Dance: Modern | (2) | DANC 2B | Intermediate Modern Dance | (1) |

| DAN 200C | Studies in Dance: Tap | (2) | No Comparable Course | | |

| DAN 200D | Studies in Dance: Ballet | (2) | DANC 1B | Intermediate Ballet | (1) |

| TA 245 | Beginning Theatre Movement | (2) | DANC 9 | Movement for Actors | (2) |

| TA 253 | Voice for the Stage | (2) | THTR 48A | Vocal Production and Speech | (4) |

Emphasis Requirements

==
Theatre Arts - B.A. (continued)
Select one of the following emphases:

Acting Emphasis

Select one course from the following, if not previously used:

DAN 200A	Studies in Dance: Jazz	(2)	DANC 3B	Intermediate Jazz Dance	(2)

| DAN 200B | Studies in Dance: Modern | (2) | DANC 2B | Intermediate Modern Dance | (1) |

| DAN 200C | Studies in Dance: Tap | (2) | No Comparable Course | | |

| DAN 200D | Studies in Dance: Ballet | (2) | DANC 1B | Intermediate Ballet | (1) |

| TA 245 | Beginning Theatre Movement | (2) | DANC 9 | Movement for Actors | (2) |

| TA 253 | Voice for the Stage | (2) | THTR 48A | Vocal Production and Speech | (4) |

Dance Emphasis

Optional lower-division course(s)--May be satisfied in upper-division:

In addition, select six quarter units or four semester units from the following:

| DAN 200A | Studies in Dance: Jazz | (2) | DANC 3B | Intermediate Jazz Dance | (2) |

| DAN 200B | Studies in Dance: Modern | (2) | DANC 2B | Intermediate Modern Dance | (1) |

| DAN 200C | Studies in Dance: Tap | (2) | No Comparable Course | | |

| DAN 200D | Studies in Dance: Ballet | (2) | DANC 1B | Intermediate Ballet | (1) |

Design/Technical Emphasis

| TA 130 | Computer Applications for Technical Theatre | (1) | No Comparable Course | | |

Select one course from the following, if not previously used:

| TA 131 | Makeup for Stage and Screen | (3) | THTR 40A | Basic Theatrical Make-Up | (4) |

| TA 231 | Sound for Stage and Screen | (3) | No Comparable Course | | |

| TA 232 | Lighting for Stage and Screen | (3) | THTR 27 | Lighting Design & Technology | (4) |

==
Theatre Arts - B.A. (continued)

TA 233	Costume Construction	(3)

TA 233   Costume Construction   (3)|THTR 25   Introduction to Fashion (4)
                                         | and Costume
                                         | Construction

TA 239   Stagecraft   (3)|No Comparable Course

Musical Theatre Emphasis

Proficiency equivalent to MUS 100 + 101 is prerequisite.

Optional lower-division course(s)--May be satisfied in upper-division:

MUS 140   Lower-Division Voice I   (1)|No Comparable Course

**In addition, select four quarter units or three semester units from the
following:**

DAN 200A   Studies in Dance: Jazz   (2)|DANC 3B   Intermediate Jazz Dance (2)

DAN 200B   Studies in Dance: Modern   (2)|DANC 2B   Intermediate Modern   (1)
                                          | Dance

DAN 200C   Studies in Dance: Tap   (2)|No Comparable Course

DAN 200D   Studies in Dance: Ballet   (2)|DANC 1B   Intermediate Ballet   (1)

The courses shown above constitute all lower-division coursework required for
this major for this catalog year. In addition, lower-division general education
coursework is required (select General Education/Breadth on the main menu).

END OF MAJOR

Item 1. Program Goals and Objectives

The Certificate of Achievement in Game Design prepares students to be competent designers of games, game art, and assets while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Apply basic principles of game design to create games, game art, and related assets for video games and mobile games
- Create and produce professional quality original game designs, game art, and assets
- Create game, game art, and assets with industry standard digital devices and software

Item 2. Catalog Description

The Certificate of Achievement in Game Design provides opportunities for career preparation by providing courses that meet workforce needs. Game design skills are highly desirable not only in the video game and mobile game industry but also in the fields of social media and education. Students enrolled in this program develop basic and advanced skills in the integral processes of game design while learning industry standard game design and development software. The outcomes of the program align with professional game design standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (14 units)	GID 49	Game Art & Design	4	Yr 1, Fall
	GID 60	Careers in the Visual Arts	2	Yr 1, Winter
	GID 67	Mobile Game Design	4	Yr 1, Winter
	GID 68B	Virtual Reality Game Design	4	Yr 1, Spring

TOTAL UNITS: 14 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 6 units
Year 1, Spring = 4 units
TOTAL UNITS: 14 units

Item 4. Master Planning

The Certificate of Achievement in Game Design aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is unique and does not duplicate any existing program within the Foothill-De Anza District or the surrounding colleges. The program is also unique in that it can be achieved completely online.

Local references in support of the program include advisory committee members who strongly support the partnership between Foothill College and the local game design and development

profession. The advisory board members have regular contact with the Graphic and Interactive Design department, providing a realistic understanding of the short-term and long-term educational needs of the profession.

Item 5. Enrollment and Completer Projections

The courses are expected to average 40 students per course. The number of projected completers per year is 20. These figures are based on casual surveys conducted in the 2017-18 academic year. There is a high demand for professionals with game design skills in the local job market, as well as in other regions of California.

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
GID 49	Game Art & Design	N/A	N/A	N/A	N/A
GID 60	Careers in the Visual Arts	1	38	0	0
GID 67	Mobile Game Design	N/A	N/A	N/A	N/A
GID 68B	Virtual Reality Game Design	N/A	N/A	N/A	N/A

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the GID advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Additional Information Required for State Submission:

TOP Code: *0614.20*

Annual Completers: *20*

Net Annual Labor Demand: *20,680*

Faculty Workload: *0.5*

New Faculty Positions: *0.5*

New Equipment: *$10,000*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: 100%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
   1.   **Labor Market Information and Analysis**

2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

Projections of Employment by Occupation, 2016 - 2026

Occupations Matched to Top Code(s):

061400 *Digital Media*

061410 *Multimedia*

061420 *Electronic Game Design*

061440 *Animation*

070210 *Software Applications*

070710 *Computer Programming*

Geography: California

Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2016 Employment	Annual Job Openings[1]
271014	Multi-Media Artists and Animators	26,900	2,460
151132	Software Developers, Applications	134,200	15,500
151134	Web Developers	27,800	2,720
	Total	188,900	20,680

Table Generated on 1/3/2019 10:35:18 PM

[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Garment Printing

Item 1. Program Goals and Objectives

The Certificate of Achievement in Garment Printing prepares students to be competent garment printers while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Apply basic principles of silk screen printing to produce printed designs and branding for T-shirts, hoodies, and other wearables
- Create and produce professional quality T-shirts and other printed wearables
- Operate garment printing presses and associated equipment
- Manage a garment printing business

Item 2. Catalog Description

The Certificate of Achievement in Garment Printing provides opportunities for career preparation by providing courses that meet workforce needs. Garment printing skills are desirable in the graphic design workforce and other industries such as sports and music promotion. Students enrolled in this program develop basic and advanced skills in the hands-on processes of T-shirt design and garment printing while learning to operate industry standard tools and equipment. The outcomes of the program align with professional garment printing standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to start their own business or be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (14 units)	GID 53A	Beginning T-Shirt Design & Garment Printing	4	Yr 1, Fall
	GID 53B	Intermediate T-Shirt Design & Garment Printing	4	Yr 1, Winter
	GID 53C	Advanced T-Shirt Design & Garment Printing	4	Yr 1, Spring
	GID 60	Careers in the Visual Arts	2	Yr 1, Winter

TOTAL UNITS: 14 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 6 units
Year 1, Spring = 4 units
TOTAL UNITS: 14 units

Item 4. Master Planning

The Certificate of Achievement in Garment Printing aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is unique and does not duplicate any existing program within the Foothill-De Anza District or the surrounding colleges.

Local references in support of the program include advisory committee members who strongly support the partnership between Foothill College and the local graphic design profession and printing industry. The advisory board members have regular contact with the Graphic and Interactive Design department, providing a realistic understanding of the short-term and long-term educational needs of the profession.

Item 5. Enrollment and Completer Projections

The courses average 22 students per course. The number of projected completers per year is 11. These figures are based on the number of students completing the program courses in the 2017-18 academic year. There is increasing growth for small business owners with garment printing skills in the local job market, as well as in other regions of California.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
GID 53A	Beginning T-Shirt Design & Garment Printing	4	58	3	48
GID 53B	Intermediate T-Shirt Design & Garment Printing	4	21	3	13
GID 53C	Advanced T-Shirt Design & Garment Printing	4	11	1	1
GID 60	Careers in the Visual Arts	1	38	0	0

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the GID advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Additional Information Required for State Submission:

TOP Code: *1013.00*

Annual Completers: *11*

Net Annual Labor Demand: *6,630*

Faculty Workload: *0.3*

New Faculty Positions: *zero*

New Equipment: *$5,000 - $10,000*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: 1-49%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
1. **Labor Market Information and Analysis**
2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

Projections of Employment by Occupation, 2016 - 2026

Occupations Matched to Top Code(s):

093600	*Printing and Lithography*
100900	*Applied Design*
101300	*Commercial Art*
103000	*Graphic Art and Design*
109900	*Other Fine and Applied Arts*

Geography: California

Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2016 Employment	Annual Job Openings[1]
271019	Artists and Related Workers, All Other	1,200	110
271021	Commercial and Industrial Designers	4,800	490
271029	Designers, All Other	2,300	250
271024	Graphic Designers	36,800	3,750
519123	Painting, Coating, and Decorating Workers	1,700	190
515112	Printing Press Operators	16,000	1,430
271027	Set and Exhibit Designers	4,200	410
	Total	67,000	6,630

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[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Graphic Design

Item 1. Program Goals and Objectives
The Certificate of Achievement in Graphic Design prepares students to be competent graphic designers while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Apply basic principles of graphic design and visual composition, and create graphic designs for branding, newsletters, packaging, marketing, and social media
- Create and produce professional quality original graphic designs

Item 2. Catalog Description
The Certificate of Achievement in Graphic Design provides opportunities for career preparation by providing courses that meet workforce needs. Graphic design skills are highly desirable not only in the graphic design profession but also in related fields, including social media, branding, marketing, and any profession that includes visual promotion. Students enrolled in this program develop basic and advanced skills in the integral processes of graphic design while learning industry standard graphic design software. The outcomes of the program align with professional graphic design standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (14 units)	GID 33	Graphic Design Studio I	4	Yr 1, Fall
	GID 34	Graphic Design Studio II	4	Yr 1, Winter
	GID 35	Graphic Design Studio III	4	Yr 1, Spring
	GID 60	Careers in the Visual Arts	2	Yr 1, Winter

TOTAL UNITS: 14 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 6 units
Year 1, Spring = 4 units
TOTAL UNITS: 14 units

Item 4. Master Planning
The Certificate of Achievement in Graphic Design aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is unique and does not duplicate any existing program within the Foothill-De Anza District or the surrounding colleges. The program is also unique in that it can be achieved completely online.

Local references in support of the program include advisory committee members who strongly support the partnership between Foothill College and the local graphic design profession. The advisory board members have regular contact with the Graphic and Interactive Design

department, providing a realistic understanding of the short-term and long-term educational needs of the profession.

Item 5. Enrollment and Completer Projections

The courses average 39 students per course. The number of projected completers per year is 39. These figures are based on the number of students completing the program courses in the 2017-18 academic year. There is a high demand for professionals with graphic design skills in the local job market, as well as in other regions of California.

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
GID 33	Graphic Design Studio I	6	165	7	251
GID 34	Graphic Design Studio II	4	78	3	79
GID 35	Graphic Design Studio III	1	39	1	40
GID 60	Careers in the Visual Arts	1	38	0	0

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the GID advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Additional Information Required for State Submission:

TOP Code: *1030.00*

Annual Completers: *39*

Net Annual Labor Demand: *10,580*

Faculty Workload: *1*

New Faculty Positions: *zero*

New Equipment: *zero*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: 100%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
1. **Labor Market Information and Analysis**
2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*

3. Regional Consortia Approval Meeting Minutes *(showing program recommendation)*

Projections of Employment by Occupation, 2016 - 2026

Occupations Matched to Top Code(s):

093600	*Printing and Lithography*
100900	*Applied Design*
101300	*Commercial Art*
103000	*Graphic Art and Design*
109900	*Other Fine and Applied Arts*

Geography: California

Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2016 Employment	Annual Job Openings[1]
271011	Art Directors	16,000	1,400
271019	Artists and Related Workers, All Other	1,200	110
271021	Commercial and Industrial Designers	4,800	490
271029	Designers, All Other	2,300	250
271024	Graphic Designers	36,800	3,750
271014	Multi-Media Artists and Animators	26,900	2,460
515111	Prepress Technicians and Workers	3,300	280
515112	Printing Press Operators	16,000	1,430
271027	Set and Exhibit Designers	4,200	410
	Total	111,500	10,580

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[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Illustration

Item 1. Program Goals and Objectives
The Certificate of Achievement in Illustration prepares students to be competent illustrators while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Apply basic principles of illustration to create illustrations for branding, newsletters, packaging, marketing, and social media
- Create and produce professional quality original illustrations
- Illustrate with industry standard digital illustration devices and software

Item 2. Catalog Description
The Certificate of Achievement in Illustration provides opportunities for career preparation by providing courses that meet workforce needs. Illustration skills are highly desirable not only in the graphic design profession but also in related fields, including social media, branding, marketing, and any profession that includes visual promotion. Students enrolled in this program develop basic and advanced skills in the integral processes of illustration while learning industry standard illustration software. The outcomes of the program align with professional illustration standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (14 units)	ART 15A	Digital Painting I	4	Yr 1, Fall
	GID 31	Graphic Design Drawing	4	Yr 1, Winter
	GID 43	Illustration & Digital Imaging	4	Yr 1, Spring
	GID 60	Careers in the Visual Arts	2	Yr 1, Winter

TOTAL UNITS: 14 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 6 units
Year 1, Spring = 4 units
TOTAL UNITS: 14 units

Item 4. Master Planning
The Certificate of Achievement in Illustration aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is unique and does not duplicate any existing program within the Foothill-De Anza District or the surrounding colleges. The program is also unique in that it can be achieved completely online.

Local references in support of the program include advisory committee members who strongly support the partnership between Foothill College and the local graphic design and illustration

profession. The advisory board members have regular contact with the Graphic and Interactive Design department, providing a realistic understanding of the short-term and long-term educational needs of the profession.

Item 5. Enrollment and Completer Projections

The courses average 35 students per course. The number of projected completers per year is 10. These figures are based on the number of students completing the program courses in the 2017-18 academic year. The annual enrollment for GID 43 is abnormally low due to the course not being available online in 2017-18. There is a high demand for professionals with illustration skills in the local job market, as well as in other regions of California.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
ART 15A	Digital Painting I	6	202	5	155
GID 31	Graphic Design Drawing	1	36	2	76
GID 43	Illustration & Digital Imaging	1	5	1	18
GID 60	Careers in the Visual Arts	1	38	0	0

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the GID advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Additional Information Required for State Submission:

TOP Code: *1013.00*

Annual Completers: *10*

Net Annual Labor Demand: *3,860*

Faculty Workload: *1*

New Faculty Positions: *zero*

New Equipment: *zero*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: 100%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
   1. **Labor Market Information and Analysis**

2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

Projections of Employment by Occupation, 2016 - 2026

Occupations Matched to Top Code(s):

  101300   *Commercial Art*

Geography: California
Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2016 Employment	Annual Job Openings[1]
271019	Artists and Related Workers, All Other	1,200	110
271024	Graphic Designers	36,800	3,750
	Total	38,000	3,860

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[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

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FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Web Design and Development

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Item 1. Program Goals and Objectives

The Certificate of Achievement in Web Design and Development prepares students to be competent web designers and developers while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:
- Apply basic principles of website design and development to build professional quality websites and e-commerce sites
- Use industry standard software and coding languages to design and develop professional quality websites and e-commerce sites for businesses engaged in various activities

Item 2. Catalog Description

The Certificate of Achievement in Web Design and Development provides opportunities for career preparation by providing courses on the continuum from front-end interface to back-end coding and everything in between. Website design and development skills are highly desirable not only in the graphic design profession but also for building websites for any and all other professions. Students enrolled in this program develop basic and advanced skills in the integral processes of web design and development while learning industry standard web design software, web development coding languages, and professional practices. The outcomes of the program align with professional web design and development standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (24 units)	GID 55	User Experience (UI/UX) Design	4	Yr 1, Winter
	GID 56	Website Design	4	Yr 1, Fall
	GID 57	Website Design & Development II	4	Yr 1, Fall
	GID 58	Web Design & Development III	4	Yr 1, Spring
	GID 77	Advanced Website Design & Development	4	Yr 1, Winter
	GID 78	Rapid Website Development	4	Yr 1, Spring

TOTAL UNITS: 24 units

Proposed Sequence:
Year 1, Fall = 8 units
Year 1, Winter = 8 units
Year 1, Spring = 8 units
TOTAL UNITS: 24 units

Item 4. Master Planning

The Certificate of Achievement in Web Design and Development aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is unique and does not duplicate any existing

program within the Foothill-De Anza District or the surrounding colleges. The program is also unique in that it can be achieved completely online.

Local references in support of the program include surveys showing that the vast majority of web designers and developers have broad knowledge of a spectrum of web technologies that span user interface to server side coding, with competencies in a narrow piece of that spectrum. The program courses meet the need of a broad audience, from small businesses that need to enhance their competitiveness through an interactive web presence (commerce and marketing, etc.) to self-employed contractors and small agencies developing web technology and internet business services, to degree holders who want to transition to web technology careers, and need to be proficient across the spectrum of web technologies.

Item 5. Enrollment and Completer Projections
The courses average 30 students per course. The number of projected completers per year is 20. These figures are based on the number of students completing the program courses in the 2017-18 academic year. There is a high demand for professionals with web design and development skills in the local job market, as well as in other regions of California.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
GID 55	User Experience (UI/UX) Design	N/A	N/A	N/A	N/A
GID 56	Website Design	4	141	5	172
GID 57	Website Design & Development II	2	47	3	60
GID 58	Web Design & Development III	1	23	1	24
GID 77	Advanced Website Design & Development	0	0	1	13
GID 78	Rapid Website Development	0	0	0	0

Item 6. Place of Program in Curriculum/Similar Programs
There are currently no similar programs at Foothill College. This program fulfills a need expressed by the GID advisory board as well as surveys of the Silicon Valley workforce community.

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

Additional Information Required for State Submission:

TOP Code: *0614.30*

Annual Completers: *20*

Net Annual Labor Demand: *11,200*

Faculty Workload: *1*

New Faculty Positions: *zero*

New Equipment: *zero*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: 100%

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
1. **Labor Market Information and Analysis**
2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

Projections of Employment by Occupation, 2016 - 2026

Occupations Matched to Top Code(s):

061430   *Website Design and Development*

Geography: California
Counties: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2016 Employment	Annual Job Openings[1]
151131	Computer Programmers	40,500	2,270
271024	Graphic Designers	36,800	3,750
271014	Multi-Media Artists and Animators	26,900	2,460
151134	Web Developers	27,800	2,720
	Total	132,000	11,200

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[1]Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

[2]This occupation has been suppressed due to confidentiality.

Course Number & Title: <u>Plumbing Technology Apprenticeship Program</u>

<u>Breadth Criteria:</u>

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).

<u>Depth Criteria for Area II – English:</u>

English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These courses also introduce that student to the aesthetics and power of the written word.

Courses meeting the English General Education Requirement *must* require students to:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;

E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;

E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;

E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;

E7. Recognize and implement varied syntactical, rhetorical, and structural devices;

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

General Education Review Request
AREA II - ENGLISH

Course Number & Title: Plumbing Technology Apprenticeship Program

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:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;

> **Matching course component(s):** Critical thinking assignments (e.g. responses to questions adapted from Drainage assignment packets, and writing assignments that involve producing summaries, syntheses, and arguments based on the short responses) demand critical evaluation, comprehension, and analysis of course texts representing college-level non-fiction prose that is expository, narrative, and argumentative in nature. Students will produce prose responses and essays that synthesize vital concepts from reading and observations from apprenticeships.

E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;

> **Matching course component(s):** Apprentices will research the legacy and influence of unions on workplace protocol and the labor laws under which they operate and then demonstrate competency in this knowledge via research essays; after reading and on-site experience and reading, apprentices write extended expository essay prompts (e.g. "The Importance of Sewage Drainage"); explorations and utilization of vocation-based written genres (e.g. memos, case studies, etc.) + reflective rationales; apprentices will also compose cover sheets that accompany vocation-specific pipes documents. LEAN project and journals both ask students to write extensively.

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;

> **Matching course component(s):** The component program modules include on-site tasks that involve observation, differentiating opinion from fact, as well as consistent inference into problems and potential solutions. Modules cover subjects from drainage, to pipe fitting, to plumbing. A series of case-based assignments, including LEAN project, will involve making inferences into the genesis of problems and then positing conclusive solutions to these problems, based on substantiated facts.

E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;

> **Matching course component(s):** The case-based assignments will involve assessing a problem in the Pipes field, devising a set of solutions, and formulating a recommendation/thesis for the best solution, to be communicated to other Pipes experts or clients with clear reasoning and language. LEAN blueprint project necessitates students assert substantiated claims about cost and subsequent steps for repairs, installations, and correction of errors in blueprints.

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;

> **Matching course component(s):** Case-based assignments and short writing assignments (i.e., "The Importance of Sewage Drainage") will include analyzing problems encountered in the field, producing written assessments of various solutions based on induction/deduction, and making final recommendations.

E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;

Matching course component(s): Students will write multiple drafts of business plans, evaluating audience need and making revisions to optimize communication. Apprentices will assess the accuracy of blueprints for installing pipes/wires in structures, and make necessary revisions. Written analysis of "Standard for Excellence" readings (i.e., consolidating Standards of Excellence questions into analytical and expository writing assignments) will serve as a first stage assignment that leads into a larger analysis of union-regulations and the ways that they manifest in day-to-day praxis, with the analysis requiring additional drafts and revisions to expand upon the original writing.

E7. Recognize and implement varied syntactical, rhetorical, and structural devices;

Matching course component(s): Examinations of the commonly-used formats of writing (e.g. memos, formal letters, etc.) will explore notions of rhetorical intent, deliberate structures, and syntax, based on purpose and audience (e.g. memos to colleagues; translation of problems to customers, including clear rationale for solutions and cost; paraphrasing complicated issues within the field using Pipes-trades lexicon).

Subsequently, for these vocation-specific documents, apprentices will compose a journal that summates the document's rhetorical intent, sequencing, format, etc. and demonstrates a metacognitive awareness of the process.

LEAN project will require students to write in a specific genre with audience-centered rhetoric and structure.

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

Matching course component(s): Students review engineer-created blueprints of structures, reviewing for errors and subsequently they conduct research using a comprehensive directory of parts to find solutions that ensure safety and price efficiency. Additionally, students compile a business report that rationalizes pricing and discusses findings (possible MLA citations in business report).

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): Our mapping includes written essays, critical analysis questions, journals, and research of issues faced by pipe-fitting/plumbing apprentices which necessitate the use of analytical listening, writing and reading to effectively evaluate and synthesize competent grasp on apprenticeship curriculum.

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

Matching course component(s): The Pipes Trade program exposes students to a variety of on-the-job problems and requires them to devise solutions based on critical data analysis. Students will document and describe the processes of solving these problems in short essays and writing assignments. The LEAN project/Blueprint research requires apprentices to gather data and apply it to problem-solving.

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

Matching course component(s): Through essays, critical thinking questions, and appropriate discipline-specific mediums, apprentices manifest their understanding of apprenticeship material and audience through discipline-appropriate language. Students explicate process and rationale of the creation of pipes-trade documents. Sustained journal practice will require apprentices to practice using discipline-appropriate language to articulate goals and solutions.

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).

General Education Review Request
AREA II - ENGLISH

Matching course component(s): Standards for Excellence assignments emphasize critical awareness of individuals' social and professional responsibilities as part of the Pipe Trades community, the local union, and as partners collaborating with individual clients and organizations representing multiple locales and interests. Journal entries ask students to reflect on the intersectionality of their role as apprentices and global/community-centered citizens.

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):
Students demonstrate their ability to analyze and assess blueprints by pinpointing errors and making appropriate plans for pipes-based applications. Additionally, students create and/or utilize pre-existing digital literacy to generate and pursue curiosity and methods for adhering to the necessary job-related protocol (e.g. union regulations, HIPAA regulations, job seeking skills, student-generated research).

Requesting Faculty: Paul Glanting, Stephanie Chan   Date: _____

Division Curriculum Rep: Brian Murphy   Date: 10/4/19

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____   Not Recommended for Approval: _____   Date: _____

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

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____   Denied: _____   CCC Co-Chair Signature: _____ Date: _____

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 #:   BUSI 59C

Course Title: Marketing Content Strategy & Branding

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Focused on branding and content strategy, this course aims to push students to explore concepts such as consumer psychology and behavior, content and channel creation, visual design and search engine optimization. Students will have the opportunity to practice their writing and communication skills, which are both vital for digital marketing.

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

X_____   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:

Digital Marketing Certificate of Achievement

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

  Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

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
X_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

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

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

According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Natasha Mancuso</u>   **Date:** <u>6/7/19</u>

Division Curriculum Representative: <u>Bill Ziegenhorn</u>   **Date:** <u>6/7/19</u>

Date of Approval by Division Curriculum Committee: <u>6/7/19</u>

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

Business and Social Sciences

BUSI 59C   MARKETING CONTENT STRATEGY & BRANDING   **Summer 2020**

4 hours lecture.   **4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	**Grading:**	Letter Grade with P/NP option
Degree Status: Applicable	**Credit Status:**	Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 5/20/19

Division Dean Information -

Seat Count: 50   **Load Factor:** .100   **FOAP Code:** 114000121031050600

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

Focused on branding and content strategy, this course aims to push students to explore concepts such as consumer psychology and behavior, content and channel creation, visual design and search engine optimization. Students will have the opportunity to practice their writing and communication skills, which are both vital for digital marketing.

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent

placement process OR completion of ESLL 125 & ESLL 249; basic internet skills and an understanding of Microsoft Office applications are recommended.

2. Course Objectives -

The student will be able to:

      A. Understand the fundamentals of consumer psychology and buying motivations.
      B. Understand the process of creating an effective content strategy and communicating it.
      C. Demonstrate the ability to create written copy for marketing content that aligns with a brand and target audience for primary marketing channels.
      D. Understand the principles and best practices of visual design when creating marketing collateral.
      E. Understand introductory concepts of search engine optimization.

3. Special Facilities and/or Equipment -

      A. On-going access to computer with email software and hardware; email address.
      B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

      A. Fundamentals of content marketing
            1. Organizing the content process
            2. Content brief
      B. Consumer behavior
            1. Data insights
            2. Creating ideal customer
      C. Branding
            1. Brand experience
            2. Brand messaging
            3. Brand elements
      D. Content and channels
            1. Content formats
            2. Channel strategy
      E. Blog writing
      F. Search Engine Optimization
            1. Link building and website optimization
            2. Keywords
      G. Copy and visual design
            1. Distributing content on social media
      H. Digital marketing career exploration

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

      A. Participating in online class discussions
      B. Completing two online class projects
      C. Taking weekly online quizzes, mid-term and final exams
      D. Completing writing assignments

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures, view videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading assignments: Students will read articles from industry publishers, such as <u>AdWeek</u> magazine and the <u>Wall Street Journal</u>, and industry websites, such as Google AdWords and Facebook Ad Manager.
B. Writing assignments: Given real-life scenarios, students will write research insights and creative copy.
C. Additional assignments: Students will complete projects designed to practice critical thinking and decision making.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #: BUSI 59D

Course Title: Market Analytics & Performance Optimization

Credit Status:
   X   Credit course
           Noncredit course

Catalog Description:

Focusing on key performance indicators (KPIs), this course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion and how to optimize their efforts using data and A/B testing. Students will be assessed through projects that give them an opportunity to get hands-on experience using spreadsheets, Google Analytics and analyzing an A/B test.

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

  X   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:

Digital Marketing Certificate of Achievement

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

Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

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

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission (select all that apply):

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

Criteria B. Need

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

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

> According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing including market analytics and performance optimization. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Natasha Mancuso</u>   **Date:** <u>6/7/19</u>

Division Curriculum Representative: <u>Bill Ziegenhorn</u>   **Date:** <u>6/7/19</u>

Date of Approval by Division Curriculum Committee: <u>6/7/19</u>

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

Business and Social Sciences

BUSI 59D   MARKET ANALYTICS & PERFORMANCE OPTIMIZATION   **Summer 2020**

4 hours lecture.   **4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	**Grading:**	Letter Grade with P/NP option
Degree Status: Applicable	**Credit Status:**	Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 5/20/19

Division Dean Information -

Seat Count: 50   **Load Factor:** .100   **FOAP Code:** 114000121031050600

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

Focusing on key performance indicators (KPIs), this course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion and how to optimize their efforts using data and A/B testing. Students will be assessed through projects that give them an opportunity to get hands-on experience using spreadsheets, Google Analytics and analyzing an A/B test.

Advisory: BUSI 11; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

2. Course Objectives -

The student will be able to:

    A. Understand the factors that drive conversion and opportunities to optimize marketing performance.
    B. Demonstrate the ability to A/B test various elements of marketing efforts to increase conversion rates.
    C. Demonstrate ability to calculate key marketing metrics and understand their significance to determine strategic marketing optimization decisions.

3. Special Facilities and/or Equipment -

    A. On-going access to computer with email software and hardware; email address.
    B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

    A. Tables, metrics and summaries
        1. Spreadsheet basics
        2. Key metrics
    B. Visualizing data
        1. Insights and trends
    C. Data analysis
        1. Distribution
        2. Pivot tables
        3. Reporting
    D. A/B testing
        1. Elements of experimental design
        2. Applications
    E. Analyzing results
        1. Calculating results
        2. Significance and hypothesis testing
    F. Designing and A/B test
    G. Introduction to Google Analytics
    H. Reading reports
        1. Acquisition reports
        2. Behavior reports
    I. Optimizing conversions
        1. Attribution

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by participating in the following:

    A. Activities
    B. Problem-based learning/case studies
    C. Demonstration/modeling
    D. Discussion
    E. Formative quizzes/knowledge checks
    F. Performance-based assessments
    G. Exams

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures and articles, view instructional videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

    A. Reading assignments: Students will read articles from industry publishers, such as <u>AdWeek</u> magazine and the <u>Wall Street Journal</u>, and industry websites, such as Google AdWords and Facebook Ad Manager.
    B. Writing assignments: Given real-life scenarios, students will analyze customer data and make recommendations.
    C. Additional assignments: Students will complete projects designed to practice data modeling, analysis and reporting and calculate key performance metrics.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #: BUSI 59E

Course Title: Email Marketing

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for and best practices for email visuals and copy. The course will also touch upon more complex email practices, such as automation and how to outline an email drip campaign.

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

X_____   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:

Digital Marketing Certificate of Achievement

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

       Division CC approved; expected to be locally approved and submitted to the state for approval during fall 2019 quarter

***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
X	Workforce/CTE
	Basic Skills

Criteria B. Need

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

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

> According to the Bureau of Labor Statistics, number of jobs in digital marketing increased 450% in 2018. Our Advisory Board is also informing us that there is tremendous shortage of candidates for employment with skills in digital marketing. We have prepared this course to help our students to develop skills that will enable them to compete for these jobs. This course will become a part of Digital Marketing Certificate.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Natasha Mancuso</u>   **Date:** <u>6/7/19</u>

Division Curriculum Representative: <u>Bill Ziegenhorn</u>   **Date:** <u>6/7/19</u>

Date of Approval by Division Curriculum Committee: <u>6/7/19</u>

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

Business and Social Sciences

BUSI 59E EMAIL MARKETING   **Summer 2020**

4 hours lecture.   **4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	**Grading:**	Letter Grade with P/NP option
Degree Status: Applicable	**Credit Status:**	Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 5/20/19

Division Dean Information -

Seat Count: 50   **Load Factor:** .100   **FOAP Code:** 114000121031050600

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for and best practices for email

visuals and copy. The course will also touch upon more complex email practices, such as automation and how to outline an email drip campaign.

Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; basic internet skills and an understanding of Microsoft Office applications are recommended.

2. Course Objectives -

The student will be able to:

      A. Recognize best practices and understand the life cycle of an email campaign.
      B. Understand how to generate an email list.
      C. Familiarized with email automation tools and how they can help launch email campaigns.
      D. Understand how to develop an email plan to launch multiple email campaigns at once.

3. Special Facilities and/or Equipment -

      A. On-going access to computer with email software and hardware; email address.
      B. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

      A. Introduction to Email
            1. The role of email in a marketing campaign and its relation to the customer journey funnel
            2. Customer segmentation and types of email
      B. Email List Generation
            1. Lead generation
            2. The implications of GDPR in Europe and CAN-SPAM in the United States
      C. Email Best Practices
            1. Writing an effective email copy
      D. Email Analytics
            1. A/B testing an email copy
            2. Key metrics to analyze an email campaign
            3. Best practices in optimizing email campaign based on data
      E. Email Automation
            1. Types of email campaigns and email calendar
            2. Tools for email automation

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by participating in the following:

      A. Activities
      B. Problem-based learning/case studies
      C. Discussion
      D. Formative quizzes/knowledge checks
      E. Performance-based assessments
      F. Exams

7. Representative Text(s) -

The content for this course is developed and maintained by industry leaders and is open source. There is no textbook comparable.

8. Disciplines -

Business

9. Method of Instruction -

During periods of instruction the student will read online lectures and articles, view instructional videos and participate in online activities.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

    A. Reading assignments: Students will read articles from industry publishers, such as <u>AdWeek</u> magazine and the <u>Wall Street Journal</u>, and industry websites, such as Google AdWords and Facebook Ad Manager.
    B. Additional assignments: Students will complete projects designed to practice writing email copy, creating a campaign strategy, selecting automation tools and analyzing results.

13. Need/Justification -

This course will be included in the forthcoming Digital Marketing certificate of achievement and is required to gain the Facebook certification.

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 #:   MUS 38A

Course Title: Guitar Ensemble I

Credit Status:
   __X__   Credit course
   _____   Noncredit course

Catalog Description:

> The study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students will learn to perform musically, rhythmically and with accurate intonation. Repertoire is contingent upon instrument availability and will include simple duets, trios, quartets from the Renaissance through Contemporary. Students must know how to read notation and possess a basic mastery of the instrument. Students learn to critique both their own and others' performances. Instructor will coach throughout.

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

   __X__   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:

> AA-T Music

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

> At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

***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):
- __X__ Transfer
- _____ Workforce/CTE
- _____ Basic Skills

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

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

> Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

Criteria C. Curriculum Standards (please initial as appropriate)
- __X__ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: <u>Robert Hartwell</u>   **Date:** <u>6/13/19</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>6/18/19</u>

Date of Approval by Division Curriculum Committee: <u>6/18/19</u>

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

Fine Arts and Communication

MUS 38A   GUITAR ENSEMBLE I   **Summer 2018**

2 hours lecture, 1 hour laboratory.   **2 Units**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 84   *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours: 2   **Lab Hours:** 1   **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: Applicable   **Credit Status:**   Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 1/9/18

Division Dean Information -

Seat Count: 35   **Load Factor:** .060   **FOAP Code:** 114000143051100400

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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1. Description -

The study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students will learn to perform musically, rhythmically and with accurate intonation. Repertoire is contingent upon instrument availability and will include simple duets, trios, quartets from the Renaissance through Contemporary. Students must

know how to read notation and possess a basic mastery of the instrument. Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: MUS 14C or ability to read notation.

2. Course Objectives -

The student will be able to:

A. Play with accuracy of pitch and rhythm within a guitar ensemble.
B. Play with the ability to switch easily between melodic and accompaniment parts.
C. Play with a variety of tone colors to meet the artistic style of the repertoire.
D. Play using dynamics and expressive markings in the musical notation.
E. Sight read melodic and accompaniment parts.
F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

A. Guitar Technique (lab)
    1. Posture/position
    2. Dynamics
        a. Free stroke
        b. Rest stroke
    3. Nail care
B. Musical Skills (lec and lab)
    1. Notation
    2. Expressive markings
    3. Rhythmic accuracy
    4. Chordal harmonies
    5. Dynamics
C. Performance (lec and lab)
    1. Interpretation
    2. Presentation
        a. Aural
        b. Visual
    3. Communication
    4. Stage etiquette
D. Practice (lec)
    1. Daily
    2. Self-evaluation
E. Repertoire (lec and lab)
    1. Variety of historical periods
        a. Medieval
        b. Renaissance
        c. Baroque
        d. Romantic
        e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Exams/Tests: Guitar rehearsal, performance
B. Group Projects: Sectional rehearsal
C. Class Work: Reading notation, playing, articulation
D. Lab Activities: Rehearsal
E. Class Performance: Individual and group assessment
F. Final Public Performance: Campus performance: PAC
G. Substantial writing requirements are not appropriate for this course. Alternately, students are assessed through demonstrations of problem-solving ability using music symbols and language, guitar performance and sightreading

7. Representative Text(s) -

Pachelbel, Johann. <u>Canon in D.</u> arr. Salz, Simon. Van Nuys: Alfred Music Publishing, 2010.
Noad, Frederick. <u>Classical Guitar Treasury: Duets and Ensembles.</u> Music Sales America, 1999.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

A. Critique: Individual and group
B. Lab: Practice, rehearsal
C. Lecture: Historical style and technique
D. Observation and Demonstration: Instructor and student demonstration and observation

10. Lab Content -

A. Guitar Technique
    1. Posture/position
    2. Dynamics
        a. Free stroke
        b. Rest stroke
    3. Nail care
B. Musical Skills
    1. Notation
    2. Expressive markings
    3. Rhythmic accuracy
    4. Chordal harmonies
    5. Dynamics
C. Performance
    1. Interpretation
    2. Presentation
        a. Aural
        b. Visual
    3. Communication
    4. Stage etiquette
D. Repertoire
    1. Variety of historical periods
        a. Medieval
        b. Renaissance
        c. Baroque
        d. Romantic
        e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Practice individual parts, including tone, dynamics, tempo, rhythm, and articulation.
B. Rehearsals: Group rehearsals, including all of the above plus group presentation of musicality.

13. Need/Justification -

This course is a restricted support course for the AA degree in Music.

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 #:   MUS 38B

Course Title: Guitar Ensemble II

Credit Status:
    X   Credit course
_____ Noncredit course

Catalog Description:

Continuation of MUS 38A, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students concentrate on their musical skill through collaboration and will learn to perform musically, rhythmically and with accurate intonation at a second quarter level. Greater emphasis is placed on unity of attack, timbre, and communication. Students are expected to know how to read notation, possess an intermediate grasp of technique and have ensemble experience. Repertoire from the Renaissance through Contemporary, including Bach, Biberian, Handel, de Visee, Diabelli (contingent upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

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
  X   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:

AA-T Music

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

  At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

Approved 4/30/13; Form Revision 12/5/17

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):
  __X__   Transfer
  _____   Workforce/CTE
  _____   Basic Skills

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

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

> Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

Criteria C. Curriculum Standards (please initial as appropriate)
  __X__   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: <u>Robert Hartwell</u>   **Date:** <u>6/13/19</u>

Division Curriculum Representative: <u>Eric Kuehnl</u>   **Date:** <u>6/18/19</u>

Date of Approval by Division Curriculum Committee: <u>6/18/19</u>

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

Fine Arts and Communication

MUS 38B   GUITAR ENSEMBLE II   **Summer 2018**

2 hours lecture, 1 hour laboratory.   **2 Units**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 84   *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours: 2   **Lab Hours:** 1   **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: Applicable   **Credit Status:**   Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 1/9/18

Division Dean Information -

Seat Count: 35   **Load Factor:** .060   **FOAP Code:** 114000143051100400

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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1. Description -

Continuation of MUS 38A, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students concentrate on their musical skill through collaboration and will learn to perform musically, rhythmically and with accurate intonation at a second quarter level. Greater emphasis is placed on unity of

attack, timbre, and communication. Students are expected to know how to read notation, possess an intermediate grasp of technique and have ensemble experience. Repertoire from the Renaissance through Contemporary, including Bach, Biberian, Handel, de Visee, Diabelli (contingent upon instrument" availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: Enrollment subject to audition and instructor assignment.

2. Course Objectives -

The student will be able to:

    A. Play at a second quarter level with accuracy of pitch and rhythm within a guitar ensemble.
    B. Play at a second quarter level with the ability to switch easily between melodic and accompaniment parts.
    C. Play at a second quarter level with a variety of tone colors to meet the artistic style of the repertoire.
    D. Play at a second quarter level using dynamics and expressive markings in the musical notation.
    E. Sight read melodic and accompaniment parts at a second quarter level.
    F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

    A. Guitar Technique (lec demo)
        1. Posture/position
        2. Dynamics
            a. Free stroke
            b. Rest stroke
        3. Nail care
    B. Musical Skills
        1. Notation
        2. Expressive markings
        3. Rhythmic accuracy
        4. Chordal harmonies
        5. Dynamics
    C. Performance
        1. Interpretation
        2. Presentation
            a. Aural
            b. Visual
        3. Communication
        4. Stage etiquette
    D. Practice
        1. Daily
        2. Self-evaluation
    E. Repertoire
        1. Variety of historical periods
            a. Medieval
            b. Renaissance
            c. Baroque
            d. Romantic
            e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Exams/tests: Guitar rehearsal, performance
    B. Group projects: Sectional rehearsal
    C. Class work: Reading notation, playing, articulation/lab activities rehearsal

7. Representative Text(s) -

Villa-Lobos, Heitor. Distribution of Flowers for Flute and Guitar. Paris: Max Eschig, 1970.
Mertz, Johann: Guitar. Deutsche Weise. ed. Heidelberg: Chanterelle, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area

of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

A. Critique: Individual and group
B. Lab: Practice, rehearsal
C. Lecture: Historical style and technique
D. Observation and demonstration: Instructor and student demonstration and observation

10. Lab Content -

A. Guitar Technique
    1. Posture/position
    2. Dynamics
        a. Free stroke
        b. Rest stroke
    3. Nail care
B. Musical Skills
    1. Notation
    2. Expressive markings
    3. Rhythmic accuracy
    4. Chordal harmonies
    5. Dynamics
C. Performance
    1. Interpretation
    2. Presentation
        a. Aural
        b. Visual
    3. Communication
    4. Stage etiquette
D. Practice
    1. Daily
    2. Self-evaluation
E. Repertoire
    1. Variety of historical periods
        a. Medieval
        b. Renaissance
        c. Baroque
        d. Romantic
        e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Practice individual parts, including tone, dynamics, tempo, rhythm, and articulation.
B. Rehearsals: Group rehearsals, including all of the above plus group presentation of musicality.

13. Need/Justification -

This course is a restricted support course for the AA degree in Music.

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 #:   MUS 38C

Course Title: Guitar Ensemble III

Credit Status:
   __X__   Credit course
   _____   Noncredit course

Catalog Description:

Continuation of MUS 38B, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students continue to develop ensemble abilities and will learn to perform musically, rhythmically and with accurate intonation with greater emphasis on dynamics, facility, and performance. Students learn to switch between melodic and accompaniment parts quickly and appropriately. Repertoire includes more intricate pieces by Bach, Pachelbel, Villa-Lobos, and Paganini (based upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

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
   __X__   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:

AA-T Music

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

   At some future point the Music Department will create an AA-T in music, in which case these courses would be part of the degree. Until then, we would like to keep them active.

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.

Approved 4/30/13; Form Revision 12/5/17

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):
   __X__   Transfer
   _____   Workforce/CTE
   _____   Basic Skills

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

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

> Performance classes such as these are important to the music program, particularly since budgetary considerations will not allow studio instruction courses. Moreover, these classes would be particularly useful in meeting the requirements for the AA-T.

Criteria C. Curriculum Standards (please initial as appropriate)
   __X__   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Robert Hartwell   **Date:** 6/13/19

Division Curriculum Representative: Eric Kuehnl   **Date:** 6/18/19

Date of Approval by Division Curriculum Committee: 6/18/19

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

Fine Arts and Communication

MUS 38C   GUITAR ENSEMBLE III   **Summer 2018**

2 hours lecture, 1 hour laboratory.   **2 Units**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 84   *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours: 2   **Lab Hours:** 1   **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: Applicable	**Credit Status:**		Credit

Degree or Certificate Requirement: AA Degree

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 1/9/18

Division Dean Information -

Seat Count: 35   **Load Factor:** .060   **FOAP Code:** 114000143051100400

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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1. Description -

Continuation of MUS 38B, focusing on the study, rehearsal, and public performance of guitar repertoire (both guitar-only ensembles and guitars with other instruments), with emphasis on the development of the skills needed to perform within an ensemble. Students continue to develop ensemble abilities and will learn to perform musically, rhythmically and with accurate intonation with greater emphasis on dynamics, facility, and performance. Students learn to switch

between melodic and accompaniment parts quickly and appropriately. Repertoire includes more intricate pieces by Bach, Pachelbel, Villa-Lobos, and Paganini (based upon instrument availability). Students learn to critique both their own and others' performances. Instructor will coach throughout.

Advisory: Enrollment subject to audition and instructor assignment.

2. Course Objectives -

The student will be able to:

A. Play at a third quarter level with accuracy of pitch and rhythm within a guitar ensemble.
B. Play at a third quarter level with the ability to switch easily between melodic and accompaniment parts.
C. Play at a third quarter level with a variety of tone colors to meet the artistic style of the repertoire.
D. Play at a third quarter level using dynamics and expressive markings in the musical notation.
E. Sight read melodic and accompaniment parts at a third quarter level.
F. Play with attention to steady pulse and rhythmic unity of ensemble.

3. Special Facilities and/or Equipment -

Music stands.

4. Course Content (Body of knowledge) -

A. Guitar Technique
  1. Posture/position
  2. Dynamics
      a. Free stroke
      b. Rest stroke
  3. Nail care
B. Musical Skills
  1. Notation
  2. Expressive markings
  3. Rhythmic accuracy
  4. Chordal harmonies
  5. Dynamics
C. Performance
  1. Interpretation
  2. Presentation
      a. Aural
      b. Visual
  3. Communication
  4. Stage etiquette
D. Practice
  1. Daily
  2. Self-evaluation
E. Repertoire
  1. Variety of historical periods
      a. Medieval
      b. Renaissance
      c. Baroque
      d. Romantic
      e. Contemporary

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Exams/tests: Guitar rehearsal, performance
B. Group projects: Sectional rehearsal
C. Class work: Reading notation, playing, articulation
D. Lab activities: Rehearsal
E. Class performance: Individual and group assessment

7. Representative Text(s) -

Britten, Benjamin. Folksong Arrangements Volume 6. England: Boosey & Hawkes, 1961.
Paganini, Niccolo. Six Sonatas. Op. 3. Boca Raton, FL, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Music or Commercial Music

9. Method of Instruction -

    A. Critique: Individual and group
    B. Lab: Practice, rehearsal
    C. Lecture: Historical style and technique
    D. Observation and demonstration: Instructor and student demonstration and observation

10. Lab Content -

    A. Guitar Technique
        1. Posture/position
        2. Dynamics
            a. Free stroke
            b. Rest stroke
        3. Nail care
    B. Musical Skills
        1. Notation
        2. Expressive markings
        3. Rhythmic accuracy
        4. Chordal harmonies
        5. Dynamics
    C. Performance
        1. Interpretation
        2. Presentation
            a. Aural
            b. Visual
        3. Communication
        4. Stage etiquette
    D. Practice
        1. Daily
        2. Self-evaluation
    E. Repertoire
        1. Variety of historical periods
            a. Medieval
            b. Renaissance
            c. Baroque
            d. Romantic
            e. Contemporary

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

    A. Reading Assignments:
        1. Sight read notation of selected sheet music, e.g., "Overture" from the Nutcracker Suite as arranged by the Accidentals (Edinburgh classical guitar orchestra).
        2. Read notation for the "Canon in D" by Pachelbel.
    B. Writing Assignments:
        1. Prepare notation with expressive and phrasing marks.
        2. Perform the "Suite" by Gilbert Biberian.
    C. Other Assignments:
        1. Write review of guitar performance focusing on technique and artistry of performance.

13. Need/Justification -

This course is a restricted support course for the AA degree in Music.

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 #:   PHT 58 (formerly BIOL 58)

Course Title: Fundamentals of Pharmacology

Credit Status:
   __X__   Credit course
   _____   Noncredit course

Catalog Description:

General principles of pharmacology. Emphasis on drug-receptor interactions, second messenger systems, determinants of drug response, pharmacokinetics, bio transformation and excretion, pharmacogenetics, drug development and legal aspects of drug distribution. Application of pharmacological principles and concepts with emphasis on the various pharmacological classes of drugs in diverse patient populations.

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

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

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

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

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

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

Please indicate how your course supports the Foothill College Mission (select all that apply):
   __X__   Transfer

X   Workforce/CTE
       Basic Skills

Criteria B. Need

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

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

> This course is an introductory course for allied health students to become exposed to foundational pharmacological concepts and prepares them to pursue any CTE health program. It has also been identified as a pre-requisite for various health programs, the Foothill College Dental Hygiene Program, Samuel Merritt College Nursing Program, etc.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Angela Su   **Date:** 9/26/19

Division Curriculum Representative: Lisa Schultheis   **Date:** 9/26/19

Date of Approval by Division Curriculum Committee: 9/26/19

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

For Faculty and Staff use only

Biological and Health Sciences

PHT 58   FUNDAMENTALS OF PHARMACOLOGY   **Summer 2020**

4 hours lecture.   **4 Units**

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

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

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

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	**Grading:**	Letter Grade with P/NP option
Degree Status: Applicable	**Credit Status:**	Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 11-09; 11/15/12; 10/14

Division Dean Information -

Seat Count: 50   **Load Factor:** .100   **FOAP Code:** 114000141111122100

Instruction Office Information -

FSA Code:	0340 - BIOLOGICAL SCIENCES
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	Dental Hygiene
Program TOPs Code:	124020
Program Unique Code:	6063
Content Review Date:	
Former ID:	Formerly: BIOL 58

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1. Description -

General principles of pharmacology. Emphasis on drug-receptor interactions, second messenger systems, determinants of drug response, pharmacokinetics, bio transformation and excretion, pharmacogenetics, drug development and legal aspects of drug distribution. Application of pharmacological principles and concepts with emphasis on the various pharmacological classes of drugs in diverse patient populations.

Prerequisites: BIOL 40A, 40B and 40C or equivalent.

Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in BIOL 46 or 58.

2. Course Objectives -

The student will be able to:

  A. describe the basic principles of pharmacokinetics and pharmacodynamics
  B. discuss the structure and function of physiologic systems and the physiologic responses seen in cases of stimulation and depression of various physiologic systems
  C. explain how drugs are used to affect and interact with physiologic systems in the treatment of disease, and their potential side effects and drug interactions
  D. describe the pharmacology of infectious diseases
  E. recall the most commonly prescribed drugs in use at this time

3. Special Facilities and/or Equipment -

  A. Multimedia classroom

4. Course Content (Body of knowledge) -

  A. Basic pharmacology
    1. recall biological factors affecting the action of drugs
    2. explain basic principles of pharmacokinetics
    3. discuss geriatric and pediatric pharmacology considerations
  B. Physiologic structure, function, and responses to stimulation or depression
    1. central and peripheral nervous system
    2. cardiovascular system
    3. renal system
    4. respiratory system
    5. gastrointestinal system
    6. endocrine system
    7. immune system
  C. Clinical application of pharmaceutical agents, including drugs affecting the:
    1. central and peripheral nervous systems
    2. cardiovascular system
    3. renal system
    4. respiratory system
    5. gastrointestinal system
    6. endocrine system
    7. immune system
  D. Pharmacology of infectious disease
    1. antibacterial agents
    2. antiviral agents
    3. antifungal agents
  E. Drug identification: generic name, brand name and classification of the 50 most commonly prescribed drugs on the market at this time

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Methods of evaluation may include but are not limited to:

  A. Objective exams
  B. Quizzes
  C. Essays

7. Representative Text(s) -

Hitner, Henry, and Barbara Nagle. <u>Pharmacology: An Introduction.</u> 7th ed. Boston, MA: McGraw Hill, 2015.
Harvey, Richard, and Pamela Champe. <u>Lippincotts's Illustrated Reviews: Pharmacology.</u> 7th ed. Philadelphia: Lippincott Williams & Wilkins, 2018.

8. Disciplines -

Biological Sciences and Health

9. Method of Instruction -

      A. Lecture presentations and classroom discussion regarding topics.
      B. Small group recitation sessions to discuss concepts.

10. Lab Content -

  Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

      A. Weekly reading assignments from text.
      B. Weekly lecture covering subject matter from text assignment with extended topic information.
      C. Class discussion is encouraged.

13. Need/Justification -

  This course is an introductory course for allied health students to become exposed to foundational pharmacological concepts.

Foothill College
College Curriculum Committee
Cross-Listed Course Approval Request

Per the [Cross-Listing Course Policy](#), approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.

Course A Information
Course Number: ART 15A
Course Title: Digital Painting I
Total Units: 4
Note: all information on COR, including units, must match Course B.
Division: Fine Arts and Communication
This course is: __X__ Already listed in the catalog _____ New

Course B Information
Course Number: GID 32A
Course Title: Digital Painting I
Total Units: 4
Note: all information on COR, including units, must match Course A.
Division: Fine Arts and Communication
This course is: _____ Already listed in the catalog __X__ New

Please briefly explain how the course content fits in the curriculum of each department:
This class is a required course in the GID Illustration certificate, therefore it fits in the curriculum of the GID department. When the class was written as a replacement for a painting on the computer class and was considered fine arts. The evolving nature of the digital arts has caused this course to be much more aligned with the digital graphic and interactive design courses in the GID department than the traditional fine arts in the ART department.

Please briefly explain how the course content crosses over two disciplines:
The course content is digital image making. In GID, students learn digital asset creation, in the ART department, students learn image making techniques.

Please briefly explain how cross-listing these courses will benefit our students:
Currently many GID students don't know the course exists, even though it is a course which is integral to the GID degree program.

Comments & other relevant information for discussion:
None

Course A Signatures

Faculty Requestor: _____   Date: _____

Division Dean: Debbie Lee   Date: 9/26/19

Division Curriculum Representative: Eric Kuehnl   Date: 12/13/18

Date of Approval by Division Curriculum Committee: 12/13/18

Course B Signatures

Faculty Requestor: _____   Date: _____

Division Dean: Debbie Lee   Date: 9/26/19

Division Curriculum Representative: Eric Kuehnl   Date: 12/13/18

Date of Approval by Division Curriculum Committee: 12/13/18

Fine Arts and Communication

ART 15A   DIGITAL PAINTING I   **Summer 2018**

3 hours lecture, 3 hours laboratory.   **4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

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

Degree or Certificate Requirement: AA Degree,   Certificate of Achievement

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 11/12; 10/13; 6/16

Division Dean Information -

Seat Count: 40   **Load Factor:** .115   **FOAP Code:** 114000143011100210

Instruction Office Information -

FSA Code: 0140 - ART

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

Basic instruction using computers, digital tablets and software to produce digital paintings and images for artistic expression, design and illustration.

Advisory: Familiarity with current interface operations for desktop computers, laptops and digital tablets; not open to students with credit in ART 14C or 86.

2. Course Objectives -

The student will be able to:

    A. Demonstrate familiarity with interactive computers, digital tablets, drawing and painting software.
    B. Demonstrate working knowledge of various computer drawing and painting operations.
    C. Demonstrate skill in creating and manipulating visual materials.
    D. Show awareness of interdisciplinary applications of drawing and computer painting software.
    E. Show understanding of artistic contributions made by people from diverse cultures and backgrounds in digital artwork.
    F. Show understanding of careers in digital art, illustration and animation.

3. Special Facilities and/or Equipment -

    A. Lecture/lab room with high-resolution color graphics terminals, plotter or ink-jet printers, current computer drawing and painting software, and hardware as required when taught on campus.
    B. When taught via Foothill Global Access: on-going access to computer, digital tablets, and other interface methods with email software and capabilities; email address; Java-script enabled internet browsing software.

4. Course Content (Body of knowledge) -

    A. Lectures:
        1. History of computer art and graphics, specifically computer drawing and painting.
        2. Relationship of digital drawing and painting to traditional painting methods.
        3. Principles of visual communication in digital art.
        4. Observation of contemporary examples of digital art, drawings, painting and related products.
    B. Demonstrations:
        1. Interactive digital drawing and painting software programs.
        2. Digital operations required for creating graphics, including file and disk management.
    C. Laboratory Practice:
        1. Using computer paint software and computer operations to create digital artwork.
        2. Developing, manipulating, and editing images in digital painting and drawing.
        3. Completion of course assignments and requirements using digital painting using traditional and experimental methods.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Instructor's review and grading of assigned coursework.
    B. Class and lab participation.

7. Representative Text(s) -

Jardine, Alison. <u>Make Great Art on Your iPad.</u> Ilex Press, 2017.
Pendarvis-Threinen, Cher. <u>The Photoshop and Painter Artist Tablet Book: Creative Techniques in Digital Painting Using Wacom and the iPad.</u> 2nd ed. Peachpit Press, 2013.

8. Disciplines -

Art OR Graphic Arts

9. Method of Instruction -

    A. Lectures related to history of digital art, forms and function
    B. Demonstrations of techniques and current methods used to create digital artwork
    C. Slideshows will be used to present multiple aspects of digital artwork and digital artists
    D. Group presentations of major projects followed by in-class discussion and evaluation

10. Lab Content -

Laboratory Practice:

A. Using digital drawing and painting software and computer operations.
B. Developing, manipulating, and editing images, drawing, painting in digital formats.
C. Digital painting using software, tablets, computers.
D. Creating preliminary conceptual sketches in preparation for digital drawing and painting.
E. Completion of multiple drawing and painting assignments.
F. Compilation of a digital portfolio inclusive of digital painting.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Creating digital artwork, such as abstract art, drawing, portrait, still life, and scene painting using digital painting software.
B. Exploring digital painting software, using digital paintbrushes and application settings.
C. Exploring traditional drawing techniques using digital painting software and drawing tablets, computers, or mobile devices.
D. Practicing painting techniques with drawing tablets, computers, or mobile devices.
E. Creating digital paintings with Adobe Photoshop and Corel Painter, and mobile applications.
F. Applying composition and design theory to digital painting.
G. Reading textbook lessons on methods to create digital painting compositions.

13. Need/Justification -

This course is a restricted support course for the AA degrees and certificates of achievement in Art and Graphic & Interactive Design.

Fine Arts and Communication

GID 32A   DIGITAL PAINTING I   **Summer 2020**

3 hours lecture, 3 hours laboratory.   **4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

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

Degree or Certificate Requirement: AA Degree,   Certificate of Achievement

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** UC Pending 2/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .115   **FOAP Code:** 114000143041103000

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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1. Description -

Basic instruction using computers, digital tablets and software to produce digital paintings and images for artistic expression, design and illustration.

Advisory: Familiarity with current interface operations for desktop computers, laptops and digital tablets; not open to students with credit in ART 14C or 86.

2. Course Objectives -

The student will be able to:

    A. Demonstrate familiarity with interactive computers, digital tablets, drawing and painting software.
    B. Demonstrate working knowledge of various computer drawing and painting operations.
    C. Demonstrate skill in creating and manipulating visual materials.
    D. Show awareness of interdisciplinary applications of drawing and computer painting software.
    E. Show understanding of artistic contributions made by people from diverse cultures and backgrounds in digital artwork.
    F. Show understanding of careers in digital art, illustration and animation.

3. Special Facilities and/or Equipment -

    A. Lecture/lab room with high-resolution color graphics terminals, plotter or ink-jet printers, current computer drawing and painting software, and hardware as required when taught on campus.
    B. When taught via Foothill Global Access: on-going access to computer, digital tablets, and other interface methods with email software and capabilities; email address; JavaScript enabled internet browsing software.

4. Course Content (Body of knowledge) -

    A. Lectures:
        1. History of computer art and graphics, specifically computer drawing and painting.
        2. Relationship of digital drawing and painting to traditional painting methods.
        3. Principles of visual communication in digital art.
        4. Observation of contemporary examples of digital art, drawings, painting and related products.
    B. Demonstrations:
        1. Interactive digital drawing and painting software programs.
        2. Digital operations required for creating graphics, including file and disk management.
    C. Laboratory Practice:
        1. Using computer paint software and computer operations to create digital artwork.
        2. Developing, manipulating, and editing images in digital painting and drawing.
        3. Completion of course assignments and requirements using digital painting using traditional and experimental methods.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Instructor's review and grading of assigned coursework.
    B. Class and lab participation.

7. Representative Text(s) -

Jardine, Alison. Make Great Art on Your iPad. Ilex Press, 2017.
Pendarvis-Threinen, Cher. The Photoshop and Painter Artist Tablet Book: Creative Techniques in Digital Painting Using Wacom and the iPad. 2nd ed. Peachpit Press, 2013.

8. Disciplines -

Art or Graphic Arts

9. Method of Instruction -

    A. Lectures related to history of digital art, forms and function
    B. Demonstrations of techniques and current methods used to create digital artwork
    C. Slideshows will be used to present multiple aspects of digital artwork and digital artists
    D. Group presentations of major projects followed by in-class discussion and evaluation

10. Lab Content -

    A. Using digital drawing and painting software and computer operations.

B. Developing, manipulating, and editing images, drawing, painting in digital formats.
C. Digital painting using software, tablets, computers.
D. Creating preliminary conceptual sketches in preparation for digital drawing and painting.
E. Completion of multiple drawing and painting assignments.
F. Compilation of a digital portfolio inclusive of digital painting.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Creating digital artwork, such as abstract art, drawing, portrait, still life, and scene painting using digital painting software.
B. Exploring digital painting software, using digital paintbrushes and application settings.
C. Exploring traditional drawing techniques using digital painting software and drawing tablets, computers, or mobile devices.
D. Practicing painting techniques with drawing tablets, computers, or mobile devices.
E. Creating digital paintings with Adobe Photoshop and Corel Painter, and mobile applications.
F. Applying composition and design theory to digital painting.
G. Reading textbook lessons on methods to create digital painting compositions.

13. Need/Justification -

This course is a restricted support course for the AA degrees and certificates of achievement in Art and Graphic & Interactive Design.

Foothill College
College Curriculum Committee
Cross-Listed Course Approval Request

Per the [Cross-Listing Course Policy](), approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.

Course A Information
Course Number: ART 15B
Course Title: Digital Painting II
Total Units: 4
Note: all information on COR, including units, must match Course B.
Division: Fine Arts and Communication
This course is: __X__ Already listed in the catalog _____ New

Course B Information
Course Number: GID 32B
Course Title: Digital Painting II
Total Units: 4
Note: all information on COR, including units, must match Course A.
Division: Fine Arts and Communication
This course is: _____ Already listed in the catalog __X__ New

Please briefly explain how the course content fits in the curriculum of each department:
This course is a continuation of ART 15A/GID 32A which is also applying for cross-listing. For the same reasons it fits in the curriculum of the GID department. When the class was written as a replacement for a painting on the computer class and was considered fine arts. The evolving nature of the digital arts has caused this course to be much more aligned with the digital graphic and interactive design courses in the GID department than the traditional fine arts in the ART department.

Please briefly explain how the course content crosses over two disciplines:
The course content is digital image making. In GID, students learn digital asset creation, in the ART department, students learn image making techniques.

Please briefly explain how cross-listing these courses will benefit our students:
Currently many GID students don't know the course exists, even though it is a course which is integral to the GID degree program.

Comments & other relevant information for discussion:
None

Course A Signatures

Faculty Requestor: _____   Date: _____

Division Dean: Debbie Lee   Date: 9/26/19

Division Curriculum Representative: Eric Kuehnl   Date: 12/13/18

Date of Approval by Division Curriculum Committee: 12/13/18

Course B Signatures

Faculty Requestor: _____   Date: _____

Division Dean: Debbie Lee   Date: 9/26/19

Division Curriculum Representative: Eric Kuehnl   Date: 12/13/18

Date of Approval by Division Curriculum Committee: 12/13/18

For Faculty and Staff use only

Fine Arts and Communication

ART 15B   DIGITAL PAINTING II   **Summer 2018**

3 hours lecture, 3 hours laboratory.   **4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours:
3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

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

Degree or Certificate Requirement: AA Degree,   Certificate of Achievement

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 07/2013;10/13; 6/16

Division Dean Information -

Seat Count: 40   **Load Factor:** .115   **FOAP Code:** 114000143011100210

Instruction Office Information -

FSA Code: 0140 - ART

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

Intermediate instruction using computers, digital tablets and software to produce digital paintings and images for artistic expression, design and illustration.

Advisory: Familiarity with current interface operations for desktop computers, laptops and digital tablets.

2. Course Objectives -

The student will be able to:

    A. Demonstrate familiarity with interactive computers, digital tablets, drawing and painting software.
    B. Demonstrate working knowledge of various computer drawing and painting operations.
    C. Demonstrate skill in creating and manipulating visual materials.
    D. Show awareness of interdisciplinary applications of drawing and computer painting software.
    E. Show understanding of artistic contributions made by people from diverse cultures and backgrounds in digital artwork.
    F. Show understanding of careers in digital art, illustration and animation.

3. Special Facilities and/or Equipment -

    A. Lecture/lab room with high-resolution color graphics terminals, plotter or ink-jet printers, current computer drawing and painting software, and hardware as required when taught on campus.
    B. When taught via Foothill Global Access: on-going access to computer, digital tablets, and other interface methods with email software and capabilities; email address; Java-script enabled internet browsing software.

4. Course Content (Body of knowledge) -

    A. Lectures:
        1. History of computer art and graphics, specifically computer drawing and painting.
        2. Relationship of digital drawing and painting to traditional painting methods.
        3. Principles of visual communication in digital art.
        4. Observation of contemporary examples of digital art, drawings, painting and related products.
    B. Demonstrations:
        1. Intermediate use of interactive digital drawing and painting software programs.
        2. Intermediate and complex digital operations required for creating graphics, including file and disk management.
    C. Laboratory Practice:
        1. Using computer intermediate and complex paint software and computer operations to create digital artwork.
        2. Developing, manipulating, and editing complex images in digital painting and drawing.
        3. Completion of course assignments and requirements using digital painting with traditional and experimental methods.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Instructor's review and grading of assigned coursework.
    B. Class and lab participation.

7. Representative Text(s) -

Jardine, Alison. <u>Make Great Art on Your iPad.</u> Ilex Press, 2017.
Pendarvis-Threinen, Cher. <u>The Photoshop and Painter Artist Tablet Book: Creative Techniques in Digital Painting Using Wacom and the iPad.</u> 2nd ed. Peachpit Press, 2013.

8. Disciplines -

Art OR Graphic Arts

9. Method of Instruction -

    A. Lectures related to history of digital art, forms and function
    B. Demonstrations of techniques and current methods used to create digital artwork
    C. Slideshows will be used to present multiple aspects of digital artwork and digital artists

10. Lab Content -

Laboratory Practice:

A. Using complex digital drawing and painting software and computer operations.
B. Developing, manipulating, and editing images, drawing, painting in digital formats.
C. Digital painting using software, tablets, computers.
D. Creating preliminary conceptual sketches in preparation for digital drawing and painting.
E. Completion of multiple drawing and painting assignments.
F. Compilation of a digital portfolio inclusive of digital painting.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Create multiple versions of digital artwork, such as abstract art, landscape painting, still life painting, expressionistic artwork and illustrations using drawing and painting software programs.
B. Interface exploration through five specific painting assignments, using digital tools and techniques to learn how to cut, copy, paste, use layers, use multiple digital paintbrushes and use digital papers and textures.
C. Practice using new techniques with digital tablets, iPads, and computers in creating digital artwork using Adobe Photoshop and Corel Painter software.
D. Exploration of traditional drawing and painting techniques, using digital tools, such as computers, to create no fewer than five examples of digital artwork.
E. Reading related to careers in digital art and design.
F. Appreciating digital art created by multi-cultural artists.
G. Research digital art, illustration and animation as part of the course online web-based research.
H. Reading textbook lessons on methods to create art using oil, watercolor, acrylic, and pastel digital painting methods.

13. Need/Justification -

This course is a restricted support course for the AA degrees and certificates of achievement in Art and Graphic & Interactive Design.

For Faculty and Staff use only

Fine Arts and Communication

GID 32B   DIGITAL PAINTING II   **Summer 2020**

3 hours lecture, 3 hours laboratory.   **4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

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

Lecture Hours: 3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	**Grading:**	Letter Grade with P/NP option
Degree Status: Applicable	**Credit Status:**	Credit
Degree or Certificate Requirement: AA Degree, Certificate of Achievement		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** UC Pending 2/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .115   **FOAP Code:** 114000143041103000

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:

---

1. Description -

Intermediate instruction using computers, digital tablets and software to produce digital paintings and images for artistic expression, design and illustration.

Advisory: Familiarity with current interface operations for desktop computers, laptops and digital tablets.

2. Course Objectives -

The student will be able to:

A. Demonstrate familiarity with interactive computers, digital tablets, drawing and painting software.
B. Demonstrate working knowledge of various computer drawing and painting operations.
C. Demonstrate skill in creating and manipulating visual materials.
D. Show awareness of interdisciplinary applications of drawing and computer painting software.
E. Show understanding of artistic contributions made by people from diverse cultures and backgrounds in digital artwork.
F. Show understanding of careers in digital art, illustration and animation.

3. Special Facilities and/or Equipment -

A. Lecture/lab room with high-resolution color graphics terminals, plotter or ink-jet printers, current computer drawing and painting software, and hardware as required when taught on campus.
B. When taught via Foothill Global Access: on-going access to computer, digital tablets, and other interface methods with email software and capabilities; email address; JavaScript enabled internet browsing software.

4. Course Content (Body of knowledge) -

A. Lectures:
    1. History of computer art and graphics, specifically computer drawing and painting.
    2. Relationship of digital drawing and painting to traditional painting methods.
    3. Principles of visual communication in digital art.
    4. Observation of contemporary examples of digital art, drawings, painting and related products.
B. Demonstrations:
    1. Intermediate use of interactive digital drawing and painting software programs.
    2. Intermediate and complex digital operations required for creating graphics, including file and disk management.
C. Laboratory Practice:
    1. Using computer intermediate and complex paint software and computer operations to create digital artwork.
    2. Developing, manipulating, and editing complex images in digital painting and drawing.
    3. Completion of course assignments and requirements using digital painting with traditional and experimental methods.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Instructor's review and grading of assigned coursework.
B. Class and lab participation.

7. Representative Text(s) -

Jardine, Alison. <u>Make Great Art on Your iPad.</u> Ilex Press, 2017.
Pendarvis-Threinen, Cher. <u>The Photoshop and Painter Artist Tablet Book: Creative Techniques in Digital Painting Using Wacom and the iPad.</u> 2nd ed. Peachpit Press, 2013.

8. Disciplines -

Art or Graphic Arts

9. Method of Instruction -

A. Lectures related to history of digital art, forms and function
B. Demonstrations of techniques and current methods used to create digital artwork
C. Slideshows will be used to present multiple aspects of digital artwork and digital artists

10. Lab Content -

A. Using complex digital drawing and painting software and computer operations.

B. Developing, manipulating, and editing images, drawing, painting in digital formats.
C. Digital painting using software, tablets, computers.
D. Creating preliminary conceptual sketches in preparation for digital drawing and painting.
E. Completion of multiple drawing and painting assignments.
F. Compilation of a digital portfolio inclusive of digital painting.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Create multiple versions of digital artwork, such as abstract art, landscape painting, still life painting, expressionistic artwork and illustrations using drawing and painting software programs.
B. Interface exploration through five specific painting assignments, using digital tools and techniques to learn how to cut, copy, paste, use layers, use multiple digital paintbrushes and use digital papers and textures.
C. Practice using new techniques with digital tablets, iPads, and computers in creating digital artwork using Adobe Photoshop and Corel Painter software.
D. Exploration of traditional drawing and painting techniques, using digital tools, such as computers, to create no fewer than five examples of digital artwork.
E. Reading related to careers in digital art and design.
F. Appreciating digital art created by multi-cultural artists.
G. Research digital art, illustration and animation as part of the course online web-based research.
H. Reading textbook lessons on methods to create art using oil, watercolor, acrylic, and pastel digital painting methods.

13. Need/Justification -

This course is a restricted support course for the AA degrees and certificates of achievement in Art and Graphic & Interactive Design.