College Curriculum Committee Meeting Agenda
Tuesday, February 1, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: January 18, 2022	2 min.	Action	#2/1/22-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. Notification of Proposed Requisites b. New Program Creation Process Ad Hoc Group (meeting Friday 2/4) c. AB 705 Improvement Plan Next Steps d. Division CC Agendas e. Music Technology BDP	5 min.	Information	#2/1/22-2	CCC Team
5. Consent Calendar a. GE Applications	5 min.	Action	#2/1/22-3-6	Kuehnl
6. Request to Update AA/AS Degree Minimum Proficiency List for English	5 min.	2nd Read/ Action	#2/1/22-7-8	Kuehnl
7. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106	10 min.	2nd Read/ Action	#2/1/22-9-14	Kuehnl
8. Stand Alone Approval Requests: C S 77A, 77B		2nd Read/ Action	#2/1/22-15-16	Kuehnl
9. Stand Alone Approval Request: D A 67		2nd Read/ Action	#2/1/22-17	Kuehnl
10. Stand Alone Approval Request: NCBS 449		2nd Read/ Action	#2/1/22-18 & 24	Kuehnl
11. Stand Alone Approval Requests: NCEL 401B, 401C		2nd Read/ Action	#2/1/22-19-20	Kuehnl
12. Stand Alone Approval Request: SPAN 51		2nd Read/ Action	#2/1/22-21	Kuehnl
13. Stand Alone Approval Requests: C S 203A, NCBS 443A	5 min.	1st Read	#2/1/22-22-24	Kuehnl
14. Guided Pathways Meta Majors Resolution	20 min.	1st Read	#2/1/22-25	Kuehnl
15. Courses not Taught in Four Years	5 min.	Discussion	#2/1/22-26	Kuehnl
16. Adding Equity Section to COR	20 min.	Discussion		Kuehnl
17. Good of the Order	3 min.			Kuehnl
18. Adjournment				Kuehnl

**Times listed are approximate*

Consent Calendar:

Foothill General Education (attachments #2/1/22-3-6)

Area I—Humanities: ENGL 10A, HUMN 10, HUMN 14

Area II—English: ESLL 26

Attachments:

#2/1/22-1	Draft Minutes: January 18, 2022
#2/1/22-2	CCC Notification of Proposed Requisites
#2/1/22-7	Language Arts Request to Update Minimum Proficiency in English
#2/1/22-8	ESLL 26 Requisite/Advisory Report
#2/1/22-9	Stand Alone Approval Request: APCA 100
#2/1/22-10	Stand Alone Approval Request: APCA 101
#2/1/22-11	Stand Alone Approval Request: APCA 102
#2/1/22-12	Stand Alone Approval Request: APCA 104
#2/1/22-13	Stand Alone Approval Request: APCA 105
#2/1/22-14	Stand Alone Approval Request: APCA 106
#2/1/22-15	Stand Alone Approval Request: C S 77A
#2/1/22-16	Stand Alone Approval Request: C S 77B
#2/1/22-17	Stand Alone Approval Request: D A 67
#2/1/22-18	Stand Alone Approval Request: NCBS 449
#2/1/22-19	Stand Alone Approval Request: NCEL 401B
#2/1/22-20	Stand Alone Approval Request: NCEL 401C
#2/1/22-21	Stand Alone Approval Request: SPAN 51
#2/1/22-22	Stand Alone Approval Request: C S 203A
#2/1/22-23	Stand Alone Approval Request: NCBS 443A
#2/1/22-24	Stand Alone Approval Request attachments for C S 203A; NCBS 443A, 449
#2/1/22-25	Resolution to Approve the Foothill College Meta Major Model (draft)
#2/1/22-26	Courses not Taught in Four Years - 2022 list

2021-2022 Curriculum Committee Meetings:

Fall 2021 Quarter	Winter 2022 Quarter	Spring 2022 Quarter
~~10/5/21~~	~~1/18/22~~	4/19/22
~~10/19/21~~	2/1/22	5/3/22
~~11/2/21~~	2/15/22	5/17/22
~~11/16/21~~	3/1/22	5/31/22
~~11/30/21~~	3/15/22	6/14/22

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

2021-2022 Curriculum Deadlines:

~~*11/5/21*~~	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
~~*11/5/21*~~	Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
~~*12/1/21*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/21*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates for 2023-24 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 (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Dixie Macias (KA), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Interim AVP Instruction), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Updated 2/1/22

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2021-22

Meeting Date: 2/1/22

Co-Chairs (2)

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
	Kurt Hueg	7179	Interim Vice President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
✔	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@fhda.edu
	Dixie Macias	7271	KA	maciasdixie@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen, Isaac Escoto, Amy Leonard, Kathryn Maurer, Ram Subramaniam

College Curriculum Committee
Meeting Minutes
Tuesday, January 18, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Discussion
1. Reaffirmation of Remote Meetings Resolution	**Speaker: Eric Kuehnl** CCC approved Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361 at Oct. 5th meeting and reaffirmed at Nov. 16th meeting. If we wish to continue to meet virtually, we are required to reaffirm it every 30 days. Academic Senate (AS) decided to stay virtual, likely through end of March, so CCC may follow suit. PSME rep expressed ambivalence and noted the language in the resolution suggests it's not safe to meet in person, which doesn't align with what the county has stated. Kuehnl acknowledged resolution might be more formal than needed. Unsure if any other governance groups wrote a resolution; many simply documented intention to meet virtually in meeting minutes. Agreed that meeting in person may not be as dangerous as language makes it seem, but as CCC is subcommittee of AS we're following their lead. Noted that achieving in-person quorum was going to be tough, and recent allowance for faculty to change classes to hybrid/online would exacerbate that. Fine Arts rep mentioned issue of achieving in-person quorum at their division CC meetings, nothing that some faculty have COVID. Asked if division CCs may remain virtual even after CCC returns to campus—Kuehnl responded that division CCs also must follow Brown Act, so cannot stay virtual-only forever. BSS rep reported similar issues—surveyed faculty, and only two (in addition to the reps) willing to attend in-person meetings; noted high level of involvement at virtual division CC meetings and hopes the group can discuss how to keep this momentum going once in-person meetings resume. Kuehnl noted virtual option will still exist, as long as in-person quorum achieved; added that division CCs have freedom to establish their own definition of a quorum. BSS reps concerned that defining quorum as a smaller group puts pressure on those folks to make curriculum decisions. Fine Arts rep noted same conversation in their division (re: size of quorum); asked for info about posting agendas. Kuehnl working with Vanatta on plan to post agendas on CCC website, noting must be posted 72 hours in advance. Once we return to in-person meetings, will need to discuss requirements for posting physical copies of division CC agendas on campus. Kuehnl also reported unable to get ASFC reps lined up for division CCs right now, but will be addressed later on. Motion to reaffirm resolution **M/S** (Armerding, Venkataraman). **Approved.** 1 abstention
2. Minutes: November 30, 2021	**Approved by consensus.**
3. Report Out from Division Reps	**Speaker: All** Apprenticeship: New partnership with American Aerospace Technical Academy (related to new AATA subject code). Bio Health: Respiratory Therapy dept. working on process to create bachelor degree, with other Allied Health depts. planning to follow suit. Kuehnl noted local program creation process will occur in tandem with CCCCO's super compressed submission timeline. BSS: Working on new Child Development dept. certs. Trying to determine

	who is on BSS division CC, noting that majority of respondents to survey believe all division faculty should be included. Counseling: Created small division curriculum subcommittee in fall quarter. Noted that if faculty/depts. planning changes to programs for upcoming year, please let them know so counselors can be given a heads up. SRC: Creating new courses and finalizing COR updates. Fine Arts: Decided to invite all adjuncts and full-time faculty to upcoming division CC meeting, noting that a number of adjuncts plan to attend. Kinesiology: Working on DL addendum submissions. Language Arts: Working on finalizing ESLL & NCEL COR changes; Ethnic Studies dept. working on new courses in Chicano Studies & Pacific Islander Studies. Upcoming joint retreat with LRC. LRC: Focusing on course changes that may trigger a response for tutoring support. Possibly creating new tutoring courses. Library open again for in-person services Mon-Thurs, plus online-only reference support Fridays—please remind students that campus COVID protocols will be followed. Encouraged faculty to reach out when creating new courses, to ensure Library resources available to support students when they take the courses. PSME: Faculty pretty focused on trying to deal with COVID surge (e.g., student absences). Hueg noted update re: Foothill President search timeline extended. Excited for Subramaniam's new role as Interim AVP Instruction, but noted downstream issue of leadership for STEM division. Also mentioned staffing shortage in Institutional Research dept. Working with folks on next steps for software for SLO assessments (i.e., staying w/ TracDat vs. changing). Vanatta has no updates but mentioned timeline for finalizing CORs for upcoming catalog is rapidly closing; sending follow-up emails to faculty re: outstanding issues. Gilstrap reported that C-ID has made changes to descriptors for Film, TV, Electronic Media—reached out to faculty to get changes submitted. New TMC template for that ADT will be available Feb. 1st. TMC templates for Sociology ADT and Chemistry ADT being updated, as well. Working w/ Chemistry dept. on solutions for meeting Chemistry ADT requirements, as we're currently over by just one unit.
4. Public Comment on Items Not on Agenda	Fine Arts rep reported issue experienced during years on GE Area subcommittee—believes instructions on application unclear for faculty when filling out the form; has to keep sending forms back for faculty to make corrections and would like to get instructions updated. Kuehnl noted we have a GE Ad Hoc group which could discuss this issue.
5. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. Ad Hoc Groups	**Speakers: CCC Team** The following proposal was presented: ALCB 470Y. Please share with your constituents. No comments. New prerequisite for C S 77B (eff. 2022-23); ongoing requisites for PHYS 2AM, 2BM, 2CM, for which Content Review forms were not on file. Gilstrap noticed typo on attachment—Target Course of C S 77A should be 77B. Ad hoc groups for program creation process and Foothill GE process each met once before winter break; Kuehnl has been working with a few folks on

	Equity Action Plan group but needs more representation. AS President Kathryn Maurer has requested each group have representation from each division, which could be difficult. Please reach out to Kuehnl if interested.
6. New Subject Code: AATA	**Speaker: Eric Kuehnl** Apprenticeship has approved the creation of a new subject code of AATA (Apprenticeship: Aerospace). No comments.
7. Consent Calendar a. GE Application	**Speaker: Eric Kuehnl** The following GE application was presented: Area IV—PSYC 2. Hueg asked if course part of ADT pathway—Gilstrap responded can be added to Psychology ADT if dept. faculty wish. Motion to approve **M/S** (Armstrong, Armerding). **Approved.**
8. New Program Application: Advanced Sports Medicine CA	**Speaker: Eric Kuehnl** Third read of new Advanced Sports Medicine Certificate of Achievement. Narrative has been updated since second read. PSME rep mentioned comments at previous meeting, re: LMI not supporting the program, but wants to clarify if this aspect appropriate for CCC to discuss. Kuehnl responded that CCC welcome to consider such aspects when evaluating a new program. Vanatta added that LMI document is the version required for program's submission to regional consortium (BACCC), following CCC approval. PSME rep mentioned LMI states increased need is for bachelor-level jobs, and not necessarily something community colleges can address. Voyce (who drafted program) responded that community college programs fit into larger pathway for students, in terms of what LMI reflects; acknowledged it's not always clear how a college's program directly connects to LMI. Students could use this program as stepping stone for application to a more professional program, or use it as an intermediary to get a job while they continue to advance their education. Believes completion of program could help students stand out in future applications (to physical therapy school, etc.). Motion to approve **M/S** (Mac Neil, Murphy). **Approved.**
9. Request to Update AA/AS Degree Minimum Proficiency List for English	**Speaker: Eric Kuehnl** First read of request by Language Arts division to update the list of courses meeting minimum proficiency in English, for Foothill AA/AS degrees. If approved, updated list will be, "ENGL 1A or ENGL 1AH or ENGL 1S and ENGL 1T or ESLL 26." Would go into effect for the 2022-23 catalog. Vanatta noted that ESLL 26 being reactivated, prompting this change (course was previously included in this list). Second read and possible action will occur at next meeting.
10. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for APCA 100, 101, 102, 104, 105, 106. Will be permanently Stand Alone. Vanatta noted courses originally approved as temporary and being changed to permanent. Bio Health rep noted two matching Course Objectives on APCA 100 COR—Vanatta will fix. Second read and possible action will occur at next meeting.
11. Stand Alone Approval Requests: C S 77A, 77B	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for C S 77A, 77B. Will be temporarily Stand Alone and included in upcoming certificates of achievement in Web Application Development and Advanced Web Application Development. No comments. Second read and possible action will occur at next meeting.
12. Stand Alone Approval Request: D A 67	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for D A 67. Will be permanently

	Stand Alone. No comments. Second read and possible action will occur at next meeting.
13. Stand Alone Approval Request: NCBS 449	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for NCBS 449. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
14. Stand Alone Approval Requests: NCEL 401B, 401C	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for NCBS 401B, 401C. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
15. Stand Alone Approval Request: SPAN 51	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for SPAN 51. Will be permanently Stand Alone. Vanatta noted course originally approved as temporary and being changed to permanent. No comments. Second read and possible action will occur at next meeting.
16. AB 705 Improvement Plan Requirements	**Speakers: Doreen Finkelstein & Kennedy Bui** Finkelstein presented slideshow outlining CCCCO changes to AB 705. Improvement Plan form must be submitted by March 11, 2022, with changes to math and English curriculum made eff. fall 2022. CCCCO has determined students more likely to achieve throughput when placed and enroll in transfer-level coursework—big change is that we now must ensure students enrolling in transfer-level coursework (not just being placed). Throughput = % of students who successfully complete transfer-level course within one year (three quarters) of first course in the subject area. Pre-transfer-level and stretch math & English courses may no longer be offered unless they maximize throughput—our local data do not support this (MATH 105, 180, 217/17; ENGL 1S/1T). New requirements apply to all high school graduates, even those students who don't have a goal of transfer. Only exception is if degree/cert. requirements cannot be met by a transfer-level math or English course. New requirements strongly recommended for dual enrollment students, but colleges may discuss special dual enrollment circumstances w/ CCCCO. Improvement Plan form includes questions re: communication/advising to students, placement, transfer-level course availability, support practices (e.g., coreqs). We may argue for keeping pre-transfer-level and stretch courses, but our data must show that enrollment maximizes throughput; unfortunately, our data do not. (Finkelstein shared data for ENGL 1S/1T, MATH 105 & 180, MATH 217; noted that students who take MATH 105 or 180 don't necessarily then attempt a transfer-level course. Data for MATH 217 show good throughput for certain GPA categories, but not the lowest one, which CCCCO is most concerned with.) Next steps: disseminate info among faculty, determine implementation plans (curriculum changes, counseling/advising changes), designate who will submit the form. Institutional Research and Assessment depts. are not leading the process but are providing support. Language Arts rep wonders if data might not support our continuing to offer ENGL 1A coreqs, as throughput lower than for students taking course w/o coreq. Asked if enrollment fraud (recently a big issue) could be affecting data—Finkelstein responded that data reflect students who completed the course and received a grade, so fraudulent enrollment shouldn't be captured. Noted throughput issues for ENGL 1S/1T have occurred for years (not a recent change). Re: ENGL 1A coreqs, even if not performing as well

as we'd hoped, CCCCO unlikely to push back on our continuing to offer. Subramaniam noted state-level data show coreqs are helping students, in general. PSME rep asked if data available on students who place into lower-level courses, to see if there's any difference between those who then take the lower-level course vs. those who skip it and take the transfer-level course. Also noted that a different group of students would be taking ENGL 1A, anyway (without considering lower-level in the first place). Finkelstein responded that GPA categories (high school GPA) should reflect these different groups of students. Starer believes data show that poorly-prepared students tend to perform poorly, and CCCCO does a good job of telling colleges what we can or can't do but doesn't tell us how to do better. Added that ENGL 1S/1T have resulted in significant improvement in throughput vs. lower-level courses (ENGL 209 & 110). Hueg suggested CCCCO's changes related to certain political movements. Starer concerned that if we don't offer lower-level or stretch courses, students who want them may become discouraged and leave college, in general. LRC rep asked how new rules apply to DRC students—Finkelstein responded the same rules apply, and we'll need to determine support systems for DRC students.

Gilstrap mentioned that these changes will have big impact on articulation; will reach out to fellow Articulation Officers to see how other colleges plan to handle. Timeline of fall 2022 doesn't give us much time, especially re: UC transfer. Menendez asked how throughput measured for ENGL 1S/1T—Finkelstein responded it's students who finished 1T, as it's a transfer-level course. Menendez suggested data could be affected by change to virtual classes due to COVID—Finkelstein noted that data during those quarters not much different than pre-COVID. Menendez asked how many ENGL 1S/1T sections offered vs. ENGL 1A—Finkelstein doesn't have specific figures but noted that fewer sections of 1S/1T offered vs. 1A.

Lewis agreed with Starer re: poorly-prepared students' performance; also suggested data fail to capture students' "life problems," and students who take lower-level/stretch courses tend to have more problems outside of school vs. those who don't take such courses. Wondered how data could capture such socio-economic issues, and stated this is an equity problem. Many faculty who teach such courses can attest that students tend to just disappear due to these types of issues. Finkelstein agreed that the data do not capture this aspect; Kuo believes this is why CCCCO making this push, because if students enroll in transfer-level courses to begin with, they have a better chance of making it through before life problems pop up. Bui noted Improvement Plan form asks us to indicate additional services and support the college is providing to students (via Student Services division, etc.). Echoed Kuo's comment that CCCCO hopes students will be more likely to complete one transfer-level course vs. stretch course which spans multiple terms.

Finkelstein addressed question in chat re: how Foothill compares to other colleges—unsure, but believes that only a few colleges already placing students in transfer-level courses (vast majority in our shoes). Addressed question re: what happened to students who didn't achieve throughput—some keep trying, some drop out, really any possible path you can think of, a student has taken it. Starer asked if data can be run to determine how students who took ENGL 1T performed in next transfer-level course vs. those who placed themselves into ENGL 1A, to see if difference in learning affected students' performance in next course taken—Finkelstein can do this analysis but noted that in terms of making argument to CCCCO it won't matter, as we're being judged solely by throughput. Starer would still like to see such data. Fong mentioned that 1S/1T designed as two separate courses because at the time we were told we cannot term-span (must have

	a hard quarter-end stop/break), and wonders if courses could be redesigned to not have a break in span and if that would affect the data (and possibly be considered a single course). Subramaniam noted still could lose students in between terms (could withdraw). Finkelstein noted that language in memo is "multi-term transfer-level" courses not allowed, and unsure if this change would count as such—we'd need to ask CCCCO. Fernandez echoed Lewis' concerns re: real-world issues, especially while teaching during COVID. Already has help from DRC and dedicated Puente counselor and wonders what more can be added (social workers, for example). Believes inequitable to move to a "drive thru" method for students just because the focus is being put on throughput. Would like to see additional data and to talk with students to try to inform the situation in an equitable way. Believes serious conversations need to occur, not just looking at data and cutting out courses. Hueg suggested working with faculty and deans to continue conversation. Thanks to Finkelstein, Kuo, and Bui, for their work and presentation.
17. Good of the Order	
18. Adjournment	**3:45 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Kennedy Bui (Assessment), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Hilda Fernandez (LA), Doreen Finkelstein (IR), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Elaine Kuo (IR), Andy Lee (CNSL), Brian Lewis (LA), Don Mac Neil (KA), Michelle McNeary (LA), Allison Meezan (BSS), Natalia Menendez (LA), Ché Meneses (FA), Brian Murphy (APPR), Paul Starer (LA), Ram Subramaniam (Dean—BH & PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Warren Voyce (KA)

Minutes Recorded by: M. Vanatta

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
C S 203A JUST-IN-TIME SUPPORT FOR C S 3A	E. Reed	Coreq: C S 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	New course for 2022-23
NCBS 443A JUST-IN-TIME SUPPORT FOR C S 3A	E. Reed	Coreq: C S 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON	New course for 2022-23

Foothill GE application for Area I—Humanities
Approved by GE subcommittee 1/27/22
Subcommittee members: Kella Svetich

ENGL F010A : LITERATURE & THE ENVIRONMENT

Effective Term
Summer 2022

Subject
English (ENGL)
Course Number
F010A

Department
English (ENGL)

Division
Language Arts (1LA)

Units
4

Course Title
LITERATURE & THE ENVIRONMENT

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
AA-T Degree
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree and ADT in English and fulfills the Foothill GE requirement for Area I, Humanities.

Course Description
Study of literature from an environmental perspective. Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human. Examination of how literature reflects, shapes, and constructs perceptions of built and natural environments. Emphasis on intersections between literature, activism, and environmental justice from the perspectives of race, ethnicity, gender, sexuality, class, dis/ability, citizenship, geography, and species.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Course Objectives

The student will be able to:

1. Trace the literary history of ecological thinking within various historical, geopolitical, aesthetic, philosophical, scientific, and theoretical contexts.
2. Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and the human and nonhuman.
3. Examine the intersection between literature and environmental justice from sites of oppression and privilege.
4. Formulate a relationship between literature, environmental justice, and activism.

Course Content

1. Trace the literary history of ecological thinking within various historical, geopolitical, aesthetic, philosophical, scientific, and theoretical contexts, such as:
    1. Emergence of ecological thought
        1. Epic poetry
        2. Religious texts
        3. Indigenous narratives
        4. Drama
        5. Pastoral ideal
        6. Settler literature
        7. Romantic ecologies
        8. Plantation ecologies
        9. Environmental existentialism
        10. Survival of the fittest
        11. Global warming
        12. Machine in the garden
    2. Modern environmentalism
        1. Conservation and preservation
        2. Tourism
        3. Literary ecology
        4. Ecocriticism

5. Ecofeminism
6. Space and place
7. Deep ecology
8. Production and reception
9. The Anthropocene
10. Science fiction
11. Literary realism
12. Utopian and dystopian
13. Agriculture and food studies
14. Climate crisis
15. Resource extraction and energy
16. Eco-anxiety

3. Posthumanism
    1. Cyborgs and virtual bodies
    2. Critical animal studies
    3. New materialisms
    4. Transcorporealism
    5. Transspecieism
    6. Extinction

2. Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and the human and nonhuman, such as:
    1. Stylistic elements
    2. Genre conventions
    3. Indigenous resistance and resilience
    4. Black feminist ecological thought
    5. Latinx environmentalisms
    6. Postcolonial ecocriticism
    7. Decolonial environmentalism
    8. Dark ecology
    9. Queer ecology
    10. Oceanic studies
    11. Urban ecology
3. Examine the intersection between literature and environmental justice from sites of oppression and privilege, such as:
    1. Race
    2. Ethnicity
    3. Gender
    4. Sexuality
    5. Socioeconomic class
    6. Dis/ability
    7. Citizenship status
    8. Geography
    9. Species

4. Formulate a relationship between literature, environmental justice, and activism
    1. Literary representations of environmental activism
    2. Literature as a performance environmental activism
    3. Literature and the potential for environmental social change

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught virtually, ongoing access to a computer with LMS-compatible software and internet browser.

Methods of Evaluation

Methods of Evaluation
Discussion participation
Journal entries
Literary analysis and critical thinking demonstrated in writing or other media
Presentations that employ ecocritical terms and concepts
Individual and collaborative projects based on assigned texts or independent research
Quizzes
Exams
Service learning or activism motivated by an ecocritical analysis of a literary text

Method(s) of Instruction

Method(s) of Instruction
Independent and collaborative reading or viewing of assigned texts
Lecture presentations on the literary history ecological thinking within geopolitical, aesthetic, philosophical, scientific, and theoretical contexts
Large and small-group discussions of ecocritical theory and approaches based on independent or collaborative research
Instructor-guided and collaborative analysis and interpretation
Student-led discussions and presentations

Representative Text(s)

Author(s)	Title	Publication Date
Sin-leqi-unninni	Epic of Gilgamesh	2150-1400 BCE
Homer	Odyssey	800 BCE
Lao Tzu	Tao Te Ching	400 BCE
	Salinan Indian Creation Story	

Author(s)	Title	Publication Date
Shakespeare, William	The Tempest	1611
Rowlandson, Mary	Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson	1682
Equiano, Olaudah	The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African	1789
Wordsworth, William	“I Wandered Lonely As a Cloud”	1802
Shelley, Mary	Frankenstein; or, The Modern Prometheus	1818
Emerson, Ralph Waldo	Nature	1836
Fuller, Margaret	Summer on the Lakes	1844
Douglass, Frederick	Narrative of the Life of Frederick Douglass, an American Slave	1845
Thoreau, Henry David	Walden	1854
Jacobs, Harriet	Incidents in the Life of a Slave Girl	1861
Davis, Rebecca Harding	Life in the Iron Mills	1861
Ruiz de Burton, María	The Squatter and the Don	1885
Chesnutt, Charles	"The Conjure Woman"	1899
Austin, Mary	Land of Little Rain	1903
Cather, Willa	O Pioneers!	1913
Hughes, Langston	"The Negro Speaks of Rivers"	1921
Toomer, Jean	Cane	1923
di Donato, Pietro	Christ in Concrete	1937
Hurston, Zora Neale	Their Eyes Were Watching God	1937
Carson, Rachel	Silent Spring	1962
Ballard, J. G.	The Burning World	1964
Abbey, Ed	Desert Solitaire	1968
Le Guin, Ursula	The Lathe of Heaven	1971
Boorman, John	Deliverance	1972
Silko, Leslie Marmon	Ceremony	1977
Robinson, Marilynne	Housekeeping	1980
Márquez, Gabriel Garcia	Love in the Time of Cholera	1985
Dash, Julie	Daughters of the Dust	1991
Butler, Octavia	Parable of the Sower	1993
Castillo, Ana	So Far From God	1993
Hogan, Linda	Solar Storms	1994
Ozecki, Ruth	My Year of Meats	1998
Yamashita, Karen Tei	Tropic of Orange	1998
Atwood, Margaret	Oryx and Crake	2003

Author(s)	Title	Publication Date
Ghosh, Amitav	The Hungry Tide	2004
Ishiguro Kazuo	Never Let Me Go	2005
Kang, Han	The Vegetarian	2007
Habila, Helon	Oil on Water	2010
Ward, Jessamyn	Salvage the Bones	2011
Ittäranta, Emmi	Memory of Water	2014
Jemisin, N. K.	"The City Born Great"	2016
VanderMeer, Jeff	Annihiliation	2016
Pico, Tommy	Nature Poem	2017
Robinson, Kim Stanley	New York, 2140	2017
Ganzeer	The Solar Grid	2018
Whitehead, Joshua	Jonny Appleseed	2018
Fitch, Madeline	Stay and Fight	2019
Sudbanthad, Pitchaya	Bangkok Wakes to Rain	2019
Vuong, Ocean	On Earth We're Briefly Gorgeous	2019
McConaghy, Charlotte	Migrations	2020
Offill, Jenny	Weather	2020

Please provide justification for any texts that are older than 5 years

Other Required Materials

The Birds. Directed by Alfred Hitchcock. 1963. Film.

Princess Mononoke. Directed by Hayao Miyazaki. 1997. Film.

Whale Rider. Directed by Niki Caro. 2002. Film.

Children of Men. Directed by Alfonso Cuarón. 2006. Film.

Beasts of the Southern Wild. Directed by Benh Zeitlin. 2012. Film.

The Great Invisible. Directed by Margaret Brown. 2015. Film.

Okja. Directed by Bong Joon-ho. 2017. Film.

Awake: A Dream from Standing Rock. Directed by Myron Dewey and Josh Fox. 2017. Film.

Kong: Skull Island. Directed by Jordan Vogt-Roberts. 2017. Film.

Parasite. Directed by Bong Joon-ho. 2019. Film.

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

1. 30-50 pages each week from assigned literary texts.
2. Supplemental readings from secondary sources, such as journal articles, monographs, and biographies.
3. Viewing assigned films.
4. Writing and research assignments may include journal entries, essays, and annotated bibliographies.
5. Projects may include service learning or an exploration of environmental activism.

Authorized Discipline(s):
English

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

Literary analysis & critical thinking demonstrated in writing or other media; Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and human and nonhuman; Large and small-group discussions of ecocritical theory and approaches based on independent or collaborative research

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

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Literary analysis & critical thinking demonstrated in writing or other media; Apply ecocritical approaches to assess texts for the transmission of ecological values; Presentations that employ ecocritical terms and concepts

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

Study of literature from an environmental perspective. Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human. Examination of how literature reflects, shapes, and constructs perceptions of built and natural environments. Emphasis on intersections between literature, activism, and environmental justice from the perspectives of race, ethnicity, gender, sexuality, class, dis/ability, citizenship, geography, and species; Trace the literary history of ecological thinking within various historical, geopolitical, aesthetic, philosophical, scientific, and theoretical contexts; Examine the intersection between literature and environmental justice from sites of oppression and privilege; Formulate a relationship between literature, environmental justice, and activism.

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):

Large and small-group discussions of ecocritical theory and approaches based on independent or collaborative research; Individual & collaborative projects based on assigned texts or independent research

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):

Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human; Trace the literary history of ecological thinking within various historical, geopolitical, aesthetic, philosophical, scientific, and theoretical contexts: the Emergence of Ecological Thought, Modern Environmentalism, Posthumanism.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):

Trace the literary history of ecological thinking within various historical, geopolitical, aesthetic, philosophical, scientific, and theoretical contexts

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):

Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human; Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and human and nonhuman.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):

Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human. Examination of how literature reflects, shapes, and constructs perceptions of built and natural environments.

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):

Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and human and nonhuman; Examine the intersection between literature and environmental justice from sites of oppression and privilege; Formulate a relationship between literature, environmental justice, and activism.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):

Literary analysis & critical thinking demonstrated in writing or other media; journal entries; individual & collaborative projects; service learning or activism motivated by ecocritical analysis of a literary text

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):

Apply ecocritical approaches to assess texts for the transmission of ecological values; Examination of how literature reflects, shapes, and constructs perceptions of built and natural environments.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):

Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human; Production & Reception

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):

Analysis of texts across time, place, and space to explore the relationship between nature and culture, the human and non-human. Examination of how literature reflects, shapes, and constructs perceptions of built and natural environments; Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and the human and nonhuman; Examine the intersection between literature and environmental justice from sites of oppression and privilege

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):

Literary analysis & critical thinking demonstrated in writing or other media; Apply ecocritical approaches to assess texts for the transmission of ecological values and to investigate relationships between nature and culture and human and nonhuman; Individual & collaborative projects based on assigned texts or independent research; Service learning or activism motivated by an ecocritical analysis of a literary text

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count
50

Load
.100

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123031 - English

Account Code
1320

Program Code
150100 - English

Foothill GE application for Area I—Humanities
Approved by GE subcommittee 1/27/22
Subcommittee members: Kella Svetich

HUMN F010. : ON THE MOVE: THE IMMIGRANT EXPERIENCE IN LITERATURE, FILM & MULTIMEDIA

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F010.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
ON THE MOVE: THE IMMIGRANT EXPERIENCE IN LITERATURE, FILM & MULTIMEDIA

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
Certificate of Achievement
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a required core course for the AA degree and certificate of achievement in Humanities, and satisfies the Foothill GE requirement for Area I, Humanities.

Course Description
Interdisciplinary exploration of artistic expressions that frame human displacement to understand the cultural, social and political aspects of global migration and immigration. The course analyzes literature, music, film, examples from the digital and graphic arts,

multimedia journalism and podcasts that contextualize the responses, values and resilience in the face of humanitarian crises.

Course Prerequisites

Course Corequisites

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

Course Objectives

The student will be able to:

1. Engage in critical, creative, and independent thinking.
2. Stimulate curiosity about intellectual and artistic life.
3. Acquaint to and broaden perspectives about human experiences in humanitarian crises due to displacement and immigration.
4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production.
5. Plan, organize and carry out research projects on artistic expressions of human mobility.
6. Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.
7. Cultivate a theoretical and practical understanding of the ways in which different visual media has been used and reproduced as tools in the fight for and represent immigration reform.
8. Examine case studies that exemplify the ways different groups have used their positioning within society (in regards, to status, gender, sexuality).
9. Develop the habit of learning and responding to new ideas and challenges.
10. Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films and media platforms.

Course Content

1. Introduction to the history of human migration and immigration
    1. What is migration/immigration? Definitions, theories and perspectives
    2. Types of migrations: Invasion, conquest, colonization and emigration/immigration
    3. (Cohen's) theories of migration (thematic "dyads" in migration studies): Professional and unskilled, compelled and voluntary, settler and temporary, internal and international, and illegal and legal, impetus and effects of human migration

    4. Global chronicles in migration: Latin-American, Asian, African, Southern Europe and Middle Eastern migration chronicles
    5. Political, economic, religious and psychological frameworks in migration
2. Race, religion, ethnic diversity and group perceptions in migrant art (music, painting and sculpture)
    1. Ethnicity bias in host communities
    2. Public art and racial equity
    3. Black communities in new lands and slavery
    4. Intercultural communication
    5. Dialogues in "adversity from diversity"—dialogues in racial justice from the lens of diversity
3. Multiculturalism, Indigenous communities and diaspora values in performing arts
    1. Transnationalism
    2. Alienation, identity and belonging
    3. Immigrant integration, community development, social attitudes, socioeconomic stratification
4. Violence and human rights in photography and digital media
    1. Conflicts and violence: Representations of the "Other's Syndrome"
    2. Human rights: A right to reform
    3. Laws, policies and protection
    4. Dispossession and indigeneity
    5. The visual accounts of contemporary immigrant artists in technological communities and digital media (Jacob Riis and Lewis Hine)
5. Gender, family and sexuality in literature and electronic agencies
    1. Discrimination and socio-psychological co-relates
    2. LGBTQ+ art and activism
    3. Women studies in refugee camps through novels and poems
6. Immigrant impressions in films (critical account of the way in which themes of the course are addressed in the film)
    1. Possible films could include but are not limited to: The Immigrant, The God Father, Ai Weiwei, Human Flow, Welcome, The Messengers, Those Who Jump, Fear Eats the Soul, Exodus

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
Exams

Methods of Evaluation
Evaluation of contributions to class discussions
Formal essay

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations
In-class discussions

Representative Text(s)

Author(s)	Title	Publication Date
Pultz Moslund, Sten, et al.	The Culture of Migration: Politics, Aesthetics and Histories	2015

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains seminal in this area of study.

Other Required Materials

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

1. Weekly assigned readings from 5-50 pages drawn from both primary and secondary sources.
2. Brief philosophical and literary critical readings designed to familiarize students with ongoing debates on migration.
3. Bi-weekly one- to two-page essays requiring summary, interpretation, analysis, and synthesis of both original and secondary texts.

Authorized Discipline(s):
Humanities

Faculty Service Area (FSA Code)
HUMANITIES

Taxonomy of Program Code (TOP Code)
4903.00 - Humanities

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

1. Engage in critical, creative, and independent thinking.
4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production.
10. Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films and media platforms.

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

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

7. Cultivate a theoretical and practical understanding of the ways in which different visual media has been used and reproduced as tools in the fight for and represent immigration reform.
4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production.
10. Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films and media platforms.

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

3. Acquaint to and broaden perspectives about human experiences in humanitarian crises due to displacement and immigration.

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):

5. Plan, organize and carry out research projects on artistic expressions of human mobility, as well as the skills necessary to connect and communicate theoretical knowledge of historical works of art and culture in migration studies.

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):

7. Cultivate a theoretical and practical understanding of the ways in which different visual media (including artistic practices) has been used and reproduced as tools in the fight for and represent immigration reform.
10. Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films and media platforms.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):

3. Acquaint to and broaden perspectives about human experiences in humanitarian crises due to displacement and immigration.
4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):

8. Examine case studies that exemplify the ways different groups have used their positioning within society (in regards, to status, gender, sexuality) together with creative uses of media and arts in order to influence policy and public opinion.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):

2. Stimulate curiosity about intellectual and artistic life.
3. Acquaint to and broaden perspectives about human experiences in humanitarian crises due to displacement and immigration.

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):

6. Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.
7. Cultivate a theoretical and practical understanding of the ways in which different visual media (including artistic practices) has been used and reproduced as tools in the fight for and represent immigration reform.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):

4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
5. Plan, organize and carry out research projects on artistic expressions of human mobility, as well as the skills necessary to connect and communicate theoretical knowledge of historical works of art and culture in migration studies.
6. Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):

7. Cultivate a theoretical and practical understanding of the ways in which different visual media (including artistic practices) has been used and reproduced as tools in the fight for and represent immigration reform
9. Develop the habit of learning and responding to new ideas and challenges.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):

2. Stimulate curiosity about intellectual and artistic life.

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):

4. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

Foothill GE application for Area I—Humanities
Approved by GE subcommittee 1/27/22
Subcommittee members: Kella Svetich

HUMN F014. : THE ART OF PEACE: NARRATIVE REPRESENTATIONS OF PACIFISM

Effective Term
Summer 2022

Subject
Humanities (HUMN)
Course Number
F014.

Department
Humanities (HUMN)

Division
Business and Social Sciences (1SS)

Units
4

Course Title
THE ART OF PEACE: NARRATIVE REPRESENTATIONS OF PACIFISM

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
Certificate of Achievement
Foothill GE

Foothill GE Status
Area I: Humanities

Need/Justification
This course is a required core course for the AA degree and certificate of achievement in Humanities, and satisfies the Foothill GE requirement for Area I, Humanities.

Course Description
When conflict is assumed as necessary to storytelling, how does art conceptualize peaceful revolution and resistance to war? Through the examination of literature, film, performance art, and video games, this course examines the representation of non-violent movements in

the popular imagination. Via the lens of major debates in peace studies, the course traces how race, ethnicity, and class disrupt the traditional narratives of war and peace.

Course Prerequisites

Course Corequisites

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

Course Objectives

The student will be able to:

1. engage in critical thinking about representation of history, particularly peace and war.
2. stimulate curiosity about intellectual and artistic life.
3. broaden perspectives on the ideological and practical infrastructures around peace-making and war-making.
4. apply critical approaches to the analysis of various modes of cultural production and distribution in relation to the depiction of peace movements.
5. explain the relationship between capitalism, mass art, the military-industrial infrastructure.
6. use diverse historical periods and cultural traditions as a framework for a more complex understanding of conflict and stasis in the contemporary world.
7. analyze cultural production as an instrument of both social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.
8. develop the habit of learning and responding to new ideas and challenges.
9. think through moral and ethical problems and examine one's own assumptions.
10. improve both oral and written communication, especially through critical reading and analysis.

Course Content

1. The theories of peace
    1. Buddhist, Jain, and Hindu perspectives
    2. Abrahamic pacifist sects/theology (Jewish, Christian, Muslim)
    3. Secular contemporary philosophical concepts (absolute vs. contingent pacifism)
2. Ancient theories of war, refracted through theories of peace and classical art
    1. Bushido and Samurai culture; relationship with Zen Buddhism
    2. Classic Japanese paintings and poems
    3. "The Art of War", Daoist theology

    4. Classic Warring States period art
    5. Augustine's just war theory
3. Critical pacifist perspectives on modern political/ideological infrastructure
    1. The Geneva Convention
    2. Just war theory (e.g., as taught at West Point Military Academy)
    3. Justification by Israel using just war theory
    4. The Hague and the ICC
4. Genre criticism: Revenge melodramas; peace as foolish or weak
    1. Revenge melodrama in context of war (e.g., Shakespeare, Braveheart, Rambo series)
    2. "Woke" revenge melodrama in modern film (female and POC protagonists)
    3. Marvel films, Tolkien, and fantasy framings of war as necessary for existence itself
    4. Ubiquity of WWII as archetypal necessary war
    5. Narrative role of pacifist characters in these films; hero's journey from weakness to strength through violence
5. Genre criticism: War as epic tragedy; peace as impossible
    1. Classic war paintings, China and Japan
    2. Classic war poems, India and Greece
    3. Classic war novels, the modern age (e.g., All Quiet on the Western Front or The Killer Angels)
    4. Overtly Buddhist war films (e.g., Zhang Yimou's To Live, Kurosawa's Ran)
    5. Oliver Stone and American Vietnam films
    6. Role of empathy and tragedy in these works in creating a sense that peace is impossible, given the scope and ubiquity of war
6. Practical pacifism in art
    1. Restorative justice theory
    2. Dead Man Walking and/or other anti-capital punishment films/novels
    3. A Long Night's Journey Into Day and/or other depictions of South Africa's Peace and Reconciliation Commission
    4. The question of peace-making in mass art; analysis of box office takings and best-sellers lists, and the paucity of any significant peace-making stories
7. Literary criticism
    1. Joseph Campbell and the hero's journey
    2. Stanley Fish, Paradise Lost, and the "temptation of plot"
    3. Marxist perspectives on base/superstructure theory
8. Peace studies debates
    1. Peace studies/feminist alliance
    2. Role of religion in peace-making/war-making
    3. Resources, environmentalism, and peace in the face of basic material inequity
    4. Evolution, survival instinct, and the question of whether war is "natural"
    5. Racial justice movements and violence; peace and war as effective/ineffective in pursuit of justice
    6. Islamophobia, the under-representation of Islamic peace movements

Lab Content

Not applicable.

Special Facilities and/or Equipment
When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
Exams
Evaluation of contributions to class discussions
Formal essay

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations
In-class discussions

Representative Text(s)

Author(s)	Title	Publication Date
Wood, Houston	Current Debates in Peace and Conflict Studies	2017

Please provide justification for any texts that are older than 5 years

Other Required Materials

Open source foundational texts:

Homer, The Iliad

Bushido/the Way of the Samurai

Martin Luther King, Letter from a Birmingham Jail

The United Nations Declaration on Human Rights

The Geneva Conventions of 12 August, 1949

Sun Tzu, The Art of War

Laozi, Dao de jing

Bhagavad Gita

Truth and Reconciliation Commission of South Africa Report

Suggested texts:

Andrew Fiala, Transformative Pacifism: Critical Theory and Practice

Phillip Hallie, Lest Innocent Blood be Shed

Ahmed Salah and Alex Mayyasi, You Are Under Arrest for Masterminding the Egyptian Revolution: A Memoir

Desmond Tutu, No Future Without Forgiveness

John Kleinen, Framing "the Other". A critical review of Vietnam war movies and their representation of Asians and Vietnamese

Mohandas K. Gandhi, The Story of my Experiments with Truth

Novels and films:

Michael Shaara, The Killer Angels

J.R.R. Tolkien, The Lord of the Rings

Erich Maria Remarque, All Quiet on the Western Front

Marvel films (e.g., Iron Man or The Avengers)

Shakespeare, Macbeth and King Lear

Oliver Stone's Vietnam trilogy

Zhang Yimou, To Live

Richard Attenborough, Ghandi

Martin Scorsese, Kundun

Akira Kurosawa, Ran

Mel Gibson, Hacksaw Ridge and The Patriot

Sylvester Stallone, Rambo (2008)

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

1. Weekly assigned readings from 5-50 pages drawn from both primary and secondary sources.
2. Brief philosophical and literary critical readings designed to familiarize students with ongoing debates and perspectives in trauma theory and the aesthetics of violence.
3. Bi-weekly one- to two-page essays requiring summary, interpretation, analysis, and synthesis of both original and secondary texts.

Authorized Discipline(s):
Humanities

Faculty Service Area (FSA Code)
HUMANITIES

Taxonomy of Program Code (TOP Code)
4903.00 - Humanities

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

1. engage in critical thinking about representation of history, particularly peace and war.
2. stimulate curiosity about intellectual and artistic life.
9. think through moral and ethical problems and to examine one's own assumptions.
10. improve both oral and written communication, especially through critical reading and analysis.

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

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

1. engage in critical thinking about representation of history, particularly peace and war.
10. improve both oral and written communication, especially through critical reading and analysis.

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

3. broaden perspectives on the ideological and practical infrastructures around peace-making and war-making.
6. use diverse historical periods and cultural traditions as a framework for a more complex understanding of conflict and stasis in the contemporary world.
7. analyze cultural production as both an instrument of social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.

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):

7. analyze cultural production as both an instrument of social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.
8. develop the habit of learning and responding to new ideas and challenges.

Depth Criteria for Area I – Humanities

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses must identify how they will help students achieve at least two of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life; Matching course component(s):

4. apply critical approaches to the analysis of various modes of cultural production and distribution in relation to the depiction of peace movements.

5. explain the relationship between capitalism, mass art, the military-industrial infrastructure.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted; Matching course component(s):

6. use diverse historical periods and cultural traditions as a framework for a more complex understanding of conflict and stasis in the contemporary world.
7. analyze cultural production as both an instrument of social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.
8. develop the habit of learning and responding to new ideas and challenges.
9. think through moral and ethical problems and to examine one's own assumptions.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):

6. use diverse historical periods and cultural traditions as a framework for a more complex understanding of conflict and stasis in the contemporary world.
7. analyze cultural production as both an instrument of social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.
8. develop the habit of learning and responding to new ideas and challenges.
9. think through moral and ethical problems and to examine one's own assumptions.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):

3. broaden perspectives on the ideological and practical infrastructures around peace-making and war-making.
4. apply critical approaches to the analysis of various modes of cultural production and distribution in relation to the depiction of peace movements.

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):

8. develop the habit of learning and responding to new ideas and challenges.
9. think through moral and ethical problems and to examine one's own assumptions.
10. improve both oral and written communication, especially through critical reading and analysis.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression. Matching course component(s):

4. apply critical approaches to the analysis of various modes of cultural production and distribution in relation to the depiction of peace movements.

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):

2. stimulate curiosity about intellectual and artistic life.
9. think through moral and ethical problems and to examine one's own assumptions.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):

7. analyze cultural production as both an instrument of social control and ideological change, and understand how this analysis is problematized by cultural production understood as a market driven commodity.

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):

6. use diverse historical periods and cultural traditions as a framework for a more complex understanding of conflict and stasis in the contemporary world.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination. Matching course component(s):

1. engage in critical thinking about representation of history, particularly peace and war.
2. stimulate curiosity about intellectual and artistic life.
3. broaden perspectives on the ideological and practical infrastructures around peace-making and war-making.
4. apply critical approaches to the analysis of various modes of cultural production and distribution in relation to the depiction of peace movements.

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count

Load

FOAP Codes:

Fund Code

Org Code

Account Code
1320

Program Code

Foothill GE application for Area II—English
Approved by GE subcommittee 1/24/22: *This course thoroughly satisfies our expectations for English, Area II.*
Subcommittee members: Ben Armerding, Scott Lankford

ESLL F026. : ADVANCED COMPOSITION & READING

Effective Term
Summer 2022

Subject
English for Second-Language Learners (ESLL)

Course Number
F026.

Department
English for Second-Language Learners (ESLL)

Division
Language Arts (1LA)

Units
5

Course Title
ADVANCED COMPOSITION & READING

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
5

Weekly Lab Hours
0

Weekly Out of Class Hours

10

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
Yes

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area II: English

Need/Justification
This course satisfies the Foothill GE requirement for Area II, English.

Course Description
The techniques and practice of expository and argumentative writing based on critical reading and thinking. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences and perspectives. Fulfills the Foothill College reading and composition requirement for the AA/AS degree.

Course Prerequisites
Prerequisite: Appropriate placement through Foothill College's placement model (i.e., guided self-placement) or successful completion of Level 5 courses: ESLL 125 & ESLL 249.

Course Corequisites

Course Advisories
Advisory: Not open to students with credit in ESL 26; designed for students whose native language is not English.

Content Review

Faculty participant(s) in this content review process*

**If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.*

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite
Prerequisite

Number Title of Requisite Course(s)
Appropriate placement through Foothill College's placement model (i.e., guided self-placement) or successful completion of Level 5 courses: ESLL 125 ESLL 249 - see historical forms attached

Course Objectives

The student will be able to:

Reading

1. Critically read and closely analyze academic texts, student writing, and selected college-level non-fiction prose written on a level of difficulty equivalent to the literary work of Cathy Park Hong (Minor Feelings: An Asian American Reckoning), Sharmila Sen (Not Quite Not White), and Trevor Noah (Born A Crime) for their content and rhetorical features

2. Determine how the author's assumptions regarding the readers' background knowledge/experience and the author's purpose contribute to the organization of the text
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views
    1. Use supporting details from multiple areas, such as learner background knowledge, historical references, internal text structures, and personal experience, to make inferences about a given text
4. Read and provide feedback on classmates' compositions

Writing

1. Write text-based expository, analytical, and argumentative essays
2. Integrate ideas from multiple sources
3. Utilize level-appropriate, target vocabulary and varied sentence structures
4. Proofread own work to find and correct language errors related to syntax, semantics, and prosody

Course Content

Reading

1. Read critically and closely analyze at least two book-length college-level and/or professional texts and student texts, supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric
    1. Identify the author's main idea, audience, and purpose
    2. Analyze author's writing technique and stylistic choices
    3. Analyze and evaluate the types of support, evidence, and reasoning used by the author
    4. Identify logical fallacies and appeals to emotion
    5. Recognize value system differences when judging and evaluating the effectiveness of a written product
    6. Notice elements of syntax, such as noun phrases, complete subjects, reporting verbs, to understand rhetorical features, such as voice, tone, and diction
2. Determine how the author's assumptions regarding the readers' background knowledge/experience and the author's purpose contribute to the organization of the text
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views
4. Read and provide feedback on classmates' compositions
    1. Point out specific effective writing techniques, such as:
        1. Main idea or thesis
        2. Supporting details

3. Organizational patterns
4. Coherence and cohesion

5. Ask questions for clarification
6. Provide constructive criticism

Writing

1. Write text-based expository, analytical and argumentative essays totaling 6,000 words
    1. Generate ideas
    2. Select appropriate topic(s)
    3. Formulate an arguable thesis
    4. Organize and develop ideas with adequate support, evidence, and reasoning
    5. Avoid logical fallacies
    6. Interrogate different aspects of a text including writer's intent, literary craft, and the reader's assumptions and expectations
    7. Use hedging language to express differing degrees of objectivity, certainty, and proximity to the subject
    8. Use diction and tone appropriate to the rhetorical purpose and audience identified in the specific writing assignment
2. Integrate ideas from multiple sources
    1. Evaluate credibility and relevance of selected sources
    2. Read sources for a specific purpose
    3. Synthesize information from several sources
    4. Determine what to summarize, paraphrase, or quote from published works, class discussion, and other sources
    5. Incorporate primary and/or secondary source information appropriately for given assignments
    6. Integrate quotations with rhetorical, grammatical, and mechanical correctness
    7. Follow MLA guidelines for documentation of sources and formatting of manuscripts
    8. Use signal phrases and parenthetical citations accurately to attribute words and ideas to their original sources
    9. Discuss current/counter arguments
    10. Identify and avoid plagiarism
3. Use effective language and edit for correctness and clarity
    1. Use a variety of cohesive devices including transitional adverbs, transitional phrases, pronouns, and repetition of key terms
    2. Use a variety of sentence types including phrasal modifiers and complex sentences with attention to agreement, tense, aspect, number, word order/function
    3. Use a wide range of vocabulary with only occasional errors of word form, choice, or usage which do not obscure meaning

4. Edit for correctness
    1. English sentence structure (S + V +O)
    2. Subject-verb agreement
    3. Verb tense
    4. Pronoun-antecedent agreement
    5. Word form
    6. Word choice
    7. Punctuation
    8. Fragments
    9. Fused sentences
5. Revise: Make substantial changes in content (e.g., delete, add, or rearrange ideas) based on feedback from peers, from the TLC, and from the instructor

4. Write and edit a complete essay in class in 80 minutes. When the timed/in-class essay is given as the final exam, the allotted time will be 120 minutes

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually, ongoing access to computer and email; web access with JavaScript and cookies enabled.

Methods of Evaluation

Methods of Evaluation
Analysis of assigned reading selections
Informal writing assignments 1. Double-entry journals 2. Analytical paragraphs 3. Pre-writes
At least three text-based, revised essays of approximately 1,500 words each 1. A synthesis of the themes/ideas of two or more readings (this is NOT a comparison/contrast essay) 2. An argumentative essay supporting or refuting issues raised in one or more readings 3. A problem-solution or persuasive essay on a topic of current relevance utilizing multiple sources
At least two timed/in-class essays of approximately 750 words, at least one of which is an argumentative essay, based on one or more reading selections
Participation in class discussions
Exercises and quizzes

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations Classroom discussion

Representative Text(s)

Author(s)	Title	Publication Date
Axelrod, Rise B., Charles R. Cooper, and Ellen Carillo	Reading Critically, Writing Well	2020
Barnet, Sylvan	A Short Guide to College Writing	2014
Kennedy, X.J., Dorothy M. Kennedy, and Marcia F. Muth	The Bedford Guide for College Writers	2020
Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters	Everything's an Argument with Readings	2019
Wood, Nancy, and James Miller	Perspectives on Argument	2018
Graff, Gerald, and Cathy Birkenstein	They Say/I Say: The Moves that Matter in Academic Writing	2018
Hacker, Diana, and Nancy Sommers	A Writer's Reference	2018

Please provide justification for any texts that are older than 5 years
Although one of the representative texts for this course is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

When taught virtually: supplemental lectures, handouts, tests, and assignments delivered via email and/or web; feedback on tests and assignments delivered via email and/or web; class discussion may be delivered in chat rooms, listservs, and newsgroups or through Canvas.

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

1. Required readings from the text and other sources.
2. Five essays, two of which are written in class, and three of which are written outside of class and are approximately 1500 words each.
3. Other writing such as responses to reading, journal writing, and summaries.

Authorized Discipline(s):
English as a Second Language (ESL)

Faculty Service Area (FSA Code)
ESL

Taxonomy of Program Code (TOP Code)
4930.84 - English as a Second Language–Writing

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

Course Objectives - Writing:
4. Proofread own work to find and correct specified language errors related to syntax, semantics, and prosody

Course Content - Writing:
1. Write text-based expository, analytical and argumentative essays totaling 6,000 words
3. Use effective language and edit for correctness and clarity

Course Content - Reading:
1. Read critically and closely analyze at least two book-length college-level and/or selected professional texts and student texts, supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric
a. Identify the author's main idea, audience, and purpose
b. Analyze author's writing technique and stylistic choices
c. Analyze and evaluate the types of support, evidence, and reasoning used by the author
d. Identify logical fallacies and appeals to emotion
e. Recognize value system differences when judging and evaluating the effectiveness of a written product
f. Notice elements of syntax, such as noun phrases, complete subjects, reporting verbs, to understand rhetorical features, such as voice, tone, and diction
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views

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

N/A

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Course Objectives - Writing:
4. Proofread own work to find and correct specified language errors related to syntax, semantics, and prosody

Course Content - Writing:
1. Write text-based expository, analytical and argumentative essays totaling 6,000 words
3. Use effective language and edit for correctness and clarity

Course Content - Reading:
1. Read critically and closely analyze at least two book-length college-level and/or selected professional texts and student texts, supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric
a. Identify the author's main idea, audience, and purpose
b. Analyze author's writing technique and stylistic choices
c. Analyze and evaluate the types of support, evidence, and reasoning used by the author
d. Identify logical fallacies and appeals to emotion
e. Recognize value system differences when judging and evaluating the effectiveness of a written product
f. Notice elements of syntax, such as noun phrases, complete subjects, reporting verbs, to understand rhetorical features, such as voice, tone, and diction

3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views

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

Course Objectives - Reading:
1. Critically read and closely analyze academic texts, student writing, and selected college-level non-fiction prose written on a level of difficulty equivalent to the literary work of Cathy Park Hong (Minor Feelings: An Asian American Reckoning), Sharmila Sen (Not Quite Not White), and Trevor Noah (Born A Crime) for their content and rhetorical features
2. Determine how the author's assumptions regarding the readers' background knowledge/experience and the author's purpose contribute to the organization of the text
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views
a. Use supporting details from multiple areas, such as learner background knowledge, historical references, internal text structures, and personal experience, to make inferences about a given text
4. Read and provide feedback on classmates' compositions

Course Content - Reading:
e. Recognize value system differences when judging and evaluating the effectiveness of a written product

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):

Course Objectives - Writing:
2. Integrate ideas from multiple sources

Course Content - Writing:
a. Evaluate credibility and relevance of selected sources
c. Synthesize information from several sources
f. Integrate quotations with rhetorical, grammatical, and mechanical correctness
g. Follow MLA guidelines for documentation of sources and formatting of manuscripts

Depth Criteria for Area II – English

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.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: 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):

Course Content - Reading:
1. Read critically and closely analyze at least two book-length college-level and/or selected professional texts and student texts, supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric
a. Identify the author's main idea, audience, and purpose
b. Analyze author's writing technique and stylistic choices
c. Analyze and evaluate the types of support, evidence, and reasoning used by the author
d. Identify logical fallacies and appeals to emotion
e. Recognize value system differences when judging and evaluating the effectiveness of a written product
f. Notice elements of syntax, such as noun phrases, complete subjects, reporting verbs, to understand rhetorical features, such as voice, tone, and diction
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and the students' own views

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):

Course Content - Writing:
1. Write text-based expository, analytical and argumentative essays totaling 6,000 words

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions; Matching course component(s):

Course Objectives - Reading:
3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors' and the students' own views

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):

Course Content - Writing:
1. Write text-based expository, analytical and argumentative essays totaling 6,000 words
a. Generate ideas
c. Formulate an arguable thesis
d. Organize and develop ideas with adequate support, evidence, and reasoning
e. Avoid logical fallacies
g. Use hedging language diction and tone appropriate to express differing degrees of objectivity, certainty, and proximity to the subject

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions; Matching course component(s):

Course Content - Reading:
a. Identify the author's main idea, audience, and purpose
c. Analyze and evaluate the types of support, evidence, and reasoning used by the author

Course Content - Writing:
d. Organize and develop ideas with adequate support, evidence, and reasoning
i. Discuss current/counter arguments

E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression; Matching course component(s):

Course Content - Writing:
3. Use effective language and edit for correctness and clarity
e. Revise: Make substantial changes in content (e.g., delete, add, or rearrange ideas) based on feedback from peers, from the TLC, and from the instructor

Course Content - Reading:
4. Read and provide feedback on classmates' compositions

E7. Recognize and implement varied syntactical, rhetorical, and structural devices; Matching course component(s):

Course Objectives - Writing:
4. Proofread own work to find and correct specified language errors related to syntax, semantics, and prosody

Course Content - Writing:
a. Use a variety of cohesive devices including transitional adverbs, transitional phrases, pronouns, and repetition of key terms
b. Use a variety of sentence types including phrasal modifiers and complex sentences with attention to few errors in agreement, tense, aspect, number, word order/function
c. Use a wide range of vocabulary with only occasional errors of word form, choice, or usage which do not obscure meaning
d. Edit for correctness

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation. Matching course component(s):

Course Content - Writing:
2. Integrate ideas from multiple sources
a. Evaluate credibility and relevance of selected sources
c. Synthesize information from several sources
f. Integrate quotations with rhetorical, grammatical, and mechanical correctness
g. Follow MLA guidelines for documentation of sources and formatting of manuscripts

Attach Historical Forms/Documents (if applicable)
CR-ESLL 26 - ESLL 25 prereq.docx
CR-ESLL 26 - ESLL 249 prereq.docx

Articulation Office Only

C-ID Notation
ENGL 100

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
12/12;11/13;11/14; 5/16; 10/18/21

Division Dean Only

Seat Count
30

Load
.125

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123041 - English as a 2nd Language

Account Code
1320

Program Code
493084 - ESL: Writing

To: CCC
From: Language Arts CC
Date: 11/22/2021

The Language Arts curriculum committee respectively requests that the language for the minimum proficiency in English for Foothill AA/AS degrees be changed.

Given below is the Title V requirement for ESLL courses applicable to the AA/AS degree:

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Current Language:

Minimum proficiency: ENGL 1A or ENGL 1AH or ENGL 1S and ENGL 1T.

We're requesting to add the course back to the minimum proficiency list as part of the reactivation of this course, updating the language to:

Minimum proficiency: ENGL 1A or ENGL 1AH or ENGL 1S and ENGL 1T or ESLL 26.

Division	Course Code	Course Title	Course Prerequisites	Course Corequisites	Course Advisories
BH	AHS F050A	INTRODUCTION TO ALLIED HEALTH PROGRAMS	Prerequisites: ENGL 1A, 1AH, or 1S & 1T; MATH 105.		Advisory: Not open to students with credit in AHS 50.
BH	BIOL F040A	HUMAN ANATOMY & PHYSIOLOGY I			Advisory: BIOL 14 or equivalent; one of the following: ENGL 1A, 1AH, 1S & 1T or equivalent; one of the following: CHEM 1A, 1AH, 25, 30A or equivalent.
BH	BIOL F045.	INTRODUCTION TO HUMAN NUTRITION	Prerequisite: BIOL 1A or 40A.		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BH	BIOL F081.	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE			Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better; not open to students with credit in CHEM 81 or MATH 83.
PS	C S F001C	ADVANCED DATA STRUCTURES & ALGORITHMS IN JAVA	Prerequisite: C S 1B.		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
PS	C S F002C	ADVANCED DATA STRUCTURES & ALGORITHMS IN C++	Prerequisite: C S 2B.		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
PS	CHEM F081.	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE			Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better; not open to students with credit in BIOL 81 or MATH 83.
CN	CNSL F008.	TRANSFER READINESS			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in CNSL 8H, 85A, or 85H.
CN	CNSL F008H	HONORS TRANSFER READINESS			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in CNSL 8, 85A, or 85H.
BSS	EDUC F002.	INTRODUCTION TO ELEMENTARY EDUCATION			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended.
LA	ENGL F001B	COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.		Advisory: Not open to students with credit in ENGL 1BH.
LA	ENGL F001C	ARGUMENTATIVE WRITING & CRITICAL THINKING	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.		Advisory: Not open to students with credit in ENGL 1CH or 2.
LA	ENGL F016.	INTRODUCTION TO LITERATURE	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.		
LA	ENGL F01BH	HONORS COMPOSITION, CRITICAL READING & THINKING THROUGH LITERATURE	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.		Advisory: Not open to students with credit in ENGL 1B.
LA	ENGL F01CH	HONORS ARGUMENTATIVE WRITING & CRITICAL THINKING	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.		Advisory: Not open to students with credit in ENGL 1C or 2.
LA	ENGL F043A	SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 43AH, 46A or 46B.
LA	ENGL F043B	SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 43BH, 46B or 46C.
LA	ENGL F045A	SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 45AH, 48A or 48B.
LA	ENGL F045B	SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 45BH, 48B or 48C.
LA	ENGL F047A	WORLD LITERATURE I	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 47AH.
LA	ENGL F047B	WORLD LITERATURE II	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 47BH.
LA	ENGL F246A	COMPOSITION & READING SUPPLEMENTAL INSTRUCTION		Corequisite: ENGL 1A.	
LA	ENGL F43AH	HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 43A, 46A or 46B.
LA	ENGL F43BH	HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 43B, 46B or 46C.
LA	ENGL F45AH	HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 45A, 48A or 48B.
LA	ENGL F45BH	HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 45B, 48B or 48C.
LA	ENGL F47AH	HONORS WORLD LITERATURE I	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 47A.
LA	ENGL F47BH	HONORS WORLD LITERATURE II	Prerequisite: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.		Advisory: Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 47B.
LA	ESLL F201A	COMPOSITION & READING INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS		Corequisite: ENGL 1A.	
LA	ESLL F246.	APPLIED GRAMMAR & EDITING SKILLS	Prerequisite: ESLL 236 or appropriate placement through Foothill College's placement model (i.e., guided self-placement).	Corequisite: Concurrent enrollment in ESLL 125, ENGL 1A, 1AH, 1B, 1BH, or 110.	Advisory: Not open to students with credit in ESL 176.
BSS	GEOG F020.	INTRODUCTION TO EARTH SCIENCE			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BH	HLTH F020.	INTRODUCTION TO PUBLIC HEALTH			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BH	HLTH F021.	CONTEMPORARY HEALTH CONCERNS			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BH	HLTH F022.	HEALTH & SOCIAL JUSTICE			Advisory: One of the following: ENGL 1A, 1AH or 1S & 1T.
BH	HLTH F023.	DRUGS, HEALTH & SOCIETY			Advisory: One of the following: ENGL 1A, 1AH or 1S & 1T.
BSS	HUMN F001.	CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD			Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 1A or 1H.

BSS	HUMN F001H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE ANCIENT WORLD		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 1 or 1A.
BSS	HUMN F002.	CULTURES, CIVILIZATIONS & IDEAS: OF EMPIRES & CONFLICT		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 1B.
BSS	HUMN F003.	WORLD MYTHS IN LITERATURE ARTS & FILM		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended; not open to students with credit in HUMN 3H.
BSS	HUMN F003H	HONORS WORLD MYTHS IN LITERATURE ARTS & FILM		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended; not open to students with credit in HUMN 3.
BSS	HUMN F004.	TRAUMA & THE ARTS		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended; not open to students with credit in HUMN 4H.
BSS	HUMN F005.	CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 5H.
BSS	HUMN F005H	HONORS CULTURES, CIVILIZATIONS & IDEAS: THE MODERN WORLD		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 5.
BSS	HUMN F006.	THE SHOCK OF THE NEW: FROM THE MODERN TO THE CONTEMPORARY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BSS	HUMN F007.	GLOBAL RELIGIONS: CONTEMPORARY PRACTICES & PERSPECTIVES		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in HUMN 7H.
BSS	HUMN F009.	ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended.
BSS	HUMN F010.	ON THE MOVE: THE IMMIGRANT EXPERIENCE IN LITERATURE, FILM & MULTIMEDIA		Advisory: One of the following strongly recommended: ENGL 1A, 1AH, or 1S & 1T.
BSS	HUMN F014.	THE ART OF PEACE: NARRATIVE REPRESENTATIONS OF PACIFISM		Advisory: One of the following strongly recommended: ENGL 1A, 1AH, or 1S & 1T.
LA	JRNL F022A	INTRODUCTION TO REPORTING & NEWSWRITING		Advisory: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in JRNL 52A.
LA	JRNL F022B	INTERMEDIATE REPORTING/NEWSWRITING		Advisory: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in JRNL 21A.
LA	JRNL F053A	STUDENT MEDIA PRACTICUM I		Advisory: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in JRNL 49.
LA	JRNL F053B	STUDENT MEDIA PRACTICUM II		Advisory: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in JRNL 25.
LA	L A F061A	TUTOR TRAINING I		Advisory: An earned "A" or "B+" grade with instructor recommendation in one of the following courses: ENGL 1A, 1AH, 1B, 1BH, 1C, 1CH, 1S & 1T, ESLL 125; not open to students with credit in L A 111A.
LA	L A F061B	TUTOR TRAINING II	Prerequisite: L A 61A.	Advisory: An earned "A" or "B+" grade with instructor recommendation in one of the following courses: ENGL 1A, 1AH, 1B, 1BH, 1C, 1CH, 1S & 1T, ESLL 125; not open to students with credit in L A 111B.
PS	MATH F083.	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE		Advisory: BIOL 1A, 40A, 41, or equivalent; ENGL 1A, 1AH, or 1S & 1T, or equivalent; MATH 17, 105, or equivalent, completed with a letter grade of "C" or better; not open to students with credit in BIOL 81 or CHEM 81.
LA	NCEN F401A	BRIDGE TO TRANSFER ENGLISH		Advisory: When enrolled in ENGL 1A, concurrent enrollment in NCEN 401A is required for students who do not meet the prerequisite requirement for ENGL 1A.
BSS	PHIL F001.	CRITICAL THINKING & WRITING	Prerequisite: One of the following: ENGL 1A, 1AH, or 1S & 1T.	
FA	PHOT F010.	HISTORY OF PHOTOGRAPHY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T or equivalent; not open to students with credit in PHOT 10H.
BH	PHT F058.	FUNDAMENTALS OF PHARMACOLOGY	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.
BSS	PSYC F002.	CULTURAL PSYCHOLOGY		Advisory: PSYC 1 or 1H, and one of the following: ENGL 1A, 1AH or 1S & 1T.
BSS	PSYC F009.	POSITIVE PSYCHOLOGY		Advisory: PSYC 1 or 1H, and one of the following: ENGL 1A, 1AH, or 1S & 1T.
BSS	PSYC F010.	RESEARCH METHODS & DESIGNS	Prerequisites: PSYC 1 or 1H; and PSYC 7, SOC 7, MATH 10, or MATH 17.	Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T; not open to students with credit in SOC 10.
BSS	PSYC F014.	CHILD & ADOLESCENT DEVELOPMENT		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T, or equivalent.
BSS	PSYC F025.	INTRODUCTION TO ABNORMAL PSYCHOLOGY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T.
BSS	PSYC F030.	SOCIAL PSYCHOLOGY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T, or equivalent; not open to students with credit in SOC 30.
BSS	PSYC F033.	INTRODUCTION TO PERSONALITY PSYCHOLOGY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T, or equivalent.
BSS	PSYC F040.	HUMAN DEVELOPMENT		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T or equivalent; PSYC 1 or 1H or introductory psychology course.
BSS	PSYC F054H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY		Advisory: ENGL 1A or 1AH; not open to students with credit in PSYC 34 or 34H.
BH	R T F054B	LAW & ETHICS IN MEDICAL IMAGING	Prerequisites: R T 54A; one of the following: ENGL 1A, 1AH, or 1S & 1T.	Advisory: Not open to students with credit in R T 50A.
BSS	SOC F010.	RESEARCH METHODS & DESIGNS	Prerequisites: PSYC 1 or 1H; and PSYC 7, SOC 7, MATH 10, or MATH 17.	Advisory: One of the following: ENGL 1A, 1AH or 1S & 1T; not open to students with credit in PSYC 10.
BSS	SOC F030.	SOCIAL PSYCHOLOGY		Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T, or equivalent; not open to students with credit in PSYC 30.
BH	V T F066.	EXOTIC ANIMAL CARE	Prerequisite: V T 54B.	Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T or equivalent.

APCA F100. : CULINARY SAFETY & SANITATION

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F100.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
2.5

Course Title
CULINARY SAFETY & SANITATION

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
32

Total Lab Hours per quarter
8

Total Out of Class Hours per quarter
64

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
104

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts profession. Sanitation is required, and a certificate in food handling is now required by the State of California for any and all who work with food that is served to the public.

Course Description
Students will study first aid, food safety management and other safety issues related to food service operations. They will learn how to assess the threat of contamination, prevention

measures, and alternative responses to food safety and other concerns, such allergens. The course also presents other material critical to safety in the modern day professional kitchen, including Hazard Analysis Critical Control Point (HACCP) and active managerial control. A case study in the form of food safety inspection and audit of the cafeteria and culinary classroom kitchen will give students a chance to see the difficulties that face food service operators every day.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Arts Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Complete CPR and first aid training and obtain certification.
2. Demonstrate temperature checks on refrigeration equipment.
3. Complete ServSafe Food Handler Program and obtain certificate in food handling.
4. Demonstrate sanitizer level checks on three-compartment sinks.
5. Demonstrate safe work practices.
6. Describe proper techniques to prevent injuries while using and cleaning food service equipment and tools.
7. Describe basic cuts and burns and how to treat these wounds.
8. Identify the different classes of fire extinguishers and describe how to use one.
9. Prepare for and pass the ServSafe Food Protection Manager Certification exam.

Course Content

1. Providing safe food (Lec)
2. The microworld (Lec)
3. Contamination and food allergens (Lec)
4. Hygiene and safe food handling (Lec and Lab)
5. The flow of food (Lec and Lab)
6. Purchasing, receiving, and storage (Lec and Lab)
7. Preparation (Lec and Lab)
8. Service (Lec and Lab)
9. Food safety management systems (Lec and Lab)
10. Facilities and equipment (Lec)
11. Cleaning and sanitizing (Lec and Lab)

12. Integrated pest management (Lec)
13. Food safety regulations and standards (Lec)
14. Employee food safety training (Lec)
15. First aid (Lec and Lab)

Lab Content

The audit of the cafeteria run by Sodexo and the Patio Room run by the San Jose Job Corps Patio Room will be an intense look at food service operations and the sanitation challenges that they face leading to the assigned comparative study.

Special Facilities and/or Equipment

1. Laptop computer and projector or TV screen
2. Whiteboard with erasable markers
3. Access to commercial kitchen for demonstrations and practice

Methods of Evaluation

Methods of Evaluation
Written examinations
Routine checks for understanding
Evaluation of notebook
Student presentations
Quizzes based on the units

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Demonstration: Sodexo Cafeteria at San Jose Job Corps (HACCP) and San Jose Job Corps Center Culinary Patio Room (active managerial control). Students will compare and contrast the two food service safety systems and see the protocols in action

Representative Text(s)

Author(s)	Title	Publication Date
National Restaurant Association	ServSafe Manager Book, 7th ed. (English, with exam answer sheet)	2017

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Required reading of the ServSafe Manager textbook; students will take quizzes after each chapter.
2. Students will be certified food handlers and earn the certification of ServSafe Food Protection Manager.
3. Students will write an 1800-word compare and contrast paper regarding their audit of the San Jose Job Corps Center Patio Room and the Sodexo Cafeteria at the San Jose Job Corps. Students will also make a team presentation of their findings to Sodexo and SJJC representatives using PowerPoint.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.060

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

APCA F101. : BASIC CULINARY THEORY

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F101.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
2.5

Course Title
BASIC CULINARY THEORY

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
32

Total Lab Hours per quarter
8

Total Out of Class Hours per quarter
64

Special Hourly Notation

Total Contact Hours
40

Total Student Learning Hours
104

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry.

Course Description
Students will be exposed to food chemistry and the vocabulary necessary to succeed in an industrial food service setting. Topics will range from baking to cold kitchen preparation to various understandings of dry and moist cooking techniques. In addition, students will learn

product identification and protocols in food handling and preferred cooking methods for meats, poultry, fruits, vegetables, starches, legumes, fish and shellfish.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Know the qualities and properties of food items and ingredients used in food preparation, including meat, poultry, fruits, vegetables, starches, dairy products, and seafood
2. Identify the cuts and structure of beef, pork, lamb, chicken, fish, and shellfish
3. Demonstrate an extensive vocabulary in regards to the culinary profession
4. Summarize the details of meat inspection, grading, handling, storage and desired cooking methods of various cuts of beef, pork, lamb, poultry, fish, and shellfish
5. Distinguish between the different market forms of fish and shellfish, and the types of mollusks, crustaceans, and other seafood, like squid
6. Distinguish between various market forms of fruits, vegetables, herbs, spices, and grains via product ID test
7. Identify dry and moist cooking methods for fruits, vegetables, grains, and legumes
8. Understand purchasing and storage concerns for fresh, canned, frozen, and dried vegetables
9. Understand the concepts of coagulation, caramelization, fermentation, radiation, heat conduction, and emulsification in food chemistry
10. Know the principle of mise en place, including the placement and order of use of ingredients, tools, and supplies
11. Produce salads, sandwiches, cold soups, dressings, and forcemeats, including sausages
12. Know the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts

Course Content

1. Theories and chemistry of stocks, soups, and sauces (Lec)
2. Knives: proper use, sharpening, and maintenance of kitchen knives (Lec and Lab)
3. Meat, poultry, and game identification and fabrication (Lec and Lab)
4. Fish and shellfish identification and fabrication (Lec and Lab)

5. Guidelines in regard to fruits, vegetables, herbs, spices (Lec and Lab)
6. Starches, grains, and dry goods identification (Lec and Lab)
7. Cooking methods: grilling, broiling, and roasting (Lec and Lab)
8. Cooking methods: sauteing, pan frying, and deep frying (Lec and Lab)
9. Cooking methods: steaming and poaching (Lec and Lab)
10. Cooking methods: braising and stewing (Lec and Lab)
11. Egg cookery and the science of eggs (Lec and Lab)
12. Baking basics (Lec and Lab)
13. Garde manger: the science of the cold kitchen (Lec and Lab)

Lab Content

Students will be handling different products and must identify them, check them for quality, and store them safely. Students will practice knife identification, sharpening and maintenance.

Special Facilities and/or Equipment

1. Classroom with a flat screen television and laptop or computer for presentations
2. Whiteboard with markers
3. Fully equipped commercial kitchen for demonstrations and practice

Methods of Evaluation

Methods of Evaluation
Written examinations (20%)
Routine checks for understanding (5%)
Evaluation of notebook (10%)
Student presentations and papers (40%)
Quizzes based on the units (15%)
Participation, uniform dress code, and professionalism

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion - vocabulary
Demonstration (e.g., showing students what some items look like, how an emulsification is made)

Representative Text(s)

Author(s)	Title	Publication Date
Labensky, Sarah, et al.	On Cooking: A Textbook for Culinary Fundamentals	2017

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Student will have about 500 pages of reading; must look up vocabulary terms and write them down.
2. Weekly presentations on certain topics, like rice or potatoes.
3. Five 1200-word papers on food topics. Even though these papers will be broad, they will hopefully inspire interest for the student to gain further knowledge.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.060

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

APCA F102. : CULINARY MATH, MEASUREMENTS & CALCULATIONS

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F102.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
2.5

Course Title
CULINARY MATH, MEASUREMENTS & CALCULATIONS

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
32

Total Lab Hours per quarter
8

Total Out of Class Hours per quarter
64

Special Hourly Notation

Total Contact Hours

40

Total Student Learning Hours
104

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts profession.

Course Description

One of the most important courses in culinary arts, this course instills methods to measure ingredients (volume, weight, time and temperature), convert from U.S. to Metric systems of measurement, calculate portion cost and recipe cost. Also covers pricing strategies and instills an understanding of order guides and invoices. Students will work with ratios and fractions with key ratios applied to achieve an edible result without a recipe. Students will learn to detect flaws in a recipe if the ratio is not correct. Students will produce a portfolio of their own recipe calculations.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Identify whole numbers, decimals, fractions, and ratios used in food service calculations.
2. Demonstrate basic whole number, fraction, and decimal calculations (add, subtract, multiply, and divide).
3. Describe various methods used to measure ingredients (volume, weight, count, length, time, and temperature) and their units of measure.
4. Identify common tools used to measure in a kitchen.
5. Identify abbreviations for common units of measure.
6. Demonstrate the conversion of common units of measure within the U.S. and Metric measurement systems.
7. Demonstrate accurate measurements using the following methods: volume, weight, count, length, time, and temperature.
8. Identify various expenses in operating a food service establishment (food, labor, etc.).
9. Describe menu item food cost and how it is determined.
10. Explain how a menu item's selling price is determined.
11. Describe how portion control, proper measurement of recipe ingredients, and product waste and loss affects an operation.
12. Demonstrate the ability to assist with the receiving of a food order and check the invoice for receipt of all items listed.
13. Understand and calculate Cost Volume Profit analysis and break even points.
14. Read a Profit and Loss (PNL) statement.
15. Understand and apply concepts in budget making.

Course Content

1. Math basics and basic word problems (Lec and Lab)
2. Units of measure in weight, volume, and temperature, and their abbreviations in culinary arts (Lec and Lab)
3. Metric system of measurements and conversions to equivalents in the U.S. Standard system (Lec and Lab)
4. Units of measure and conversions using the bridge method (Lec)
5. Conversion of mixed measurements (Lec)
6. Advanced conversions between weight and volume (Lec and Lab)
7. Yield percentages (Lec)
8. As Purchased vs. Edible Portion, and applying yield percentages (Lec and Lab)
9. Cost per unit and total cost formulas (Lec)
10. Edible Portion cost (Lec and Lab)
11. Recipe costing (Lec)
12. Labor cost (Lec)
13. Menu engineering and revenue management (Lec)
14. The importance of beverage costing and cost control (Lec)
15. Recipe size conversion (Lec)
16. Ratios and their importance ((Lec and Lab)
17. The Profit and Loss (income) statement (Lec)

Lab Content

Students will observe and participate in exercises in an operating commercial kitchen to prepare and test recipes. For example: edible portion, where in order to make 10 pounds of chopped fresh pineapple, students will be taught that they need to order 18-20 lbs (two cases) of pineapple to get that yield. In addition, students will observe shrinkage in meat after cooking (fat melts) and be taught that loss needs to be accounted for when planning.

Special Facilities and/or Equipment

1. Commercial kitchen for observation, demonstration and practice
2. Laptop computer and projector or TV screen
3. Whiteboard with erasable markers

Methods of Evaluation

Methods of Evaluation
Midterm and final exams
Quizzes
Homework
Submission of recipe costing portfolio project
Routine checks for understanding

Method(s) of Instruction

Method(s) of Instruction
Lecture
Demonstration: students will see yield percentages in action
Integrated discussion on application
Portfolio: students will cost out their own recipes as part of a project
Case study: restaurant cost control, and Profit and Loss statement impact

Representative Text(s)

Author(s)	Title	Publication Date
Hill, Julia, and Linda Blocker	Culinary Math, 3rd ed. (ISBN: 978-0-470-06821-2)	2012

Please provide justification for any texts that are older than 5 years
Although this text may be older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

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

1. Students will research their own recipes and calculate the total recipe cost and cost per portion. This is critical in developing a pricing strategy for menus.
2. Homework will focus on calculations and will be intense; will also include a real case study of a confidential company, a Profit and Loss statement, and cost control.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.060

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

APCA F104. : BASIC COOKING TECHNIQUES

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F104.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
5

Course Title
BASIC COOKING TECHNIQUES

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
30

Total Lab Hours per quarter
90

Total Out of Class Hours per quarter
60

Special Hourly Notation

Total Contact Hours
120

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry.

Course Description
Covers basic cooking. Students will make stocks, soups, sauces; prepare vegetables, starches, salads; fabricate and cook various cuts of meat and poultry. Highlights basic cooking techniques, such as sauteing, roasting, poaching, braising, and frying, while following industrial recipes.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
2. Make the five mother sauces: bechamel, espagnole, tomato, hollandaise, and veloute, and a sub sauce of each, and store them properly.
3. Produce soups, stocks, and broths, and cool and store them properly.
4. Demonstrate proper receiving and storage protocols of various items, including meats, dairy products, eggs, fish, shellfish, produce, dry goods, and other items utilized in food production.
5. Differentiate between the types of mollusks, crustaceans, and other seafood, like squid.
6. Identify dry and moist cooking methods for fruits, vegetables, grains, and legumes.
7. Understand purchasing and storage concerns for fresh, canned, frozen, and dried vegetables.
8. List quality characteristics and cooking or preparatory methods for legumes.
9. Identify different kinds, classes, and market forms of poultry.
10. Handle, store, and prepare poultry for safe cooking.
11. Explain problems and concerns that occur when stuffing poultry.
12. Cook poultry using dry and moist cooking methods safely and effectively.
13. Make breakfast items, such as omelets, quiche, and fritattas, and understand the concept of mise en place for short order breakfast cooks.
14. Summarize the details of meat inspection, grading, handling, storage, and desired cooking methods of various cuts of beef, pork, and lamb.
15. Understand the principle of mise en place, including the placement and order of use of ingredients, tools, and supplies.
16. Prepare food by using the correct techniques and procedures specified in recipes and formulas.
17. Produce salads, sandwiches, cold soups, dressings, and forcemeats, including sausages.
18. Use plating techniques, including accurate portioning and aesthetic presentation skills.

19. Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
20. Understand the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
21. Produce baked goods, pastries, and desserts, by using correct techniques, procedures, and various finishing techniques.

Course Content

1. Knife skills and kitchen equipment (Lec and Lab)
2. Soups, stocks and sauces (Lab)
3. Vegetables and fruits (Lab)
4. Legumes (Lab)
5. Starches and grains (Lab)
6. Meat and meat fabrication (Lec and Lab)
7. Poultry and poultry fabrication (Lec and Lab)
8. Eggs and breakfast cookery (Lab)
9. Fish and shellfish (Lec and Lab)
10. Basic baking skills (Lec and Lab)
11. Garde manger—the cold kitchen (Lec and Lab)
12. Dairy products (Lec and Lab)

Lab Content

Lab content will consist of intense time in the kitchen, where students will produce dishes with the following components:

1. Soups, stocks and sauces
2. Vegetables and fruits
3. Legumes
4. Starches and grains
5. Meat and meat fabrication
6. Poultry and poultry fabrication
7. Eggs and breakfast cookery
8. Fish and shellfish
9. Basic baking skills
10. Garde manger—the cold kitchen (several hours on this)
11. Dairy products

Special Facilities and/or Equipment

1. A fully equipped kitchen with NSF or Underwriter Lab certified refrigeration units, a freezer, ovens with 12 range burners, a grill, a salamander broiler, and flat top. A one-compartment dish machine, along with food safe sanitizer dispensary should also be

available in the facility.
2. Television with ability to link directly to a laptop for instructional videos.

Methods of Evaluation

Methods of Evaluation
Practical examination: students are assessed on professionalism, sanitation, recipe execution, flavor, and presentation (70%)
Routine checks for understanding (5%)
Evaluation of notebook and journals (15%)
Quizzes based on the units covered (10%)

Method(s) of Instruction

Method(s) of Instruction
Demonstration
Quizzes
Cooperative learning (teamwork in performance)
Summarizing and note-taking
Identifying similarities and differences (e.g., if four groups are given the same recipe, why are there differences in the end product?)
Homework and practice

Representative Text(s)

Author(s)	Title	Publication Date
Labensky, Sarah, et al.	On Cooking: A Text of Culinary Fundamentals, 5th ed.	2015

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

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

1. Students will write journals analyzing the feedback of their execution of recipes.
2. Students will read, take notes, and record recipes from the textbook.
3. Students will produce a notebook, which they can later use as part of a portfolio.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.180

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

APCA F105. : CULINARY MENU DEVELOPMENT

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F105.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
3.5

Course Title
CULINARY MENU DEVELOPMENT

Former ID

Cross Listed

Related Courses

Maximum Units
3.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
40

Total Lab Hours per quarter
20

Total Out of Class Hours per quarter
80

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
140

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry. The course enables students to showcase a knowledge base to potential employers.

Course Description
Students develop their own menus for breakfast, lunch, and dinner; develop a beverage program; and cost out the menu items. Students design pricing strategies and submit as a portfolio.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Arts Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Explain the difference between commercial and noncommercial food service operations and describe examples of each.
2. Describe the three levels of management and identify the various production and service positions in a food and beverage operation.
3. Explain marketing in terms of providing guest-pleasing service and discuss the elements and importance of feasibility studies, marketing research, and marketing plans.
4. Discuss nutrition and special dietary concerns as they relate to the food service industry and contrast the nutritional concerns and obligations of commercial and noncommercial operations.
5. Describe menu pricing styles, menu schedules, menu types, and the menu planning process.
6. Explain how a menu dictates operations in a food and beverage establishment and describe its importance as a marketing tool.
7. Explain how to create and use a standard recipe and how to calculate costs.
8. Explain basic menu engineering, menu scoring, and goal value method.
9. Understand and identify the concepts that prevail in truth in menu.
10. Identify and describe the types of service that food and beverage operations can provide and explain how to provide excellent guest service.
11. Describe the factors involved in facility design and equipment selection for a food and beverage operation and understand effects the menu may impose.
12. Explain the importance of staffing in menu development.
13. Analyze the impacts of menu changes and how they can affect the restaurant not only at a unit level but at a strategic level as well.

Course Content

This course examines the role of the menu in a food service establishment as the driving force and the primary management tool. Every aspect of food service operation is menu driven, including such areas as facility design, inventory controls, pricing and costing,

equipment selection, staffing, and style of service. Proper techniques for costing of menu items and proper purchasing techniques will also be covered. Topics include:

1. Menu planning (Lec)
2. Cost control (Lec)
3. Menu pricing strategies (Lec)
4. Menu mechanics (Lec)
5. Menu analytics (Lec)
6. Beverage menu (Lec)
7. Service considerations in menu planning (Lec)
8. Production concerns in menu execution (Lec)
9. Financial planning and the menu (Lec)
10. Ethics and menu (Lec)

Lab Content

Students will have the opportunity to create a menu for breakfast, lunch, and dinner, order all products for the menu with a cost analysis and work in the culinary lab to cook the planned menu for reservations between 10-15 people. This laboratory time provides on-the-job training, ensuring all student learning objectives are met with this final project.

Special Facilities and/or Equipment

1. Laptop computer and projector or TV screen
2. Whiteboard with erasable markers

Methods of Evaluation

Methods of Evaluation
Written portfolio of recipes, costing and marketing plan
Routine checks for understanding
Evaluation of notebook
Student presentations
Quizzes based on the units

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Group projects
Portfolio

Representative Text(s)

Author(s)	Title	Publication Date
Kotschevar, Lendal, and Diane WIthrow	Management by Menu, 4th ed.	2008

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

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

1. Students will produce a breakfast, lunch and dinner menu.
2. Students will cost out 12 recipes for one of their menus as part of a portfolio.
3. Students will submit a base feasibility for their concept and describe their food service operation in detail.
4. Students will present a basic marketing plan for their concept.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.090

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

APCA F106. : SUSTAINABILITY IN FOOD SERVICE OPERATIONS

Effective Term
Summer 2022

Subject
Apprenticeship: Culinary Arts (APCA)
Course Number
F106.

Department
Apprenticeship (A P)

Division
Apprenticeship (1ED)

Units
2.5

Course Title
SUSTAINABILITY IN FOOD SERVICE OPERATIONS

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
32

Total Lab Hours per quarter
8

Total Out of Class Hours per quarter
64

Special Hourly Notation

Total Contact Hours

40

Total Student Learning Hours
104

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This course will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Attach evidence

Need/Justification
This course is part of the culinary arts apprenticeship program and will greatly help students gain and retain jobs within the culinary arts industry. It maintains currency for students, with trends in food service and food ethics.

Course Description

Covers the principles of sustainability, including issues of animal welfare, nutrition, climate change, farm to table; other issues that impact people and the environment, such as water consumption, wage and supply chain ethics, and the reduction of our environmental footprint. The future of food and technology emerge as topics of discussion, and case studies feature menu innovation, actual operations, and a field trip to a sustainable restaurant or food service operation.

Course Prerequisites
Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Define and understand the impacts of sustainability.
2. Define terminology related to food and food service sustainability (recycling, biodegradable, composting, sustainable, organic, local, regional, seasonal, Amish, free range, food miles, heirloom, energy efficient, etc.).
3. Describe the benefits of food sustainability practices.
4. Demonstrate the ability to explore current trends in food and food service sustainability using print sources and/or the internet.
5. Identify products being used in a facility that can be recycled.
6. Identify products appropriate for composting.
7. Identify a variety of areas where waste control is used in the kitchen (product, water, energy, etc.).
8. Identify sources for purchasing local foods (produce, meats, etc., as applicable).
9. Identify sustainable proteins and seafood.
10. Identify the benefits of establishing a facility garden to provide produce and herbs for the kitchen.
11. Identify environmentally friendly cleaning products.

Course Content

1. Definition of sustainability (Lec)
2. Impacts of sustainability: 3 Ps—People, Plate and Planet, as opposed to conservation (Lec)
3. Demographics and consumer preferences (Lec)
4. Nutrition, health and sustainable food (Lec)
5. Food ethics: science and policy issues (Lec)

6. Menu development (Lec)
7. Fishing and seafood issues (Lec)
8. Farm to table and local food movements (Lec and Lab)
9. Supply chain issues (Lec and Lab)
10. Water sustainability (Lec)
11. Climate change (Lec)

Lab Content

1. Field trip to Stanford University Residential Dining Hall
2. Field trip to Full Circle Farm in Sunnyvale

These field trips give the students the chance to see sustainable food service operations and assess the challenges that they undertake. Students will take notes applicable to case studies and papers related to the locations.

Special Facilities and/or Equipment

1. Laptop computer and projector or TV screen
2. Whiteboard with erasable markers
3. Access to commercial kitchen for observation, demonstration and practice

Methods of Evaluation

Methods of Evaluation
Written examination
Routine checks for understanding
Evaluation of submitted notebook
Student presentations
Quizzes based on the units
Homework assignments

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Laboratory
Demonstration: case study of Stanford University and Full Circle Farms

Representative Text(s)

Author(s)	Title	Publication Date
Harvard TH Chan School of Public Health and the Culinary Institute of America	Menus of Change: The Business of Health, Sustainable, Delicious Food Choices	2016

Please provide justification for any texts that are older than 5 years
Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Other Required Materials

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

1. Two 1800-word (minimum) papers:
    1. One is a case study on Stanford University Residential Hall Dining and how it practices sustainability.
    2. The second will focus on the supply side and a visit to an organic farm, Full Circle farm in Sunnyvale, CA.
2. Required reading from the listed text.
3. Assessment includes one 1200-word essay on the movie Food Inc., in which students express their thoughts on the challenges of sustainability in an economy where mass food production is required. Students also discuss the difficult encounters not just to the food production system but socio-economic concerns as well.

Authorized Discipline(s):
Culinary Arts/Food Technology

Faculty Service Area (FSA Code)
INDUSTRIAL TECH

Taxonomy of Program Code (TOP Code)
*1306.30 - Culinary Arts

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
30

Load
.060

FOAP Codes:

Fund Code
115000 - Apprenticeship-Foothill

Org Code
142226 - Apprentice-Culinary Program

Account Code
1320

Program Code
130630 - Culinary Arts

C S F077A : ADVANCED WEB APPLICATION DEVELOPMENT

Effective Term
Summer 2022

Subject
Computer Science (C S)
Course Number
F077A

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
4.5

Course Title
ADVANCED WEB APPLICATION DEVELOPMENT

Former ID

Cross Listed

Related Courses

Maximum Units
4.5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
2

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours
168

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Web Application Development Certificate and Advanced Web Application Development Certificate

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?)

Summer 2022 or earlier

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This is a temporary stand-alone course with two certificates that are planned to be submitted in the 2021-2022 academic year.

Attach evidence

Need/Justification

This course will be included in the forthcoming certificates of achievement in Web Application Development and Advanced Web Application Development.

Course Description
Design and develop applications that deliver similar features and functions normally associated with desktop applications using modern web client and server technologies.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: C S 22A, C S 30A, C S 40A, C S 84A, and GID 55.

Course Objectives

The student will be able to:

1. Understand the history of the web, and use web tags, and Application Programming Interfaces (API).
2. Design, create, and organize modern HTML documents.
3. Construct basic web forms using HyperText Markup Language (HTML).
4. Embed audio and video in applications.
5. Use web API in rich internet applications.
6. Improve caching and storage for rich internet applications.
7. Use Cascading Style Sheets (CSS) to enhance and style rich internet applications.
8. Use modern HTML controls in applications.
9. Evaluate client/middleware/server development tools.
10. Create data-driven web applications.
11. Discuss and analyze professional ethics and societal power structures.
12. Use responsive web design for differing screen sizes.
13. Use security techniques.

Course Content

1. Explore web history, tags, and Application Programming Interfaces (API)
    1. History of HyperText Markup Languages (HTML)
    2. Modern HTML features
    3. Structural, content, and application-focused tags
2. Explore designing, creating, and structuring modern HTML documents
    1. Content models
    2. Understanding the outline algorithm
    3. The role of div tags
    4. Using ID and class attributes

5. DOCTYPE declarations
6. Character encoding
7. Compatibility testing using browsers and mobile devices
8. Structure of basic page, top level elements and interior content
9. Building headers
10. Checking document outlines and ensuring cross browser structure

3. Construct basic forms using HTML
    1. Modern input types
    2. Setting form autofocus
    3. Using placeholder data
    4. Marking required fields
    5. Working with number inputs
    6. Using date pickers
4. Embed audio and video in applications
    1. Adding audio
    2. Encoding audio
    3. Adding video
    4. Encoding video
5. Learn and apply usage of web API in rich internet applications
    1. Canvas API overview
    2. Adding canvas content
    3. Drawing in the canvas environment
    4. Drag-and-drop API overview
    5. REpresentation State Transfer (REST)ful API and Create, Read, Update, and Delete (CRUD) operations overview
6. Improve caching and storage for rich internet applications
    1. Offline applications overview
    2. Geolocation API overview
    3. Web storage API overview
7. Demonstrate usage of Cascading Style Sheets (CSS) to enhance and style rich internet applications
    1. Modern CSS overview
    2. Enhancing typography
    3. Using @font-face
    4. Styling modern HTML with modern CSS
    5. Using CSS transitions
8. Demonstrate usage of modern HTML controls in applications
    1. Email address input
    2. URL input
    3. Telephone number input
    4. Search field input
    5. Datalist form control
    6. Slider form control
    7. Spinner form control

        8. Calendar form control
        9. Color form control
    9. Evaluate client/middleware/server development tools
        1. Tradeoff analysis some of the current languages, tools, frameworks, and/or libraries
    10. Create data-driven web applications
        1. Use client and/or server storage systems
    11. Discuss and analyze professional ethics and societal power structures
        1. Ethical and societal topics and issues that arise in the news
        2. Nuclear war historical effects on internet infrastructure design and implications for web and cloud services
        3. Professional ethics codes and laws
        4. Ethical implications of computer hardware production, reusing, recycling, and disposal
        5. Analyze how software developers contribute to, resist, or otherwise intersect with structures of inequality and hierarchy in societies
        6. Societal implications of different types of software producing organizations (such as not for profits, for profits, non-profits, worker cooperatives, customer cooperatives, benefit corporations, B corporations, etc.)
        7. Computer related industries and customer capture economic models
        8. Unionization in technology companies and organizations
        9. Designing web applications with low and sustainable environmental footprints
        10. Societal implications of software licenses and terms of service
        11. Power of web-based computing to transform society
        12. Web application design to support privacy
        13. Data ethics and data stewardship
        14. Digital Rights Management in web browsers
        15. Net Neutrality and the internet as a ubiquitous public utility
        16. Societal need and technological support for “Do Not Track” Global Privacy Control
    12. Use responsive web design for differing screen sizes
        1. CSS media queries
        2. Flexible images and media elements
        3. Flexible grid
    13. Use security techniques
        1. SSL/TLS, HTTPS, SSH, SFTP
        2. Sessions, cookies, and web storage API
        3. Single sign on (such as via OAuth)

Lab Content

The following are the general lab topics that must be covered. Any following lab topic may be separated and/or combined with any other lab topic(s).

1. Semantic web
    1. Modern HyperText Markup Language (HTML) documents
    2. Basic forms using HTML
2. Web/Rich internet applications
    1. Tags and Application Programming Interfaces (API) to build web/rich internet applications
    2. Modern Cascading Style Sheets (CSS) to enhance and style web/rich internet applications
3. Front end and media technology in web applications
    1. Audio and video media
    2. 2-D and/or 3-D web API(s)
    3. Widgets and/or animation/effects
4. Middleware and server technology
    1. Web servers and data servers
    2. APIs and controllers
5. Front and back end data storage and modeling for web/rich internet applications
    1. Databases
    2. Caching and offline storage
6. Native apps
    1. Mobile apps
    2. Desktop apps

Labs will typically be structured as follows:

1. Read and run the code that utilizes the associated lab topic(s)
2. Create a web application using the associated lab topic(s)
3. Discuss design and implementation tradeoffs of related techniques and tools

Special Facilities and/or Equipment

1. Access to a computer laboratory with web browsers, web development software, web server and middleware software, and database software. Computer laboratory can be provided as a web-based and/or virtualized online service(s).
2. A website or course management system with an assignment posting component (through which all lab assignments are to be submitted) and a forum component (where students can discuss course material and receive help from the instructor). This applies to all sections, including on-campus (i.e., face-to-face) offerings.
3. When taught via the internet, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
4. When taught via the internet, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

Methods of Evaluation

Methods of Evaluation
Formative exercises, projects, and quizzes requiring students to write code applying covered technology topics
Formative exercises, discussion forums, projects, papers, and/or quizzes regarding covered ethics and societal power topics
Final examination requiring students to present projects applying topics covered in the lectures, reading, and programming assignments
Evaluation of programming assignments based on correctness, documentation, code quality, and test plan executions

Method(s) of Instruction

Method(s) of Instruction
Blended instruction including discussion of topics
Online labs (for all sections, including those meeting face-to-face/on campus) consisting of: 1. An assignment webpage located on a college-hosted course management system or other department-approved internet environment. Here, the students will review the specification of each assignment and submit their completed lab work 2. A discussion webpage located on a college-hosted course management system or other department-approved internet environment. Here, students can request assistance from the instructor and interact publicly with other class members 3. Collaborative team projects
When course is taught fully online: 1. Instructor-authored lecture materials, handouts, syllabus, assignments, tests, and other relevant course material will be delivered through a college-hosted course management system or other department-approved internet environment

Representative Text(s)

Author(s)	Title	Publication Date
Benjamin, Ruha	Race After Technology: Abolitionist Tools for the New Jim Code	2019
Boduch, Adam, and Roy Derks	React and React Native: A Complete Hands-on Guide to Modern Web and Mobile Development with React.js, 3rd ed.	2020
Robbins, Jennifer	Learning Web Design, 5th ed.	2018
Subramanian, Vasan	Pro Mern Stack: Full Stack Web App Development with Mongo, Express, React, and Node	2019

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Reading
    1. Textbook assigned reading averaging 30 pages per week
    2. Reading the supplied handouts and modules averaging 10 pages per week
    3. Reading online resources as directed by instructor though links pertinent to software engineering
    4. Reading library and reference material directed by instructor through course handouts
2. Writing
    1. Writing technical prose documentation that supports and describes the programs that are submitted for grades

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.10 - Computer Programming

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
6/3/2021

Division Dean Only

Seat Count
40

Load
.121

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

C S F077B : PROJECTS IN WEB APPLICATION DEVELOPMENT

Effective Term
Summer 2022

Subject
Computer Science (C S)
Course Number
F077B

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
4.5

Course Title
PROJECTS IN WEB APPLICATION DEVELOPMENT

Former ID

Cross Listed

Related Courses

Maximum Units
4.5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
2

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours
168

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Temporary

In this case, identify the degree/certificate to which the course will be added:

Web Application Development Certificate and Advanced Web Application Development Certificate

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?)

The related programs are not yet approved. Creation of the related programs cannot begin until the new courses are approved.

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:
Workforce/CTE

Criteria B. Need

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

Evidence

See attached Web Applications Occupations Labor Market Information report

Attach evidence
LMI_Foothill_Web Applications_November 2020-2.pdf

Need/Justification
This course will be included in the forthcoming certificates of achievement in Web Application Development and Advanced Web Application Development.

Course Description
Team-based applied web application projects as determined in consultation with the instructor. Students meet at least twice per week with the instructor; about half of the lecture periods are team project-based interactions. Volunteer or work-based learning portfolio, progress reports, oral presentations, final report, teamwork assessments, and evaluation by project supervisor or client will be used to demonstrate the mastery of competencies identified as goals prior to, or near the start of, the project(s). Project work can be within the context of an internship or developing an internship or start-up opportunity.

Course Prerequisites
Prerequisite: C S 77A.

Course Corequisites

Course Advisories

Content Review

Faculty participant(s) in this content review process*
Baba Kofi Weusijana, Anand Venkataraman

**If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.*

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite
Prerequisite

Number Title of Requisite Course(s)
C S 77A Advanced Web Application Development

The Content Review requirement may be satisfied by one of the following:

Do baccalaureate institutions require a particular requisite(s) for articulation?

No

Is a particular requisite required by statute or regulation?

No

Additional Considerations

Does De Anza College offer an equivalent course?

No

Is there a C-ID descriptor for the target course?

No

Establishing New Requisites

Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in the Course Objectives section of the requisite course's COR):

1. Understand the history of the Web, and use Web tags, and Application Programming Interfaces (API).
2. Design, create, and organize modern HTML documents.
3. Construct basic Web forms using HyperText Markup Language.
4. Embed Audio and Video in applications.
5. Use Web Application Programming Interfaces (API) in Rich Internet Applications
6. Improve caching and storage for Rich Internet Applications.
7. Use Cascading Style Sheets (CSS) to enhance and style Rich Internet Applications.
8. Use modern HTML controls in applications.
9. Evaluate client/middleware/server development tools
10. Create data-driven web applications
11. Discuss and analyze professional ethics and societal power structures
12. Use Responsive Web Design for differing screen sizes
13. Use security techniques

Is the requisite a new course? If so, please state this below. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

Yes, the prerequisite is a new course.

The target course is also a new course that is designed to be the capstone course for the Web Application Development Certificate and the Advanced Web Application Development Certificate. In the target course students are required to build and deploy a Web Application

for a real client, so they must have all the skills in the prerequisite course before taking the capstone target course. We are pioneers in developing such certificates (and new courses) in the California Community College system. However the AS Major in Web and Mobile Application Development of the Computer and Information Science department at the College of San Mateo (part of the San Mateo County Community College District) also has a capstone course, CIS 200, that has most of the other required major courses as prerequisites.

See: https://collegeofsanmateo.edu/cis/degrees_wmad_as.asp

Previously Implemented Requisites

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Value, investigate, and analyze the problems of human clients and relevant communities.
2. Work ethically in a web application production environment.
3. Use professional ethics and analyze societal power structures.
4. Create, deploy, and maintain web applications by using software quality assurance, continuous integration, and continuous deployment techniques.

Course Content

1. Value, investigate, and analyze the problems of human clients and relevant communities
    1. Communication and empathetic gathering of data on their needs, wants, and proposed solutions
    2. Getting stakeholder buy-in with sketches, wireframes, and/or prototypes
    3. Deduce and propose improved workflow and processes
2. Working in a production environment
    1. Effectively and ethically working and communicating with supervisors, developers, non-developers, and clients
3. Discuss and analyze professional ethics and societal power structures
    1. Ethical and societal topics and issues that arise during the overall project work or in the news
    2. Data ethics and data stewardship
    3. Anti-racist and accessible universal design
    4. Designing web applications with low and sustainable environmental footprints
4. Software quality assurance, continuous integration, and continuous deployment
    1. Tools and infrastructure
    2. Behavior driven development
    3. Debugging clients and servers
    4. Code optimization
    5. Internationalization for localization
    6. Scalable deployment

Lab Content

Students will be guided through various stages of developing a web application via the following online labs. Each stage will be applied to the student's project. Stages are listed here roughly in order but it is common for a student to revisit any stage, particularly based on the nature of the project development, testing results, and/or stakeholder feedback. Any following lab topic may be separated and/or combined with any other lab topic(s).

1. Ideation stage
    1. Find a client and then empathetically document and verify their needs, ideas, proposed solutions, and requirements
    2. Research resources, environmental sustainability, markets, societal ethics, security, and end-user requirements of the project
    3. Define the basic use cases, user stories, and functionalities of the project
2. Design stage
    1. Sketch the web application
    2. Plan your workflow
    3. Wireframe the User Interface (UI) and develop prototype(s)
    4. Validate designs and budgets with contexts, users, stakeholders, and client(s)
3. Development and deployment stage

    1. Architect your database/data storage
    2. Develop your frontend
    3. Develop your backend and any middleware
    4. Test and host your web application
    5. Deploy your web application
4. Revalidation and refactoring stage
    1. Revisions based on more testing with contexts, users, stakeholders, and client(s)
    2. Maintenance of your web application
    3. Redeployment of your web application

Special Facilities and/or Equipment

1. Access to a computer laboratory with web browsers, web development software, web server and middleware software, and database software. Computer laboratory can be provided as a web-based and/or virtualized online service(s).
2. A website or course management system with an assignment posting component (through which all lab assignments are to be submitted) and a forum component (where students can discuss course material and receive help from the instructor). This applies to all sections, including on-campus (i.e., face-to-face) offerings.
3. When taught via the internet, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
4. When taught via the internet, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

Methods of Evaluation

Methods of Evaluation
Volunteer or work-based learning portfolio
Signed Memorandum of Understanding (MOU) between clients and students
Progress reports
Oral presentations
Final report
Teamwork assessments (for those working on a team)
Formative and summative quizzes on technology topics
Formative exercises, discussion forums, papers, and/or formative and summative quizzes regarding covered ethics and societal power topics
Evaluation by instructor, and project supervisor or client, will be used to demonstrate the mastery of competencies identified as goals prior to, or near the start of, the project(s)

Method(s) of Instruction

Method(s) of Instruction
The central idea of this capstone course is to give students experience developing a web application that is used by, or needed by, a real human client. For students who don’t already

Method(s) of Instruction
have such a project, the instructor will design one and assist in the process of finding a client. Student projects must be web application development projects. The resulting web applications are to be used by, or needed by, a real human client, and the instructor determines if a project meets those requirements and is completable (deployed and evaluated) within the timeframe of the course. The instructor will develop a Memorandum of Understanding (MOU) between clients and students for each project and verify that they are signed by all parties. Student achievement is partially tied to students adhering to the MOU. The course instructor is the project supervisor for students who are not doing their web application project in the context of an internship or employment. Such students will typically work in collaborative project teams of 2-7 people. Students will be allowed to work alone usually only if the nature of the project is in the context of an internship or employment. The instructor will provide blended instruction, including discussion, of the course content topics. This will be completely online (synchronously and/or asynchronously) for online-only sections of the course. The instructor will provide or arrange online tutorials and demonstrations of how to develop web application solutions for hypothetical clients' needs. The instructor will assign online labs (for all sections, including those meeting face-to-face/on campus) consisting of: 1. An assignment webpage located on a college-hosted course management system or other department-approved internet environment. Here, the students will review the specification of each assignment and submit their completed lab work. 2. A discussion webpage located on a college-hosted course management system or other department-approved internet environment. Here, students can request assistance from the instructor and interact publicly with other class members.

Representative Text(s)

Author(s)	Title	Publication Date
Riley, Scott	Mindful Design How and Why to Make Design Decisions for the Good of Those Using Your Product, 1st ed.	2019

Please provide justification for any texts that are older than 5 years

Other Required Materials

Doorley, Scott, et al. "Design thinking bootleg." 2018. Internet resource:
https://dschool.stanford.edu/s/9wuqfxx68fy8xu67khdiliueusae4i
https://dschool.stanford.edu/resources/design-thinking-bootleg

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

1. Reading

1. Reading instructor supplied handouts and modules
2. Reading online resources as directed by instructor though links pertinent to the course objectives
3. Reading library and reference material directed by instructor through course handouts

2. Writing
    1. Writing technical prose documentation that supports and describes the programs and materials that are submitted for evaluation
    2. Writing documentation and reports that describe and/or provide a record of communication with stakeholders

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.10 - Computer Programming

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
6/9/2021

Division Dean Only

Seat Count
40

Load
.121

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

Web Applications Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
November 2020

Recommendation

Based on all available data, there appears to be an undersupply of Web Applications workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 19,476 students in the Bay region and 9,707 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0614.30-Website Design and Development programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Web Applications Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- **Web Developers / Web Developers and Digital Interface Designers (15-1134 / 15-1257):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).
  Entry-Level Educational Requirement: Associate's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%
- **Software Developers, Applications / Software Developers and Software Quality Assurance Analysts and Testers (15-1132 / 15-1256):** Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%
- **Graphic Designers (27-1024):** Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 29%

Occupational Demand

Table 1. Employment Outlook for Web Applications Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Web Developers / Web Developers and Digital Interface Designers	11,305	13,309	2,004	18%	6,679	1,336	$29.02	$45.01
Software Developers, Applications / Software Developers and Software Quality Assurance Analysts and Testers	148,314	173,592	25,278	17%	87,746	17,549	$52.78	$67.71
Graphic Designers	11,352	11,849	497	4%	6,330	1,266	$22.35	$31.39
TOTAL	**170,971**	**198,750**	**27,779**	**16%**	**100,755**	**20,151**	**$49.19**	**$63.79**

Source: EMSI 2020.3
Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Web Applications Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Web Developers / Web Developers and Digital Interface Designers	3,128	3,851	723	23%	2,049	410	$29.40	$42.61
Software Developers, Applications / Software Developers and Software Quality Assurance Analysts and Testers	80,524	92,468	11,944	15%	45,550	9,110	$52.77	$68.00
Graphic Designers	2,427	2,588	162	7%	1,418	284	$21.50	$31.08
TOTAL	**86,079**	**98,907**	**12,828**	**15%**	**49,017**	**9,803**	**$51.03**	**$66.04**

Source: EMSI 2020.3
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (October 2019 - September 2020)

Occupation	Bay Region	**Silicon** Valley Sub-Region
Software Developers, Applications	109,280	49,950
Web Developers	24,265	9,310
Graphic Designers	3,179	922
TOTAL	**136,724**	**60,182**

Source: Burning Glass

Table 4a. Top Job Titles for Web Applications Occupations for latest 12 months (October 2019 - September 2020) Bay Region

Common Title	Bay	Common Title	Bay
Software Engineer	4,696	Full Stack Developer	753
Senior Software Engineer	3,652	Python Developer	675
Devops Engineer	2,271	Software Developer	673
Java Developer	2,245	UX Designer	615
Full-Stack Software Engineer	1,202	Front End Developer	594
Front End Engineer	1,024	Java Full Stack Developer	586

Senior Front End Engineer	994	UI Developer	553
Senior Backend Engineer	967	Graphic Designer	547
Backend Engineer	942	Full Stack Engineer	491
Senior Devops Engineer	916	Principal Software Engineer	451
Salesforce Developer	836	.Net Developer	445
Ios Developer	831	Staff Software Engineer	439
Senior Java Developer	805	Web Developer	436
Android Developer	777	Java Backend Developer	414

Table 4b. Top Job Titles for Web Applications Occupations for latest 12 months (October 2019 - September 2020) Silicon Valley Sub-Region

Common Title	**Silicon** Valley	Common Title	**Silicon** Valley
Software Engineer	1,581	Senior Devops Engineer	312
Java Developer	1,287	Front End Developer	300
Senior Software Engineer	1,109	UX Designer	298
Devops Engineer	1,002	Hadoop Developer	278
Python Developer	438	Backend Engineer	243
Ios Developer	412	Principal Software Engineer	207
Android Developer	405	Staff Software Engineer	206
Senior Java Developer	400	Senior Salesforce Developer	187
Java Full Stack Developer	386	Web Developer	179
Full Stack Developer	352	Developer	173
Salesforce Developer	345	Front End Engineer	172
Software Developer	319	Tableau Developer	165
UI Developer	316	Software Development Engineer	164
Java Backend Developer	315	Embedded Software Engineer	160

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Web Applications Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Custom Computer Programming Services	32,978	39,329	19%	19%
Software Publishers	21,734	27,842	28%	13%
Computer Systems Design Services	19,624	22,315	14%	11%
Internet Publishing and Broadcasting and Web Search Portals	17,132	21,749	27%	10%
Electronic Computer Manufacturing	15,353	16,605	8%	9%
Data Processing, Hosting, and Related Services	6,212	7,973	28%	4%
Other Computer Related Services	4,317	5,378	25%	3%
Corporate, Subsidiary, and Regional Managing Offices	3,687	3,643	-1%	2%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	2,705	3,004	11%	2%
Semiconductor and Related Device Manufacturing	1,912	1,743	-9%	1%
Engineering Services	1,845	1,968	7%	1%

Source: EMSI 2020.3

Table 6. Top Employers Posting Web Applications Occupations in Bay Region and Silicon Valley Sub-Region (October 2019 - September 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Amazon	1,854	NTT Data	321	Apple Inc.	1,725
Apple Inc.	1,776	Intuit	314	Vmware Inc	734
Vmware Incorporated	777	Microsoft Corporation	307	Amazon	687
Cisco Systems Incorporated	714	eBay	304	Nvidia Corporation	573
Facebook	657	Accenture	304	Cisco Systems Inc	526
Nvidia Corporation	595	Deloitte	302	Paypal	408
Infobahn Softworld Inc	517	Bayone Solutions	288	Nsys Design Systems	400
Oracle	505	Intelliswift Software	285	IBM	361
IBM	460	Palo Alto Networks	274	Infobahn Softworld Inc	314
Paypal	454	Osi Engineering	266	Xoriant Incorporated	313
Wells Fargo	449	SAP	252	Google Inc.	311
Google Inc.	433	Samsung America, Inc.	251	Palo Alto Networks	273
Xoriant Incorporated	429	Tranzeal, Inc	250	Intuit	271
Splunk	420	Wipro	234	eBay	255
Salesforce	414	Ascent Technology Services	228	Splunk	243
Nsys Design Systems	404	Netskope	226	Samsung America, Inc.	238
Workday, Inc	342	Jefferson Frank	211	Osi Engineering	214

Source: Burning Glass

Educational Supply

There are nine (9) Community colleges in the Bay Region issuing 39 awards on average annually (last 3 years ending 2018-19) on TOP 0614.30-Website Design and Development. There are three (3) colleges in the Silicon Valley Sub-Region issuing seven (7) awards on average annually (last 3 years) on this TOP code.

There are three (3) Other Educational Institutions in the Bay Region issuing 51 awards on average annually (last 3 years ending 2016-17) on TOP 0614.30-Website Design and Development. There are three (3) Other Educational Institutions in the Silicon Valley Sub-Region issuing two (2) awards on average annually (last 3 years) on this TOP code.

There are 11 educational institutions in the Bay Region issuing 585 Bachelor's Degrees on average annually (last 3 years ending 2016-17) on TOP 0614.30. There are three (3) educational institutions in the Silicon Valley Sub-Region issuing 87 Bachelor's Degrees on average annually (last 3 years ending 2016-17) on this TOP code.

Table 7a. Community College Awards on TOP 0614.30-Website Design and Development in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Berkeley City	East Bay	2	3	5
Cabrillo	SC - Monterey	6	14	20
Canada	Mid-Peninsula		4	4
Mission	Silicon Valley		5	5
Ohlone	East Bay		1	1
San Francisco	Mid-Peninsula		1	1
San Jose City	Silicon Valley	1		1
Skyline	Mid-Peninsula	1		1
West Valley	Silicon Valley		1	1
Total Bay Region		**10**	**29**	**39**
Total Silicon Valley Sub-Region		**1**	**6**	***7***

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Table 7b. Other Educational Institutions Awards on TOP 0614.30-Website Design and Development in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Academy of Art University	Mid-Peninsula	44		44
Argosy University-The Art Institute of California-San Francisco	Mid-Peninsula	3	2	5
Argosy University-The Art Institute of California-Silicon Valley	Silicon Valley	1	1	2
Total Bay Region		**48**	**3**	**51**
Total Silicon Valley Sub-Region		**1**	**1**	**2**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Table 7c. Bachelor's Degree Awards on TOP 0614.30-Website Design and Development in Bay Region

College	Sub-Region	Bachelor's Degree
Academy of Art University	Mid-Peninsula	312
Argosy University-The Art Institute of California-San Francisco	Mid-Peninsula	65
Argosy University-The Art Institute of California-Silicon Valley	Silicon Valley	34
California College of the Arts	Mid-Peninsula	49
Cogswell College	Silicon Valley	43
Holy Names University	East Bay	4
Mills College	East Bay	3
SAE Expression College	East Bay	62
San Francisco Art Institute	Mid-Peninsula	1
Santa Clara University	Silicon Valley	10
University of California-Santa Cruz	SC - Monterey	2
Total Bay Region		**585**
Total Silicon Valley Sub-Region		**87**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 20,151 annual openings for the Web Applications occupational cluster and 675 annual (3-year average) awards from community colleges and Other Educational Institutions for an annual undersupply of 19,476 students. In the Silicon Valley Sub-Region, there is also a gap with 9,803 annual openings and 96 annual (3-year average) awards from community colleges and Other Educational Institutions for an annual undersupply of 9,707 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0614.30-Website Design and Development

2017-18	Bay All CTE Programs	Foothill College All CTE Programs	State 0614.30	Bay 0614.30	Silicon Valley 0614.30	Foothill College 0614.30
% Employed Four Quarters After Exit	67%	71%	57%	55%	61%	n/a
Median Quarterly Earnings Two Quarters After Exit	$11,466	$16,942	$8,555	$9,988	$8,179	n/a
Median % Change in Earnings	31%	46%	18%	24%	41%	n/a
% of Students Earning a Living Wage	53%	72%	51%	45%	43%	n/a

Source: Launchboard Pipeline (version available on (10/30/20)

Skills, Certifications and Education

Table 9. Top Skills for Web Applications Occupations in Bay Region (October 2019 - September 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Java	53,102	Ruby	12,632	Swift (Programming Language)	8,906
Software Engineering	49,933	Web Development	12,370	Ruby on Rails	8,830
JavaScript	36,871	Object-Oriented Analysis and Design (OOAD)	11,951	Apache Kafka	8,524
Python	34,229	Unit Testing	11,864	Continuous Integration (CI)	8,498
Software Development	32,886	Kubernetes	11,524	HTML5	8,329
SQL	31,612	Web Application Development	11,328	Quality Assurance and Control	8,208
Git	21,159	Node.js	11,286	UNIX	8,018
Linux	18,695	Oracle	10,752	Software Architecture	7,854
C++	16,995	Version Control	10,384	JavaScript Object Notation (JSON)	7,782
NoSQL	13,435	Data Structures	10,035	PostgreSQL	7,661
Debugging	13,386	Scalability Design	9,941	Project Management	7,482
DevOps	13,240	Scrum	9,867	.NET	7,268
AngularJS	13,048	MySQL	9,831	Front-end Development	7,249
Docker Software	12,943	Microsoft C#	9,223	Machine Learning	6,852
React Javascript	12,830	Agile Development	9,039	Extensible Markup Language (XML)	6,841

Source: Burning Glass

Table 10. Certifications for Web Applications Occupations in Bay Region (October 2019 - September 2020)

Note: 96% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Security Clearance	685	Certified Salesforce Platform Developer II	111
Certified Salesforce Platform Developer	580	Certified Scrum Trainer (CST)	104
IT Infrastructure Library (ITIL) Certification	545	Certified Scrum Professional (CSP)	97
Driver's License	353	Cisco Certified Internetwork Expert (CCIE)	96
Certified Information Systems Security Professional (CISSP)	258	CompTIA Security+	82
Project Management Certification	217	Certified Senior System Architect	80
Certified Salesforce Administrator	205	Microsoft Certified Professional (MCP)	77
Cisco Certified Network Associate (CCNA)	150	Certified Novell Administrator	77
Mbe Certified	139	Certified Salesforce Technical Architect	76

SANS/GIAC Certification	135	Certified Information Systems Auditor (CISA)	74
Certified ScrumMaster (CSM)	118	American Board for Engineering and Technology (ABET) Accredited	73
Cisco Certified Network Professional (CCNP)	115	Certified Salesforce Platform Developer I	72

Source: Burning Glass

Table 11. Education Requirements for Web Applications Occupations in Bay Region

Note: 49% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	1,042	2%
Associate Degree	414	1%
Bachelor's Degree or Higher	62,603	97%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

D A F067. : RADIATION SAFETY COURSE

Effective Term
Summer 2022

Subject
Dental Assisting (D A)
Course Number
F067.

Department
Dental Assisting (D A)

Division
Biological and Health Sciences (1BH)

Units
2.5

Course Title
RADIATION SAFETY COURSE

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2

Weekly Lab Hours
2

Weekly Out of Class Hours
4

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
96

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

Mandatory course for California state dental assistant licensure.

Attach evidence

Need/Justification
This course is a mandatory course for California state dental assistant licensure.

Course Description
This course covers the principles of dental radiology. Topics include theory and techniques, operation of the x-ray machine, biological effects, safety practices, and the practical application of utilizing appropriate infection control while exposing, processing, mounting, and evaluating intraoral dental images.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. understand radiation physics and biology.
2. describe the production of dental x-rays, the components of dental radiology equipment, film and processing.
3. identify the potential risks or harm of radiation exposure.
4. demonstrate acceptable practices of health and safety, including infection control, in relation to exposing and processing radiographs.
5. identify anatomical landmarks and visible dental materials radiographically.
6. summarize radiographic exposure and processing techniques using manual and automatic methods.
7. demonstrate mounting/sequencing techniques.
8. explain intraoral techniques, armamentaria and receptor holders.
9. differentiate and demonstrate bitewing radiographs, including principles of exposure methods of retention and evaluation.
10. interpret dental images.
11. identify and correct faulty radiographs.
12. summarize supplemental techniques, including the use of computerized digital radiography.
13. employ appropriate infection control in dental radiographic procedures.
14. demonstrate radiographic record management.

Course Content

1. Understand radiation physics and biology
    1. Structures of an atom and the process of ionization
    2. Differentiation between radiation and radioactivity
    3. Types of ionizing radiation
    4. Characteristics of electromagnetic radiation
    5. Properties of x-radiation
2. Describe the production of dental x-rays, the components of dental radiology equipment, film and processing
    1. Component parts of the x-ray machine
    2. Parts of the dental x-ray tube head and the dental x-ray tube
    3. The production of dental x-rays
    4. Possible interactions of x-rays with matter
    5. Effects of kilovoltage on the quality of the x-ray beam
    6. Kilovoltage effect on density and contrast of the image
    7. Influence of milliamperage on the quality of the x-ray beam

8. Effects of milliamperage on the density of the image and how exposure time and milliamperage are related
9. Influence of kilovoltage, milliamperage, exposure time, and source-to-receptor distance on intensity of the x-ray beam
10. Calculation of the inverse square law

3. Identify the potential risks or harm of radiation exposure
    1. Mechanisms and theories of radiation injury
    2. Dose-response curve and radiation injury
    3. Sequence and determining factors for radiation injury
    4. Sort and long-term effects as well as somatic and genetic effects of radiation exposure
    5. Effects of radiation exposure on cells, tissues, and organs and identification of the relative sensitivity of a given tissue to x-radiation
    6. Units of measurement used in radiation exposure
    7. Common sources of radiation exposure
    8. Risk and risk estimates for radiation exposure
    9. Dental radiation and exposure risks
    10. Risk versus benefit of dental images
4. Demonstrate acceptable practices of health and safety, including infection control, in relation to exposing and processing radiographs
    1. Basics of patient protection before x-ray exposure
    2. Types and recommendations of filtration for dental x-ray machines
    3. Collimation of dental x-ray machines and recommendation for proximity to patient's skin during exposure
    4. Six ways to protect the patient from excessive radiation during x-ray exposure
    5. The importance of receptor handling and processing after patient exposure to x-radiation
    6. Operator protection
        1. Adequate distance
        2. Shielding
        3. Avoidance of the useful beam
    7. Personnel and equipment monitoring devices used to detect radiation
    8. Radiation exposure guidelines including radiation safety legislation, maximum permissible dose (MPD), and the ALARA concept
    9. Discussion with dental x-ray patient regarding the protection steps used before, during, and after exposure to x-radiation
5. Identify anatomical landmarks and visible dental materials radiographically
    1. Differentiation between cortical and cancellous bone
    2. Terms such as prominences, spaces, and depressions in bone
    3. Identification and description of the normal anatomic landmarks of the maxilla and mandible on a human skull and as viewed on dental images
    4. Identification of normal landmarks of the maxilla and mandible as either radiolucent or radiopaque as viewed on dental images

5. Identification and description of the appearance of normal tooth anatomy and supporting structures as viewed on dental images
6. Identification of normal tooth structures as radiolucent or radiopaque as viewed on dental images
7. Identification of the primary teeth and eruption patterns of the permanent teeth as viewed on dental images
8. Identification and description of the bony landmarks of the maxilla and mandible and surrounding structures as viewed on a panoramic image
9. Identification of air spaces as viewed on a panoramic images
10. Identification of soft tissues as viewed on a panoramic image

6. Summarize radiographic exposure and processing techniques using manual and automatic methods
    1. Film composition and latent image formation
    2. Different types of x-ray film used in dentistry
    3. Types and sizes of intraoral film
    4. Film speed
    5. Extraoral film and extraoral film packaging
    6. Differentiation between screen and non-screen films
    7. Use of intensifying screens and cassettes
    8. Duplicating film and processing techniques and equipment
    9. Film storage and protection
    10. Process of turning a latent image into a visible image
    11. Component parts, procedural steps and advantages of automatic film processing
    12. Care and maintenance of automatic film processors and solutions
    13. Five steps of manual film processing
    14. Basic ingredients of the fixer and developer
    15. Equipment and steps for manual film processing
    16. Room lighting and safe lighting during processing
    17. Waste management of processing chemicals
    18. Film processing problems as a result of time/temperature, chemical contamination, film handling, and lighting errors
7. Demonstrate mounting/sequencing techniques
    1. Principles of mounting film and digital images
    2. Key landmarks to identify in mounting dental images
    3. Identification dot on film used to determine film orientation
    4. Step-by-step procedures for film mounting
    5. Equipment necessary for viewing x-ray images
    6. Importance of viewing images in optimal viewing conditions
8. Explain intraoral techniques, armamentaria and receptor holders
    1. Types of radiation equipment for intra and extraoral dental images
    2. Portable x-ray units and limiting operator exposure during use
    3. Federal, state, and local regulations of dental x-ray machines

4. Use and types of receptor holders, beam alignment devices, and collimating devices
5. Principles of the bisecting technique and location of the receptor, tooth, imaginary bisector, dental ray, and PID
6. Basic rules of bisecting technique
7. Beam alignment devices and receptor holders used with the bisecting technique
8. Correct and incorrect horizontal and vertical angulation
9. Receptor placement for all 14 periapical images using bisecting technique
10. Advantages and disadvantages of bisecting technique
11. Principles of the paralleling technique and location of the receptor, tooth, imaginary bisector, central ray, and PID
12. Basic rules of paralleling technique
13. Object-receptor distance affects the image
14. Target-receptor distance used to compensate for object-receptor distance
15. Utilizing beam alignment devices
16. Receptor placement for all 14 periapical images using paralleling technique
17. Modifications required for patients with a shallow palate, bony growths, or sensitive gag reflex
18. Advantages and disadvantages of the paralleling technique

9. Differentiate and demonstrate bitewing radiographs, including principles of exposure methods of retention and evaluation
    1. Purpose and use of the bite-wing image
    2. Appearance of opened and overlapped contact areas
    3. Basic principles of the bite-wing technique
    4. Receptor sizes commonly used for bite-wing exposure
    5. Correct and incorrect horizontal angulation
    6. Differentiation between positive and negative vertical angulation
    7. Recommend vertical angulation for bite-wing exposures using bite-wing tabs
    8. Basic rules for bite-wing technique
    9. Patient and equipment preparation before using bite-wing techniques
    10. Receptor placement for premolar and molar bite-wing exposures
    11. Purpose and use of vertical bite-wing images
    12. Modifications in the bite-wing technique for patients who have edentulous spaces or bony growths
    13. Evaluation of diagnostic bite-wing exposures
10. Interpret dental images
    1. Importance of the evaluation of images
    2. Identification of dentist and auxiliary roles in image interpretation, evaluation, and diagnosis
    3. Differentiation between interpretation and diagnosis
    4. Documentation of interpreted dental images
    5. Patient education utilizing dental images
    6. Retention of dental images

11. Identify and correct faulty radiographs
    1. Identification, description, and correction of the following errors:
        1. Unexposed receptor
        2. Exposure to light
        3. Overexposed receptor
        4. Underexposed receptor
        5. Receptor placement errors
        6. Absence of apical structures
        7. Dropped receptor corner
        8. Incorrect horizontal angulation
            1. Overlapping
        9. Incorrect vertical angulation
            1. Elongation
            2. Foreshortening
        10. Incorrect beam alignment
            1. Cone cutting
        11. Bending and creasing film
        12. Double image
        13. Blurred image
        14. Receptor reversal
12. Summarize supplemental techniques, including the use of computerized digital radiography
    1. Principles and uses for occlusal examination
    2. Purpose and principles of localization techniques
    3. Buccal object rule
    4. Receptor placements for the buccal object rule
    5. Purpose and use of digital imaging
    6. Fundamentals of digital imaging
    7. Radiation exposure in digital imaging
    8. Equipment used in digital imaging
    9. Types of digital images
    10. Patient and equipment preparation required for digital images
    11. Advantages and disadvantages of digital images
    12. Purpose and fundamentals of panoramic imaging
    13. Equipment and patient preparation/positioning for panoramic projections
    14. Common errors with panoramic imaging
    15. Advantages and disadvantages of panoramic imaging
    16. Purpose, head position, receptor placement, and beam alignment for each of the following extraoral projections:
        1. Lateral jaw projection
        2. Lateral cephalometric projection
        3. Posterior-anterior projection
        4. Waters projection
        5. Submentovertex projection

6. Reverse towne projection
7. Transcranial projection

13. Employ appropriate infection control in dental radiographic procedures
    1. Rationale for infection control
    2. Routes of disease transmission
    3. PPE, hand hygiene, sterilization, and disinfection of instruments (especially those used in dental radiography)
    4. Cleaning and disinfection of the dental unit and environmental surfaces
    5. Infection control procedures necessary before, during, and after x-ray exposure
    6. Infection control procedures necessary for digital imaging and for film processing
    7. Film handling in the darkroom or daylight loader
14. Demonstrate radiographic record management
    1. Handling of dental images
    2. Storage of dental images
    3. Confidentiality associated with dental images
    4. Risk management and informed consent
    5. Malpractice issues including negligence and standard of care

Lab Content

1. Preparation of the x-ray treatment room prior to taking x-rays
2. Decontamination of the x-ray treatment room after taking x-rays
3. Exposing, processing, and mounting of dental radiographs
    1. Peripical images
    2. Bitewing images
    3. Panoramic images
    4. Occlusal films
    5. Distal films
4. Instrument processing and sterilization

Special Facilities and/or Equipment

Radiology x-ray facility with the following equipment:

1. Individual treatment rooms
2. X-ray tube head and control panel
3. Lead shield
4. Foot operated patient chair
5. X-ray mannequins
6. Sink and soap/hand sanitizer
7. Viewboxes
8. Phorphor plate processing equipment
9. Cord sensors and laptops
10. Phosphor plate processor

11. Computers for film mounting
12. Film placement devices
13. Ultrasonic cleaner
14. Steam autoclave

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Quizzes
Midterm/final exam
Mannequins evaluations
Live-patient evaluations

Method(s) of Instruction

Method(s) of Instruction
Lab sessions: on-campus, synchronous
Lecture: online, asynchronous

Representative Text(s)

Author(s)	Title	Publication Date
Iannucci, Howerton	Dental Radiography, 5th ed.	2016

Please provide justification for any texts that are older than 5 years
This is the most recent edition of the Iannucci text. An updated edition will be released in the near future.

Other Required Materials

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

1. Chapter readings from required textbook
2. Essay answers to ethical scenarios

Authorized Discipline(s):
Dental Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1240.10 - Dental Assistant

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/13/2021

Division Dean Only

Seat Count
30

Load
.076

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141041 - Dental Assisting

Account Code
1320

Program Code
124010 - Dental Assistant

NCBS F449. : FOUNDATIONS OF COMPUTER PROGRAMMING

Effective Term
Summer 2022

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F449.

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
0

Course Title
FOUNDATIONS OF COMPUTER PROGRAMMING

Former ID

Cross Listed

Related Courses
C S F049. - FOUNDATIONS OF COMPUTER PROGRAMMING

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
2

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
72

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
Students who need additional practice, deeper understanding, or multiple methods of approaching these computer science concepts may benefit from repeating this course.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This non-credit class can be used by cohort programs, such as STEM Core, Umoja and Puente, that are focused on African American and Latinx students. The course provides a no-cost introduction to computer science for those who have not had exposure in high school, an issue of disproportionate funding that is more likely to affect communities of color. Our course success rate for African American and Latinx students in beginning computer science courses (1A, 2A, 3A) is 53% and 58%, respectively, vs 76% overall. Moreover, only 12% of students in beginning computer science courses identify as Latinx, vs 24% of Foothill's total student population.

Attach evidence

CS A-level course success.xlsx
LMI_Foothill_Programming Languages_March 2019.docx

Need/Justification
This course and its credit counterpart, C S 49, are designed to align with C-ID 112. The courses provide an introduction to computer science for students who have not had previous exposure to programming. The courses address an access divide among students that is particularly marked by age and high school location.

Course Description
Introduction to basic computer programming concepts using an object-oriented language. Topics include the software life-cycle, procedural vs. object-oriented programming, IDE and debugging, documentation, and coding conventions. Using an object-oriented computer language, students will explore data types, basic data structures and algorithms, control structure, console and file I/O, functions, error handling and testing.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: MATH 105 or equivalent; concurrent enrollment in ESLL 125 or ENGL 209.

Course Objectives

The student will be able to:

1. Demonstrate an understanding of the software life-cycle, including design, development, styles, documentation, testing and maintenance
2. Effectively use program design tools and programming environments
3. Compare and contrast procedural versus objected-oriented programming
4. Use data types, variables, and expressions appropriately
5. Use control structures effectively
6. Write algorithms, including simple sorting and searching
7. Incorporate console and file input/output
8. Handle run-time errors appropriately
9. Make use of predefined Application Programming Interfaces
10. Write programmer-defined functions
11. Demonstrate comfort with applications used throughout the course

Course Content

1. Software life-cycle, including design, development, styles, documentation, testing and maintenance
    1. Coding conventions

        1. Naming
        2. Indentation
    2. Documentation
    3. Test-driven and iterative development methods
    4. Principles of testing and designing test data
2. Program design tools and programming environments
    1. Navigation through the operating system file structure through well-organized storage and retrieval of files
    2. Storage and retrieval of files to/from a server or repository
    3. Writing vs. running a program
    4. Use of editor, compiler and debugger
3. Procedural versus objected-oriented programming
    1. Survey of current languages
4. Data types, variables, expressions
    1. Primitive data
    2. Numeric data
    3. Character and string data
    4. Boolean data
    5. Constants
    6. Lists and arrays, including multi-dimensional arrays
    7. Creating and evaluating numeric, character, and boolean expressions
    8. Type conversions and casting
5. Control structure
    1. Selective structures: if and switch
    2. Repetitive structures: loops
    3. Code blocks
6. Algorithms, including simple sorting and searching
7. Console and file input/output
    1. Unformatted output
    2. Formatted output
    3. User input
    4. File and Stream I/O
8. Error handling
    1. Syntax errors
    2. Run-time errors
    3. Logic errors
9. Predefined Application Programming Interface
    1. Parameters
    2. Return values
10. Programmer-defined functions
    1. Parameters
    2. Local variables
    3. Return values
    4. Passing parameters by value and by reference

11. Applications used throughout course in selected areas
    1. Math
    2. Physics
    3. Chemistry
    4. Biology
    5. Astronomy
    6. Business and Finance
    7. Internet
    8. Internet of Things

Lab Content

1. Using an IDE to write source code for a project and run it
    1. Distinguish source code from a recording of the run of a program
    2. Include both the source code and a recording of the run in an electronic file(s) for submission
    3. Identify a program's errors as originating in the compiler, the program logic, the user's runtime behavior, or the organization of the project in the IDE
2. Using iterative development to progressively refine a project's features to fit a specification
    1. Write and test a program that implements just one of a project's required features
    2. Add the implementation of a second required feature to the project and test thoroughly
    3. Complete the project by implementing and testing the remaining features one by one
    4. Perform regression testing after the implementation of each new feature
3. Using test-driven development to speed up debugging
    1. Write test code first that does not run
    2. Implement the code required to make the test code run successfully
4. Developing programs that are well designed and easy to modify
    1. Outline a project first in English in an abstract way, and make this outline the project's documentation
    2. Separate data and computation in a program
    3. Use named constants to keep numbers out of a program
    4. Choose an appropriate data type for a program's storage
    5. Use a consistent and standard indentation style in the source code
5. Writing expressions to be evaluated by the computer
    1. Correctly translate an English description of a numeric calculation into an expression that the computer can evaluate
    2. Get data from the user in whole numbers and convert so that the calculation takes place with floating point operations and results
    3. Write a complex boolean expression
    4. Use string manipulations to achieve a specified result

6. Writing a program that interacts with the user
    1. Accept character data at runtime from the user to fill a program's variables with values
    2. Accept numerical data from the user at runtime to use in calculations
7. Controlling the order in which program statements are executed
    1. Use branches
    2. Use loops
    3. Use function or method calls and returns
    4. Enclose groups of statements into blocks to achieve a desired execution sequence
8. Using functions or methods to write code without repetition
    1. Write a function or method with no parameters and no returned value
    2. Write a function or method with both parameters and a returned value
    3. Use the scope of variables to keep data as local as possible
    4. Read an API to find the information needed to effectively call a function or method documented there
9. Read from and write to a file system

Special Facilities and/or Equipment

1. Access to a computer laboratory with the appropriate IDE software.
2. Students must have ongoing access to computers with internet capabilities.

Methods of Evaluation

Methods of Evaluation
Exams
Quizzes
Programming projects
Discussions
Class presentations

Method(s) of Instruction

Method(s) of Instruction
Lectures which include motivation for syntax and use of the object-oriented language, APIs, functional programming, example programs, and analysis of these programs
Online labs (for all sections, including those meeting face-to-face/on-campus), consisting of: 1. A programming assignment webpage located on a college-hosted course management system or other department-approved internet environment. Here, the students will review the specification of each programming assignment and submit their completed lab work 2. A discussion webpage located on a college-hosted course management system or other department-approved internet environment. Here, students can request assistance from the instructor and interact publicly with other class members
Detailed review of programming assignments, which includes model solutions and specific comments on the student submissions

Method(s) of Instruction
In-person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs When course is taught fully online: 1. Instructor-authored lecture materials, handouts, syllabus, assignments, tests, and other relevant course material will be delivered through a college-hosted course management system or other department-approved internet environment 2. Additional instructional guidelines for this course are listed in the attached addendum of CS department online practices

Representative Text(s)

Author(s)	Title	Publication Date
Downey and Mayfield	Think Java: How to Think Like a Computer Scientist, 2nd ed.	2019
Horstmann and Necaise	Python for Everyone, 3rd ed.	2019
Sebesta, Robert	Concepts of Programming Languages, 11th ed.	2019

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Reading Assignments:
    1. Textbook assigned reading averaging 20 pages per week
    2. Reading the supplied handouts and modules averaging 10 pages per week
    3. Reading online resources as directed by instructor though links pertinent to programming
    4. Reading library and reference material directed by instructor through course handouts
2. Writing Assignments:
    1. Writing technical prose documentation that supports and describes the programs that are submitted for grades

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.00 - Computer Software Development

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
40

Load
.091

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

NCEL F401B : ESL FOR CHILD DEVELOPMENT & PARENTING II

Effective Term
Summer 2022

Subject
Non-Credit: English as a Second Language (NCEL)
Course Number
F401B

Department
English for Second-Language Learners (ESLL)

Division
Language Arts (1LA)

Units
0

Course Title
ESL FOR CHILD DEVELOPMENT & PARENTING II

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
24

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours

24

Total Student Learning Hours
24

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
5 Levels Below Transfer

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Basic Skills
Workforce/CTE

Criteria B. Need

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

Evidence

"Childcare workers need good speaking skills to provide direction or information effectively and good listening skills to understand parents' instructions." Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Childcare Workers, at https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm (visited *May 12, 2021*).

Attach evidence

Need/Justification
This course is part of a sequence of courses that provides students with English language skills in preparation for work in the child care industry or study in child development and early childhood education.

Course Description
This advanced-beginning course focuses on English communication skills within the context of daycare centers, pre-k to elementary schools, and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including health and safety.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Apply vocabulary and grammar related to topics of health and safety in conversations with parents and children.
2. Demonstrate the ability to comprehend appropriate basic-level reading materials and related vocabulary.
3. Produce simple oral and written messages about health and safety in the context of child care with increased control of specific grammatical structures.

Course Content

1. Apply vocabulary and grammar related to topics of health and safety in conversations with parents and children
    1. Understand English used in the child care centers as spoken by clients, parents, caretakers, co-workers, and children and respond appropriately
        1. Identify items and themes common in the context of child care
    2. Use language functions helpful for communicating with and about children about health and safety
    3. Describing and asking about children's injuries or health
2. Comprehend appropriate basic-level reading materials and related vocabulary
    1. Understand level-appropriate readings related to children's health and safety topics
        1. Written messages about incidents of health and safety in child care

        2. Children's literature in English
    2. Recognize, understand and use vocabulary from the child care context
3. Produce simple oral and written messages to communicate about children's health and safety with increased control of specific grammatical structures
    1. Simple present
        1. There is and There are + singular and plural noun
    2. Present progressive
        1. Yes/no questions and short answers
    3. Imperative commands to give directions
    4. Simple past
        1. Past of Be
        2. Regular past verbs
        3. Irregular past verbs
        4. Yes/no questions
            1. Be
            2. All other verbs
    5. Past progressive
    6. Should/shouldn't to give advice

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed
2. When taught virtually, ongoing access to computer, internet, and email

Methods of Evaluation

Methods of Evaluation
Role-plays
Presentations
Vocabulary and grammar quizzes
Homework
Class participation

Method(s) of Instruction

Method(s) of Instruction
Lecture

Representative Text(s)

Author(s)	Title	Publication Date
Brems, Chan, and Rosner	English for Child Care: Language Skills for Parents and Providers, chapters 3-5	2010

Please provide justification for any texts that are older than 5 years
Although this text is older than the recommended "5 years or newer" standard, it continues to be a seminal text in the field.

Other Required Materials

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

1. Reading: Child development articles, parenting articles, children's literature (storybooks and picture books)
2. Writing: book reports

Authorized Discipline(s):
English as a Second Language (ESL): Noncredit

Faculty Service Area (FSA Code)
ESL

Taxonomy of Program Code (TOP Code)
*4931.00 - Vocational ESL

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
40

Load
.031

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123041 - English as a 2nd Language

Account Code
1320

Program Code
493100 - Vocational ESL

NCEL F401C : ESL FOR CHILD DEVELOPMENT & PARENTING III

Effective Term
Summer 2022

Subject
Non-Credit: English as a Second Language (NCEL)
Course Number
F401C

Department
English for Second-Language Learners (ESLL)

Division
Language Arts (1LA)

Units
0

Course Title
ESL FOR CHILD DEVELOPMENT & PARENTING III

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
36

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours
36

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
4 Levels Below Transfer

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Basic Skills
Workforce/CTE

Criteria B. Need

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

Evidence

"Childcare workers need good speaking skills to provide direction or information effectively and good listening skills to understand parents' instructions." Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Childcare Workers, at https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm (visited *May 12, 2021*).

Attach evidence

Need/Justification
This course is part of a sequence of courses that provides students with English language skills in preparation for work in the child care industry or study in child development and early childhood education.

Course Description
This low-intermediate course focuses on English communication skills within the context of child care and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including young children at different stages of development. This course is part of a sequence of courses designed to prepare students for child development coursework and/or jobs in the child care field.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Respond appropriately to verbal instructions, requests, and questions from children, parents, supervisors, or co-workers.
2. Demonstrate understanding of and utilize language functions which are useful for children at various developmental stages.
3. Apply appropriate vocabulary and grammar related to daily tasks and topics in social and occupational situations to initiate and maintain conversations with peers, co-workers, parents, and children.
4. Demonstrate the ability to comprehend children's literature, as well as college-level texts on child development or parenting topics and related vocabulary.
5. Produce oral and written messages about children and to children with increased control of specific grammatical structures.

Course Content

1. Respond appropriately to verbal instructions, requests, and questions from children, parents, supervisors, or co-workers
    1. Responding to and making requests
    2. Follow directions of supervisors and co-workers
    3. Responding to questions from parents

2. Demonstrate understanding of and utilize language functions which are useful for children at various developmental stages
    1. Making guesses about an infant's needs
    2. Using choice questions for toddlers
    3. Providing descriptive praise
3. Apply appropriate vocabulary and grammar related to daily tasks and topics in social and occupational situations to initiate and maintain conversations with peers, co-workers, parents, and children
    1. Listening to and describing a child's schedule
    2. Listening to and discussing short passages and conversations about children
4. Demonstrate the ability to comprehend children's literature, as well as college-level texts on child development or parenting topics and related vocabulary
    1. Understanding and responding to short passages related to child care and parenting
    2. Gaining familiarity with children's literature in English
    3. Navigating complex grammar, syntax, vocabulary in college-level texts on child development
5. Produce oral and written messages about children and to children with increased control of specific grammatical structures
    1. Understanding and completing written messages related to young children at various stages of development
    2. Apply appropriate grammatical structures
        1. Basic tenses
            1. Simple present
            2. Simple past
            3. Simple future
            4. Present progressive
        2. Present perfect
        3. Modal verbs to express ability, requests, permission, advice, future possibility
        4. Tag questions

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed
2. When taught virtually, ongoing access to computer, internet, and email

Methods of Evaluation

Methods of Evaluation
Vocabulary and comprehension quizzes

Methods of Evaluation
Role plays and dialogues
Written messages to parents, co-workers, supervisors, and children
Book reports
Presentations

Method(s) of Instruction

Method(s) of Instruction
Lecture
Class discussions

Representative Text(s)

Author(s)	Title	Publication Date
Brems, Chan, and Rosner	English for Child Care: Language Skills for Parents and Providers, chapters 6-9	2010

Please provide justification for any texts that are older than 5 years
This text is a seminal work in the field.

Other Required Materials

Supplemental textbooks used in the CHLD courses, such as:

1. Berger, Kathleen Stassen. The Developing Person through the Lifespan. 2017.

2. Feeney, Stephanie, et al. Who Am I in the Lives of Children?: an Introduction to Early Childhood Education. 2019.

3. Gonzalez-Mena, Janet. The Young Child in the Family and the Community. 2006.

Textbooks used for ESL instruction:

1. Lynn, Sarah, et al. Future, 2nd ed. 2018. (level 2 or 3)

2. Schoenberg, Irene. Focus on Grammar, 5th ed. 2016. (level 2 or 3)

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

1. Reading: Child development articles, parenting articles
2. Writing: book reports

Authorized Discipline(s):
English as a Second Language (ESL): Noncredit

Faculty Service Area (FSA Code)
ESL

Taxonomy of Program Code (TOP Code)
*4931.00 - Vocational ESL

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
40

Load
.047

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
152013 - FH Non-Credit ESL (NCEL)

Account Code
1320

Program Code
493100 - Vocational ESL

SPAN F051. : SPANISH FOR HEALTH CARE WORKERS

Effective Term
Summer 2022

Subject
Spanish (SPAN)
Course Number
F051.

Department
Spanish (SPAN)

Division
Language Arts (1LA)

Units
3

Course Title
SPANISH FOR HEALTH CARE WORKERS

Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours
108

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
Yes

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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:
Workforce/CTE

Criteria B. Need

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

Evidence

This is a specialized course targeting medical personal and health care workers at large that aims to provide language skills to talk with native speakers seeking health care.

Attach evidence
SPAN 51 EVIDENCE.docx

Need/Justification
This course addresses an occupational need for medical Spanish for students in bio-health and related careers.

Course Description
An introduction to basic medical terminology in Spanish, including parts of the body, common ailments, taking a patient's medical history and understanding cultural differences related to health. Students gain basic conversational skills useful in a medical setting.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Develop basic conversational skills using culturally appropriate formulas of courtesy and address.
2. Acquire grammatical competence to obtain information about a patient's medical history and symptoms, as well as provide information about diagnosis, treatment and follow-up appointments.
3. Gain command of common medical terminology, and vocabulary related to a patient's medical history.
4. Understand cultural differences as they relate to health, and increase student's cultural sensitivity in working with patients from the Latino community.

Course Content

1. Develop basic conversational skills using culturally appropriate formulas of courtesy and address
    1. Basic greetings and leave-takings
    2. Taking a patient's vitals and medical history
    3. Asking questions about a recent condition
    4. Giving instructions for treatment and follow-up appointments
    5. Describe common illnesses and medical procedures
    6. Avoid common pronunciation errors
2. Acquire grammatical competence to obtain information about a patient's medical history and symptoms, as well as provide information about diagnosis, treatment and follow-up appointments
    1. Telling time, days of the week, months of the year
    2. Asking questions in a medical setting
    3. Spanish present tense conjugation of verbs common in a medical setting, such as "doler," "molestar" and "sentirse"
    4. Understand the different between the verbs "estar" and "tener" to express physical and emotional states
    5. The periphrastic future
    6. Constructions with "hace + time" to explain how long ago a symptom started and for how long something has lasted
    7. Imperfect tense for habitual actions in the past, and describing symptoms in the past
    8. Preterite tense for recent, completed actions

9. Simple recommendations and softened commands, using the present subjunctive and constructions such as "tener que"

3. Gain command of common medical terminology, and vocabulary related to a patient's personal information
    1. Familiar vs. formal modes of address
    2. Parts of the body and internal organs
    3. Parts of the male and female reproductive organs
    4. Common conditions and their symptoms, including prevalent health problems in the Latino community
    5. Pregnancy, and childhood illnesses
    6. Family relationships
4. Understand cultural differences as they relate to health, and increase student's cultural sensitivity in working with patients from the Latino community
    1. Common ailments in the Latino community, such as diabetes, asthma, hypertension
    2. Traditional gender roles and their influence on health-related issues
    3. Traditional health beliefs, practices and remedies

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually, ongoing access to computer, internet, and email.

Methods of Evaluation

Methods of Evaluation
Written exams and quizzes
Role-play oral exams
Small group work
Research presentations

Method(s) of Instruction

Method(s) of Instruction
Students will role-play situations that are common in a medical setting using the grammatical structures discussed in class
As part of the instruction, students will be allowed to propose topics of discussion and/or study, related to their experience and needs in the health care professions

Representative Text(s)

Author(s)	Title	Publication Date
Rios, Joana	Complete Medical Spanish	2017
Ortega, Pilar	Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish	2006

Please provide justification for any texts that are older than 5 years
Although the Ortega text is older than the suggested "5 years or newer" standard, it remains seminal in this area of study.

Other Required Materials

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

1. For further research, students will read, summarize and present articles pertaining to health issues in the Latino community, such as:
    1. The pages of the CDC in Spanish
    2. The California Department of Public Health: https://www.cdph.ca.gov/
    3. View the PBS documentary, "Unnatural Causes: Is Inequality Making Us Sick?": https://unnaturalcauses.org/
2. Students working or volunteering in a health care setting will use their daily experience for journal entries and opportunities for in-class discussion.

Authorized Discipline(s):
Foreign Languages

Faculty Service Area (FSA Code)
SPANISH

Taxonomy of Program Code (TOP Code)
1105.00 - Spanish

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
10/13; 11/13; 6/15; 6/17; 3/24/2021; 6/8/2021

Division Dean Only

Seat Count
35

Load
.067

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123059 - FH-Spanish (SPAN)

Account Code
1320

Program Code
110500 - Spanish

California has the second highest concentration of Spanish speakers in the United States. Over half of all working-age adults in Silicon Valley speak a language other than English. Among the most common is Spanish: it is the primary language spoken by 162,813 people aged 18-64 in Silicon Valley (i.e. Santa Clara and San Mateo Counties). Out of non-native speakers, 58% are fluent in English. The remaining 42% (373,097 people) comprise the region's adult English language learners (ELLs). (Source: Silicon Valley Allies Research Brief: Demographic and Socioeconomic Characteristics of English Language Learner Adults in Silicon Valley. April 10, 2015, https://www.allies4innovation.org/wp-content/uploads/2017/03/SVALLIES_CommunityDemographics_brief-2.pdf)

As of Dec. 2021, a quick search on ZipRecruiter for "Spanish Speakers + Healthcare" in the Bay Area shows 18000 jobs where Spanish speaking is required or preferred, ranging from Certified Medical Assistant, Nurse Practitioner, Pharmacy Technician, to Case Manager.

The following research articles support the need for healthcare practitioners versed in other languages, particularly in Spanish:

Andreae, Michael H et al. "The Effect of Initiatives to Overcome Language Barriers and Improve Attendance: A Cross-Sectional Analysis of Adherence in an Inner City Chronic Pain Clinic." *Pain medicine (Malden, Mass.)* 18.2 (2017): 265–274. Web. https://caccl-fc.primo.exlibrisgroup.com/permalink/01CACCL_FC/vcuhg6/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_6376453

Betancur, Stephanie, et al. "Cultural Awareness: Ensuring High-Quality Care for Limited English Proficient Patients." Clinical Journal of Oncology Nursing, vol. 24, no. 5, Oct. 2020, pp. 530–537. https://caccl-fc.primo.exlibrisgroup.com/permalink/01CACCL_FC/vcuhg6/cdi_proquest_miscellaneous_2444377263

Flower, Kori B. et al. "Satisfaction With Communication in Primary Care for Spanish-Speaking and English-Speaking Parents." *Academic pediatrics* 17.4 (2017): 416–423. Web. https://caccl-fc.primo.exlibrisgroup.com/permalink/01CACCL_FC/vcuhg6/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_5524514

Ortega, Pilar et al. "Teaching Medical Spanish to Improve Population Health: Evidence for Incorporating Language Education and Assessment in U.S. Medical Schools." *Health equity* 3.1 (2019): 557–566. Web. https://cacclfc.primo.exlibrisgroup.com/permalink/01CACCL_FC/vcuhg6/cdi_doaj_primary_oai_doaj_org_article_8698fee3ce4f46b1b7e956b8f8c3a990

Ortega, Pilar, and Josh Prada. "Words Matter: Translanguaging in Medical Communication Skills Training." Perspectives on medical education 9.4 (2020): 251–255. Web. https://caccl-fc.primo.exlibrisgroup.com/permalink/01CACCL_FC/vcuhg6/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7458954

C S F203A : JUST-IN-TIME SUPPORT FOR C S 3A

Effective Term
Summer 2022

Subject
Computer Science (C S)
Course Number
F203A

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
2.5

Course Title
JUST-IN-TIME SUPPORT FOR C S 3A

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
5

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
90

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This optional credit corequisite provides support for students enrolled in C S 3A, a transfer-level course, with the intention of raising the overall success rate of the course and improving equity outcomes. Our C S 3A course success rate for both African American and Latinx students is 63%, vs 77% overall. Moreover, only 2% of students in C S 3A identify as African American, vs. 3% of Foothill's total population, and 12% of students in C S 3A identify as Latinx, vs 24% of Foothill's total student population.

Attach evidence
CS A-level course success.xlsx
LMI_Foothill_Programming Languages_March 2019.docx

Need/Justification
This course and its non-credit mirrored counterpart, NCBS 443A, provide just-in-time support for students enrolled in C S 3A. Topics covered in this course will help students who have limited exposure to computing and computer programming.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in C S 3A. Intended for students who are concurrently enrolled in C S 3A at Foothill College. Topics include: installation of an integrated development environment and other software, navigating a file system hierarchy, developing a logic-based approach to programming, identifying errors in a program using a debugger and other means.

Course Prerequisites

Course Corequisites
Corequisite: C S 3A.

Course Advisories

Content Review

Faculty participant(s) in this content review process*
Eric Reed, Bita Mazloom, Anand Venkataraman

**If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.*

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite
Corequisite

Number Title of Requisite Course(s)
C S 3A Object Oriented Programming Methodologies in Python

The Content Review requirement may be satisfied by one of the following:

Do baccalaureate institutions require a particular requisite(s) for articulation?

No

Is a particular requisite required by statute or regulation?

No

Additional Considerations

Does De Anza College offer an equivalent course?

No

Is there a C-ID descriptor for the target course?

No

Establishing New Requisites

Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in the Course Objectives section of the requisite course's COR):

C S 3A requires certain content knowledge for students to be successful in the course. This knowledge may come from C S 203A (this course), from C S 49 (Foundations of Computer Programming), or from contextual coding experience. Important skills required for success in C S 3A are as follows:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Is the requisite a new course? If so, please state this below. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

While the requisite is not new, this support course is a new course and so Institutional Research cannot yet supply relevant data.

Previously Implemented Requisites

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Course Content

1. Explore topics related to developing effective learning skills
    1. Learn study skills
    2. Organizational skills
    3. Time management
    4. Test preparation
    5. Research
2. Install integrated development environment software
    1. Navigate to a vendor site and choose an appropriate operating system and software version
    2. Unpack software as needed
    3. Choose appropriate installation options
    4. Solve installation issues
3. Manipulate a hierarchical file system
    1. Navigate to a target folder/directory
    2. Move, copy, delete and rename files
4. Write code that follows a software specification/requirements document
    1. Parse the spec into required program elements, such as classes, functions, and variables

    2. Run provided testing code to verify that a program behaves as expected
    3. Develop testing code to verify that a program meets spec
    4. Prepare a sample run to document successful testing
5. Demonstrate an understanding of flow control using flowcharts and other means
    1. While loops
    2. For loops
    3. If statements
    4. Exit conditions
6. Identify and fix program errors using a debugger and other means
    1. Unconditional and conditional breakpoints
    2. Watch lists
    3. Stack trace
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Lab Content

Not applicable.

Special Facilities and/or Equipment
Access to a computer laboratory with the appropriate software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in C S 3A

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Author(s)	Title	Publication Date
Horstmann, Cay S., and Rance D. Necaise	Python for Everyone, 3rd ed.	2019

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Assigned reading from the parent course, and supplemental reading as assigned to reinforce course concepts
2. Written documentation of code
3. Written reflection after completing an assignment, and after receiving feedback
4. Supplemental coding assignments to reinforce concepts from the parent course

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.00 - Computer Software Development

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
6/15/2021

Division Dean Only

Seat Count
40

Load
.056

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

NCBS F443A : JUST-IN-TIME SUPPORT FOR C S 3A

Effective Term
Summer 2022

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F443A

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
0

Course Title
JUST-IN-TIME SUPPORT FOR C S 3A

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
30

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
NCBS 443A is a corequisite support course for C S 3A. Each time a student takes this pair of courses together, NCBS 443A will be used to address the student's current needs for success in C S 3A. For example, one quarter this might focus on debugging techniques and another quarter on the difference between equations in math and assignments in CS, or one quarter this might be time management and another quarter it might be how to prepare for an exam.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill 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 that 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.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.
• Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This optional non-credit co-requisite provides no-cost support for students enrolled in C S 3A, a transfer level course, with the intention of raising the overall success rate of the course and improving equity outcomes. Our C S 3A course success rate for both African American and Latinx students is 63%, vs 77% overall. Moreover, only 2% of students in C S 3A identify as African American, vs. 3% of Foothill's total population, and 12% of students in C S 3A identify as Latinx, vs 24% of Foothill's total student population.

Attach evidence
LMI_Foothill_Programming Languages_March 2019.docx
CS A-level course success.xlsx

Need/Justification
This course and its credit counterpart, C S 203A, provide just-in-time support for students enrolled in C S 3A. Topics covered in this course will help students who have limited exposure to computing and computer programming.

Course Description
A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in C S 3A. Intended for students who are concurrently enrolled in C S 3A at Foothill College. Topics include: installation of an integrated development environment and other software, navigating a file system hierarchy, developing a logic-based approach to programming, identifying errors in a program using a debugger and other means.

Course Prerequisites

Course Corequisites
Corequisite: C S 3A.

Course Advisories

Content Review

Faculty participant(s) in this content review process*
Eric Reed, Bita Mazloom, Anand Venkataraman

**If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.*

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite
Corequisite

Number Title of Requisite Course(s)
C S 3A Object Oriented Programming Methodologies in Python

The Content Review requirement may be satisfied by one of the following:

Do baccalaureate institutions require a particular requisite(s) for articulation?

No

Is a particular requisite required by statute or regulation?

No

Additional Considerations

Does De Anza College offer an equivalent course?

No

Is there a C-ID descriptor for the target course?

No

Establishing New Requisites

Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in the Course Objectives section of the requisite course's COR):

C S 3A requires certain content knowledge for students to be successful in the course. This knowledge may come from NCBS 443A (this course), from C S 49 (Foundations of Computer Programming), or from contextual coding experience. Important skills required for success in C S 3A are as follows:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Is the requisite a new course? If so, please state this below. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

While the requisite is not new, this support course is a new course and so Institutional Research cannot yet supply relevant data.

Previously Implemented Requisites

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Course Content

1. Explore topics related to developing effective learning skills
    1. Learn study skills
    2. Organizational skills
    3. Time management
    4. Test preparation
    5. Research
2. Install integrated development environment software
    1. Navigate to a vendor site and choose an appropriate operating system and software version

    2. Unpack software as needed
    3. Choose appropriate installation options
    4. Solve installation issues
3. Manipulate a hierarchical file system
    1. Navigate to a target folder/directory
    2. Move, copy, delete and rename files
4. Write code that follows a software specification/requirements document
    1. Parse the spec into required program elements, such as classes, functions, and variables
    2. Run provided testing code to verify that a program behaves as expected
    3. Develop testing code to verify that a program meets spec
    4. Prepare a sample run to document successful testing
5. Demonstrate an understanding of flow control using flowcharts and other means
    1. While loops
    2. For loops
    3. If statements
    4. Exit conditions
6. Identify and fix program errors using a debugger and other means
    1. Unconditional and conditional breakpoints
    2. Watch lists
    3. Stack trace
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Lab Content

Not applicable.

Special Facilities and/or Equipment
Access to a computer laboratory with the appropriate software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in C S 3A

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery

Method(s) of Instruction
Formative assessment

Representative Text(s)

Author(s)	Title	Publication Date
Horstmann, Cay S., and Rance D. Necaise	Python for Everyone, 3rd ed.	2019

Please provide justification for any texts that are older than 5 years

Other Required Materials

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

1. Assigned reading from the parent course, and supplemental reading as assigned to reinforce course concepts
2. Written documentation of code
3. Written reflection after completing an assignment, and after receiving feedback
4. Supplemental coding assignments to reinforce concepts from the parent course

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.00 - Computer Software Development

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
40

Load
0.056

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

Programming Language Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
March 2019

Recommendation

Based on all available data, there appears to be a significant undersupply of Programming Language workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 20,665 students in the Bay region and 2,294 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0707.00 - Computer Software Development in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Programming Language Occupations in the 12 county Bay region and in the Silicon Valley sub-region for the revision to an existing program at Foothill College.

- **Software Developers, Applications (SOC 15-1132):** Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%
- **Computer User Support Specialists (SOC 15-1151):** Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Excludes "Network and Computer Systems Administrators" (15-1142).
  Entry-Level Educational Requirement: Some college, *no degree*
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 41%
- **Software Developers, Systems Software (SOC 15-1133**): Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.
  Entry-Level Educational Requirement: Bachelor's degree
  Training Requirement: None
  Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%

- **Web Developers (SOC 15-1134):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).

  Entry-Level Educational Requirement: Associate's degree

  Training Requirement: None

  Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

- **Computer and Information Systems Managers (SOC 11-3021):** Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming. Excludes "Computer Occupations" (15-1111 through 15-1199).

  Entry-Level Educational Requirement: Bachelor's *degree*

  Training Requirement: None

  Percentage of Community College Award Holders or Some Postsecondary Coursework: 21%

Occupational Demand

Table 1. Employment Outlook for Programming Language Occupations in Bay Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	10% Hourly Wage	Median Hourly Wage
Software Developers, Applications	89,372	109,872	20,499	23%	51,391	10,278	$38.68	$62.13
Computer User Support Specialists	29,393	34,005	4,612	16%	15,944	3,189	$20.02	$32.70
Software Developers, Systems Software	40,748	44,919	4,171	10%	17,637	3,527	$40.21	$65.42
Web Developers	10,306	12,242	1,937	19%	5,802	1,160	$20.83	$38.90
Computer and Information Systems Managers	25,897	29,357	3,461	13%	13,343	2,669	$55.65	$86.30
Total	**195,716**	**230,396**	**34,680**	**18%**	**104,118**	**20,823**	**$37.50**	**$60.37**

Source: EMSI 2019.1

Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Programming Language Occupations in Silicon Valley Sub-Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	10% Hourly Wage	Median Hourly Wage
Software Developers, Applications	10,106	11,375	1,269	13%	4,634	927	$32.77	$57.83
Computer User Support Specialists	5,092	5,490	398	8%	2,313	463	$19.30	$29.05
Software Developers, Systems Software	4,717	4,966	249	5%	1,807	361	$33.94	$61.17
Web Developers	2,177	2,327	150	7%	951	190	$19.56	$28.48
Computer and Information Systems Managers	4,172	4,385	213	5%	1,773	355	$43.76	$75.74
TOTAL	**26,263**	**28,543**	**2,279**	**9%**	**11,477**	**2,296**	**$31.02**	**$53.26**

Source: EMSI 2019.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Feb 2018 - Jan 2018)

Occupation	Bay Region	Silicon Valley
Software Developers, Applications (15-1132.00)	105,796	50,257
Web Developers (15-1134.00)	25,242	10,258
Computer User Support Specialists (15-1151.00)	14,324	5,226
Computer and Information Systems Managers (11-3021.00)	1,956	656
Software Developers, Systems Software (15-1133.00)	1,325	665
Total	**148,643**	**67,062**

Source: Burning Glass

Table 4. Top Job Titles for Programming Language Occupations for latest 12 months (Feb 2018 - Jan 2018)

Common Title	Bay	Silicon Valley	Common Title	Bay	Silicon Valley
Software Development Engineer	32,635	15,008	Applications Developer	1,488	546
Java Developer	7,475	4,346	Android Developer	1,445	752
Devops Engineer	3,819	1,774	Principal Software Engineer	1,259	554
Applications Engineer	3,021	1,818	User Interface (UX)/User Experience (UX) Designer	1,199	370
User Experience (UX) Designer	2,789	1,172	Senior Engineer	1,144	401
Software Developer	2,768	1,354	PHP Developer	1,078	203
Java Engineer	2,580	1,415	iOS Developer	1,048	527
Python Developer	1,902	1,215	Senior Devops Engineer	1,031	427
Front End Developer	1,857	893	Desktop Support	1,014	337
Developer	1,693	708	.Net Developer	945	207
Senior Developer	1,648	668	Software Engineering Manager	885	376
User Interface (UI) Developer	1,631	947	Technical Support Engineer	763	430
Web Developer	1,613	613	Software Architect	709	356
Engineer	1,538	840	Full Stack Developer	641	287

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Programming Language Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2017)	Jobs in Industry (2022)	% Change (2017-22)	% in Industry (2017)
Custom Computer Programming Services (541511)	34,646	35,722	20%	20.0%
Computer Systems Design Services (541512)	21,607	22,034	17%	12.4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	18,979	20,125	42%	11.3%
Software Publishers (511210)	17,817	18,859	27%	10.6%
Electronic Computer Manufacturing (334111)	15,341	15,856	10%	8.9%
Data Processing, Hosting, and Related Services (518210)	6,219	6,758	41%	3.8%
Other Computer Related Services (541519)	4,720	4,841	24%	2.7%
Corporate, Subsidiary, and Regional Managing Offices (551114)	3,685	3,925	15%	2.2%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715)	3,019	3,165	(1%)	1.8%

Semiconductor and Related Device Manufacturing (334413)	2,077	2,076	(5%)	1.2%
Research and Development in Biotechnology (except Nanobiotechnology) (541714)	1,641	1,738	44%	1.0%
Colleges, Universities, and Professional Schools (State Government) (902612)	1,667	1,730	11%	1.0%
Temporary Help Services (561320)	1,703	1,707	7%	1.0%

Source: EMSI 2019.1

Table 6. Top Employers Posting Programming Language Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2018 - Jan 2018)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Capital Markets Placement	2,245	Redolent, Inc	340	Apple Inc.	2,175
Apple Inc.	2,233	Techfetch Com	334	Cisco Systems Inc	1,170
Amazon	1,504	eBay	330	Amazon	916
Cisco Systems Incorporated	1,325	Splunk	317	Google Inc.	886
Google Inc.	1,139	Adobe Systems	311	Vmware Incorporated	452
Scoop Technologies	1,053	Amazon Lab126	310	Paypal	390
Facebook	784	Best Buy	289	Intel Corporation	370
IBM	639	Bayone Solutions	277	IBM	342
Oracle	621	Twitter	274	Walmart / Sam's	301
Workday, Inc	554	Etouch Systems Corp	270	Redolent, Inc	273
Microsoft Corporation	526	Linkedin Limited	257	eBay	253
Vmware Incorporated	475	Wipro	257	SAP	247
Salesforce	459	Xoriant Incorporated	250	Amazon Lab126	245
Paypal	428	Palo Alto Networks	244	Palo Alto Networks	243
SAP	427	Revature	243	Nvidia Corporation	238
Walmart / Sam's	425	Infoobjects Inc	241	Dell	217
Intel Corporation	372	Accenture	238	Fortinet Incorporated	215
Redolent, Inc	340	Nvidia Corporation	238	Linkedin Limited	212
Techfetch Com	334	Uber	234	Techfetch Com	205
Capital Markets Placement	2,245	Sony Electronics Inc	228	Splunk	191
Apple Inc.	2,233	Deloitte	227	Xilinx Incorporated	189

Source: Burning Glass

Educational Supply

There are 10 community colleges in the Bay Region issuing 158 awards on average annually (last 3 years) on TOP 0707.00 - Computer Software Development and TOP 0708.00 - Computer Infrastructure and Support. Foothill College is the only college in the Silicon Valley Sub-Region issuing awards on these TOP codes, issuing 2 awards on average annually (last 3 years) on Computer Software Development.

Table 7. Awards on TOP 0707.00 - Computer Software Development and TOP 0708.00 - Computer Infrastructure and Support in the Bay Region

College	Sub-Region	TOP	Headcount	Associates	Certificates	Total
Cabrillo	Santa Cruz & Monterey	70800	335			
Contra Costa	East Bay	70800	n/a		1	1
DeAnza	Silicon Valley	70800	312			
Diablo Valley	East Bay	70800	125			
Foothill	Silicon Valley	70800	304			
Gavilan	Santa Cruz & Monterey	70800	95	1		1
Las Positas	East Bay	70800	184			
Los Medanos	East Bay	70800	n/a	4	4	8

Mission	Silicon Valley	70800	43			
Ohlone	East Bay	70800	64		1	1
San Francisco	Mid-Peninsula	70800	345	39	9	48
San Mateo	Mid-Peninsula	70800	n/a	1	2	3
Santa Rosa	North Bay	70800	205			
Slyline	Mid-Peninsula	70800	112			
Foothill	Silicon Valley	70700	2,518		2	2
San Francisco	Mid-Peninsula	70700	n/a		2	2
San Mateo	Mid-Peninsula	70700	n/a	6	85	91
Solano	North Bay	70700	1,401		2	2
Total Bay Region			**6,043**	**51**	**107**	**158**
Total Silicon Valley Sub-Region			**3,177**	**0**	**2**	**2**

Source: IPEDS, Data Mart and Launchboard

NOTE: Headcount of students who took one or more courses is for 2016-17. The annual average for awards is 2014-17 unless there are only awards in 2016-17. The annual average for other postsecondary is for 2013-16.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 20,823 annual openings for Programming Language Occupations and 158 annual (3-year average) awards for an annual undersupply of 20,665 students. In the Silicon Valley Sub-Region, there is also a large gap with 2,296 annual openings and 2 annual (3-year average) awards for an annual undersupply of 2,294 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0707.00 - Computer Software Development

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0707.00)	Bay (0707.00)	Silicon Valley (0707.00)	Foothill College (0707.00)
% Employed Four Quarters After Exit	74%	77%	62%	59%	n/a	n/a
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$12,500	$14,169	n/a	n/a
Median % Change in Earnings	46%	82%	54%	37%	n/a	n/a
% of Students Earning a Living Wage	63%	76%	67%	68%	n/a	n/a

Source: Launchboard Pipeline (version available on 3/6/19)

Skills, Certifications and Education

Table 9. Top Skills for Programming Language Occupations in Bay Region (Feb 2018 - Jan 2018)

Skill	Postings	Skill	Postings	Skill	Postings
Java	50,519	AngularJS	11,311	Ruby	8,481
Software Engineering	47,854	UNIX	11,180	Microsoft C#	8,293
Python	34,810	React Javascript	10,163	JavaScript Object Notation (JSON)	8,059
JavaScript	34,741	Continuous Integration (CI)	10,026	Docker Software	7,894
Software Development	34,128	HTML5	10,023	Kubernetes	7,826
SQL	24,742	MySQL	10,000	Product Management	7,811
Linux	23,148	NoSQL	9,851	Software Architecture	7,768

C++	19,882	Technical Support	9,835	Extensible Markup Language (XML)	7,728
Git	16,159	Scrum	9,731	Node.js	7,625
Web Application Development	14,319	Quality Assurance and Control	9,690	Web Development	7,594
Object-Oriented Analysis and Design (OOAD)	13,976	Data Structures	9,400	Machine Learning	7,580
Debugging	13,331	Agile Development	9,396	Project Management	7,578
DevOps	13,111	Customer Service	9,038	Big Data	7,556
Oracle	12,280	jQuery	8,884	Apache Hadoop	7,495
Unit Testing	12,233	Scalability Design	8,860	Hypertext Preprocessor (PHP)	7,442

Source: Burning Glass

Table 10. Certifications for Programming Language Occupations in the Bay Region (Feb 2018 - Jan 2018)

Note: 95% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	1,245	Certified Scrum Trainer (CST)	195
IT Infrastructure Library (ITIL) Certification	1,188	Certified Salesforce Administrator	177
Certified A+ Technician	1,065	Apple Certified Macintosh Technician	146
Security Clearance	850	Project Management Professional (PMP)	144
Cisco Certified Network Associate (CCNA)	452	SANS/GIAC Certification	140
Microsoft Certified Professional (MCP)	432	Certified Information Systems Auditor (CISA)	126
Project Management Certification	397	ITIL Foundation	118
ITIL Certification	379	Certified ScrumMaster (CSM)	109
CompTIA Network+	373	Certified Information Security Manager (CISM)	106
Certified Information Systems Security Professional (CISSP)	322	Capability Model Maturity Integration (CMMI) Certification	103
Cisco Certified Internetwork Expert (CCIE)	277	Computer Science Certification	94
Cisco Certified Network Professional (CCNP)	253	Certified Salesforce Platform Developer II	89
Salesforce Developer	229	Certified Scrum Professional (CSP)	86
Microsoft Certified Solutions Associate (MCSA)	220	Java Certification	83
Certified Salesforce Platform Developer	214	Microsoft Certified Desktop Support Technician (Legacy)	82
Microsoft Certified Solutions Expert (MCSE)	213	Certified Novell Administrator	78
CompTIA Security+	206	Microsoft Certified Technology Specialist (MCTS)	78

Source: Burning Glass

Table 11. Education Requirements for Programming Language Occupations in Bay Region

Note: 49% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings
High school or vocational training	1,789 (2%)
Associate Degree	1,350 (2%)
Bachelor's Degree or Higher	72,094 (96%)

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Data Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Term	Division	Department	Course	Student Characteristic	Enrollment Count	Success Count	Non Success Count	Withdrawal Count	Retention Count	Success Rate	Non Success Rate	Withdrawal Rate	Retention Rate
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	2	2	0	0	2	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	124	100	12	12	112	80.60%	9.70%	9.70%	90.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	12	10	2	0	12	83.30%	16.70%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	6	3	2	1	5	50%	33.30%	16.70%	83.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	17	13	1	3	14	76.50%	5.90%	17.60%	82.40%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	42	37	1	4	38	88.10%	2.40%	9.50%	90.50%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	204	166	18	20	184	81.40%	8.80%	9.80%	90.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	2	0	2	0	2	0%	100%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	51	40	5	6	45	78.40%	9.80%	11.80%	88.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	3	3	0	0	3	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	2	2	0	0	2	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	6	5	0	1	5	83.30%	0%	16.70%	83.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Native American	1	1	0	0	1	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	21	16	4	1	20	76.20%	19%	4.80%	95.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	86	67	11	8	78	77.90%	12.80%	9.30%	90.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	6	4	0	2	4	66.70%	0%	33.30%	66.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	132	119	2	11	121	90.20%	1.50%	8.30%	91.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	5	5	0	0	5	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	9	9	0	0	9	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	13	9	2	2	11	69.20%	15.40%	15.40%	84.60%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	42	32	2	8	34	76.20%	4.80%	19%	81%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	207	178	6	23	184	86%	2.90%	11.10%	88.90%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	3	2	1	0	3	66.70%	33.30%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	103	80	11	12	91	77.70%	10.70%	11.70%	88.30%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	9	8	1	0	9	88.90%	11.10%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	5	2	1	2	3	40%	20%	40%	60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	36	19	7	10	26	52.80%	19.40%	27.80%	72.20%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	46	33	5	8	38	71.70%	10.90%	17.40%	82.60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	203	145	26	32	171	71.40%	12.80%	15.80%	84.20%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	7	3	1	3	4	42.90%	14.30%	42.90%	57.10%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	89	76	8	5	84	85.40%	9%	5.60%	94.40%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	6	5	1	0	6	83.30%	16.70%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	5	3	0	2	3	60%	0%	40%	60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	30	13	4	13	17	43.30%	13.30%	43.30%	56.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Native American	1	1	0	0	1	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	42	28	8	6	36	66.70%	19%	14.30%	85.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	180	129	22	29	151	71.70%	12.20%	16.10%	83.90%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	2	2	0	0	2	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	68	53	8	7	61	77.90%	11.80%	10.30%	89.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	8	6	2	0	8	75%	25%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	3	2	0	1	2	66.70%	0%	33.30%	66.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	15	11	3	1	14	73.30%	20%	6.70%	93.30%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	37	26	6	5	32	70.30%	16.20%	13.50%	86.50%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	133	100	19	14	119	75.20%	14.30%	10.50%	89.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	4	2	2	0	4	50%	50%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	72	54	8	10	62	75%	11.10%	13.90%	86.10%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	8	5	1	2	6	62.50%	12.50%	25%	75%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	7	3	3	1	6	42.90%	42.90%	14.30%	85.70%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	19	12	1	6	13	63.20%	5.30%	31.60%	68.40%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	0	0	1	0	0%	0%	100%	0%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	21	18	1	2	19	85.70%	4.80%	9.50%	90.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	132	94	16	22	110	71.20%	12.10%	16.70%	83.30%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	2	0	2	0	2	0%	100%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	19	15	3	1	18	78.90%	15.80%	5.30%	94.70%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	3	2	1	0	3	66.70%	33.30%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	5	4	0	1	4	80%	0%	20%	80%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	30	22	6	2	28	73.30%	20%	6.70%	93.30%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	2	0	1	1	1	0%	50%	50%	50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	55	45	5	5	50	81.80%	9.10%	9.10%	90.90%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	8	6	1	1	7	75%	12.50%	12.50%	87.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	7	3	1	3	4	42.90%	14.30%	42.90%	57.10%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	19	11	4	4	15	57.90%	21.10%	21.10%	78.90%

2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Native American	1	1	0	0	1	100%	0%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	29	16	6	7	22	55.20%	20.70%	24.10%	75.90%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	121	82	18	21	100	67.80%	14.90%	17.40%	82.60%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	6	3	0	3	3	50%	0%	50%	50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	80	69	5	6	74	86.30%	6.30%	7.50%	92.50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	6	6	0	0	6	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	3	2	1	0	3	66.70%	33.30%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	14	6	4	4	10	42.90%	28.60%	28.60%	71.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	36	29	4	3	33	80.60%	11.10%	8.30%	91.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	145	115	14	16	129	79.30%	9.70%	11%	89%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	3	2	0	1	2	66.70%	0%	33.30%	66.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	79	71	2	6	73	89.90%	2.50%	7.60%	92.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	7	5	0	2	5	71.40%	0%	28.60%	71.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	5	4	1	0	5	80%	20%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	11	5	0	6	5	45.50%	0%	54.50%	45.50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	19	13	1	5	14	68.40%	5.30%	26.30%	73.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	125	101	4	20	105	80.80%	3.20%	16%	84%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	6	4	2	0	6	66.70%	33.30%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	107	90	5	12	95	84.10%	4.70%	11.20%	88.80%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	9	8	1	0	9	88.90%	11.10%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	7	3	0	4	3	42.90%	0%	57.10%	42.90%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	23	13	3	7	16	56.50%	13%	30.40%	69.60%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Native American	2	0	1	1	1	0%	50%	50%	50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	56	39	6	11	45	69.60%	10.70%	19.60%	80.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	211	158	18	35	176	74.90%	8.50%	16.60%	83.40%
Total					1777	1357	178	242	1535	76.40%	10.00%	13.60%	86.40%

	CS 1A % to total	CS 1A Success	CS 2A % to total	CS 2A Success	CS 3A % to total	CS 3A Success	Total % ttl	Total Success	CS 1A % to total	CS 1A Success	CS 2A % to total	CS 2A Success	CS 3A % to total	CS 3A Success	A-level % ttl	A-level success
African American	15	9	14	5	16	10	45	24	2%	60%	3%	36%	2%	63%	3%	53%
Latinx	86	50	50	25	70	44	206	119	13%	58%	12%	50%	10%	63%	12%	58%
Total	684	520	421	319	672	518	1777	1357	100%	76%	100%	76%	100%	77%	100%	76%

FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Approve the Foothill College Meta Major Model

Whereas, meta majors are a recommended component of the Guided Pathways framework that are intended to make it easier for students to identify, pursue, and complete a program of study by grouping programs of study based on curricular overlap, Taxonomy of Program (TOP) code, and labor market information; and

Whereas, the Guided Pathways team has engaged campus constituents at division and department meetings, at Academic Senate, at Classified Senate, at Student Senate, at monthly Meta Major Work Team meetings, and at weekly Meta Major office hours, and has collaborated with faculty, students, staff, and administrators, to group meta major models at two campus-wide Sorting Day events; and

Whereas, the majority of campus constituents voiced preference for the Career and Academic Pathway model of meta majors, which is the basis of the Foothill College Meta Major Model, and that program placement impacted by the adoption of this model rather than another proposed option has been considered and approved by individual departments and reflected in the Foothill College Meta Major Model; and

Whereas, the Academic Senate for California Community Colleges urges local senates to assert that determining the content, categories, and titles of the "meta majors" or "areas of focus" is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200 (resolution F17 9.01), and that the College Curriculum Committee (CCC) is the sub-committee of the Academic Senate which establishes and approves campus-wide curriculum policies;

Resolved, that the Foothill College Curriculum Committee approve the proposed Foothill College Meta Major Model and recommend its approval to the Foothill College Academic Senate.

Draft

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
BSS	ACTG_F068C	ADVANCED TAX ACCOUNTING III			
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE	Yes - 2019	N/A (carryover approval from 2019)	
APPR	APPR_F150.	JOB SAFE/OSHA/MATH/HERITAGE I			
APPR	APPR_F151.	OXY-ACC/PLASTIC WELD/SOLDER/BR			
APPR	APPR_F154.	GAS & WATER SUPPLY			
APPR	APPR_F157.	STEAMFITTING & PIPEFITTING			
APPR	APPR_F161.	AC, PNEUMATIC CONTROLS			
APPR	APPR_F162C	ELEC CONTROLS, DDC CONTROLS			
APPR	APPR_F166.	JOB SUPERVISION			
APPR	APPR_F167.	START, TEST & BALANCE			
APPR	APPR_F168.	SUPERMARKET REFRIGERATION			
APPR	APPT_F125.	RESIDENTIAL BLUEPRINT READING	Yes - all three years	Approved 3/17; will be offered spring 2022	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - all three years	Approved 3/17; will be offered fall 2022	
APPR	APPT_F128.	RESIDENTIAL GAS INSTALL;SERV W	Yes - all three years	Approved 3/17; will be offered spring 2023	
APPR	APPT_F188.	ADVANCED PLAN READING/CAD			
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING	Yes - 2019	Approved 3/17; will be offered winter 2021	
APPR	APSM_F131.	SMQ-31 CAD DETAILING			
APPR	APSM_F132.	SMQ-32 INTERMEDIATE CAD DETAIL			
APPR	APSM_F133.	SMQ-33 ADVANCED ARCHITECTURAL			
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA	Yes - 2019	Approved 3/17; will be offered winter 2020	
FA	ART_F005C	SCULPTURE		Approved 3/17; will be offered spring 2022	
FA	*ART_F073R*	*INDEPENDENT STUDY IN ART*			
KA	ATHL_F031B	SPORT TECH/COND SOFTBALL			
KA	ATHL_F045B	SPORT TECH/COND WMN'S TENNIS			

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
KA	*ATHL_F071R*	*INDEPENDENT STUDY IN ATHLETICS*			
KA	*ATHL_F073R*	*INDEPENDENT STUDY IN ATHLETICS*			
BSS	BUSI_F019.	BUSINESS LAW II			
BSS	BUSI_F053.	SURVEY OF INT'L BUSINESS			
BSS	BUSI_F090A	PRINCIPLES OF MANAGEMENT			
PSME	CHEM_F01AH	HONORS GENERAL CHEMISTRY			
PSME	CHEM_F01BH	HONORS GENERAL CHEMISTRY			
PSME	CHEM_F009.	CHEMISTRY OF COOKING			
PSME	CHEM_F13BH	HONORS ORGANIC CHEMISTRY LAB			
PSME	CHEM_F13CH	HONORS ORGANIC CHEMISTRY LAB			
BSS	CHLD_F054C	LEADERSHIP: EFFCT DIRECTORS			
CNSL	CNSL_F089.	ADV LEADERSHIP REALITIES			
PSME	C S_F001M	INT ALGOR/DATA STRUC METH JAVA			
PSME	C S_F002M	INTERMED ALGRM/DATA STRUCT C++			
PSME	C S_F050E	INTRO TO IP NETWORK SECURITY			
PSME	C S_F052B	ADV SWITCH/CAMPUS LAN DESGN CC			
PSME	C S_F071A	DATA ANALYTICS & MANAGEMENT			
PSME	C S_F080A	OPEN SOURCE CONTRIBUTION			
PSME	C S_F082A	INTRO SOFTWARE QUALITY ASSURAN			
PSME	C S_F084A	DB-DRIVEN WEB APP DEVLPMNT	Yes - 2019	N/A (carryover approval from 2019)	
PSME	C S_F084B	DISTRIBUTED DATABASES			
KA	*DANC_F070R*	*INDEPENDENT STUDY IN DANCE*			
KA	*DANC_F071R*	*INDEPENDENT STUDY IN DANCE*			
KA	*DANC_F072R*	*INDEPENDENT STUDY IN DANCE*			
KA	*DANC_F073R*	*INDEPENDENT STUDY IN DANCE*			
BH	EMS_F120.	EMERGENCY MEDICAL SERV ACADEMY		Approved 3/17; hope to offer in 2022-23 year	Formerly EMT 309; EMT 120
BH	EMS_F200.	PARAMEDIC ACADEMY		Approved 3/17; hope to offer in 2021-22 year	Formerly EMTP 200
LA	ENGL_F041.	LIT OF MULTICULT AMERICA			

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
PSME	ENGR_F049.	ENGINEERING PROFESSION			
LA	ESLL_F246.	APPLIED GRAMMAR/EDIT SKILLS	Yes - 2019	Approved 3/17; will be offered fall 2020	
BSS	GEOG_F011.	INTRO MAPPING & SPATIAL REASON	Yes - 2019	Approved 3/17	cross-listed w/ GIST 11 (regularly taught)
BSS	HIST_F04CH	HONORS HISTORY OF WESTERN CIV			
BSS	HIST_F019.	HISTORY OF ASIA:CHIN/JAP	Yes - 2019	N/A (carryover approval from 2019)	
BSS	HIST_F020.	HIST RUSSIA/SOVIET UNION			
BH	HORT_F054D	LANDSCAPE CONSTR:APPLIED PRACT			
BH	HORT_F060G	LANDSCAPE DESIGN:INTERM COMPUT			
BH	HORT_F090A	CONTAINER PLANTING LANDSCAPING			
BH	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090F	LANDSCAPE DESGN:BASIC PRINCIPL			
BH	HORT_F090K	LANDSCAPING WITH EDIBLES	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090L	PLANT PROPAGATION:BASIC SKILLS	Yes - 2019	N/A (carryover approval from 2019)	
BH	HORT_F090N	PLANT MATERIALS:FALL COLOR			
BSS	HUMN_F054H	HONORS INST SEMINAR IN HUMANIT			
KA	*KINS_F072R*	*INDEPENDENT STUDY KINESIOLOGY*			
KA	*KINS_F073R*	*INDEPENDENT STUDY KINESIOLOGY*			
BSS	LINC_F050B	TECH IN K-12 CLASSRM III			
BSS	LINC_F081A	USING DIGITAL IMAGES I			
BSS	LINC_F090A	WEBINARS			
BSS	LINC_F092.	SEMINAR INSTRUCT DESIGN & TECH			
BSS	LINC_F097.	IPADS IN EDUCATION			
BSS	LINC_F097A	IPADS FOR TEACHING & LEARNING			
BSS	LINC_F098B	TEACH/LEARN DIGITAL AGE II			
PSME	MATH_F067.	ENHANCED LEARNG W MATHEMATICA			
FA	MDIA_F006.	FILM & NEW MEDIA GENRES			
FA	MDIA_F031.	DIGITAL VIDEO EDITING II			
FA	MDIA_F052.	SCRIPTWRITING FOR FILM & VIDEO			
FA	MTEC_F066A	MUSIC VIDEO PRODUCTION			

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
FA	MTEC_F070G	PRO TOOLS 310P-AVID CERTIF			
FA	MTEC_F072A	PRODUCING MUSIC WITH REASON			
FA	MTEC_F080B	ENTERTAINMENT LAW & NEW MEDIA			
FA	MTEC_F080C	BASICS OF MUSIC PUBLISHING			
FA	MUS_F003D	THEORY & MUSICIANSHIP IV			
FA	MUS_F007.	CONTEMP MUSIC STYLES:ROCK/POP/			
FA	MUS_F009A	MUSIC & MEDIA:EDISON-HENDRIX			
FA	MUS_F047A	INTRO MUSICAL THEATRE PRODUCTI			cross-listed w/ THTR 47A (regularly taught)
FA	MUS_F047B	INTRM MUSIC THTR PROD WORKSHOP			cross-listed w/ THTR 47B (regularly taught)
FA	MUS_F047C	ADV MUSIC THEATRE PROD WORKSHO			cross-listed w/ THTR 47C (regularly taught)
FA	MUS_F047D	ADV MUSCL THEATR PROD WKSHP II			cross-listed w/ THTR 47D (regularly taught)
FA	*MUS_F072R*	*INDEPENDENT STUDY MUS/MUS TECH*			
LA	NCEL_F403B	TRANSTN TO COLLEGE ESL PART II	Yes - 2019	Approved 3/17; will be offered fall 2020	
SRC	PHDA_F024.	MODIFIED STRETCHING/FLEXIBILIT			
KA	PHED_F014.	NUTRITIONAL ASSESSMENT/FITNESS			
KA	PHED_F015C	ADVANCED PICKLEBALL			
KA	PHED_F021D	VINYASA FLOW YOGA			
KA	PHED_F021E	RESTORATIVE YOGA			
KA	PHED_F040.	BEGINNING VOLLEYBALL			
KA	PHED_F040A	INTERMEDIATE VOLLEYBALL			
KA	PHED_F040C	VOLLEYBALL: GAME SKILLS			
KA	PHED_F042.	BOWLING FOR FITNESS			
KA	*PHED_F071R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F072R*	*INDEPENDENT STUDY PHYSICAL EDU*			
KA	*PHED_F073R*	*INDEPENDENT STUDY PHYSICAL EDU*			
BSS	PHIL_F012.	PHILOSOPHY OF SCIENCE			

Division	Course Code	Course Title	Extension granted in 2016/17/19	Extension granted last time - 2020 (if applicable)	Notes
FA	PHOT_F068E	LECTURE TOPICS IN PHOTOGRAPHY			
FA	PHOT_F078A	LANDSCAPE FIELD STUDY IN PHOTO	Yes - 2019	N/A (carryover approval from 2019)	
FA	PHOT_F078B	SOCIAL CONCERNS FIELD STUDY/PH			
FA	PHOT_F078C	DOCUMENTARY FIELD STUDY PHOTO			
FA	PHOT_F078D	MUSEUM/GALLERY FIELD STUDY IN			
BSS	PSYC_F054H	HONORS INSTITUTE SEMINAR PSYC			
BH	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - all three years	N/A (carryover approval from 2019)	
BSS	*SOSC_F070R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F071R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F072R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
BSS	*SOSC_F073R*	*INDEPENDENT STUDY SOCIAL SCIEN*			
FA	THTR_F002B	HISTORY DRAM LIT:MOLIERE-MODRN			
FA	THTR_F007.	INTRODUCTION TO DIRECTING			
FA	THTR_F012A	STAGE & SCREEN		Approved 3/17; no timeline provided for offering	
FA	THTR_F026.	INTRO FASHION HIST/COSTM DES			
FA	THTR_F046A	THTR DEVELOPMENT WORKSHOP I			
FA	THTR_F046B	THTR DEVELOPMENT WORKSHOP II			
FA	THTR_F046C	THEATRE DEVLP WORKSHOP III			
FA	THTR_F046D	THEATRE DEVLP WORKSHOP IV			
FA	*THTR_F071R*	*INDEPENDENT STUDY THEATRE ARTS*			
FA	*THTR_F073R*	*INDEPENDENT STUDY THEATRE ARTS*			
BSS	*WMN_F070R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F071R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F072R*	*INDEPENDENT STUDY WMN'S STUDIE*			
BSS	*WMN_F073R*	*INDEPENDENT STUDY WMN'S STUDIE*			