Program Creation Process Sign-Off

Program Title: Certificate of Completion in English for Food Service Workers

Program Units: Noncredit

Division: Language Arts   **Proposing Faculty name(s):** Amy Sarver & Melissa Jaquish

Type of Program: _____ Transfer   or   _____ Workforce

Type of Award:

____Non-transcriptable certificate   √____Noncredit Certificate

____ Certificate of Achievement

____ AA/AS Degree

Documentation checklists:

Transfer documentation

_____ Catalog Description

_____ List of Courses

_____ Articulation & transfer data

_____ Identification of existing program(s) at CSU/UCs

_____ Completer Projections

_____ Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.)

Workforce documentation

_____ Catalog Description

_____ List of Courses

_____ Completer Projections

_____ Labor Market information

_____ Identification of any similar program(s) in the area

_____ Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.

Work Group Signature:

Transfer/Workforce Work Group: ☐Recommended   ☐Not Recommended

Comments:

Vice President Signature: Date: 10-3-17

Supervising Vice President: ☑Recommended   ☐Not Recommended

Comments:

PaRC Signature: Date:

Planning & Resource Committee: ☐Recommended   ☐Not Recommended

Comments:

Div Curriculum Signature: Date:

Division Curriculum Committee: ☐Recommended   ☐Not Recommended

Comments:

Following the review by the listed committees, this form should be forwarded to the Office of Instruction.

10/22/14

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English for Food Service Workers

Item 1. Program Goals and Objectives

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

Program Learning Outcomes:

Upon completion of the certificate students will be proficient in:

- Basic kitchen vocabulary, common safety and sanitation and food storage language.
- Understanding and completing typical work forms
- Following recipes and reading/converting units of measurement
- Use of language for job interactions and advocacy (asking for time off, a raise/advancement).
- Navigating interviews and discussing work history, skills, training, and education in addition to demonstrating knowledge of American work culture.

Item 2. Catalog Description

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

Item 3. Program Requirements

Requirements	Course #	Title	Units	Lecture Hours	Sequence
Required Core (144 hours)	NCEL 470	LOW TO INTERMEDIATE ESL FOR FOOD SERVICE WORKERS	0	48	Qtr. 1, Fall
	NCEL 471	INTERMED. TO ADVANCED ESL FOR FOOD SERVICE WORKERS	0	48	Qtr. 2, Winter
	NCEL 480	ESL FOR JOB SEARCHING	0	48	Qtr. 3, Spring

Total Units 0
Total Hours 144

Item 4. Master Planning
History of the program proposal origins and curriculum offerings
The courses in the Certificate of Completion in English for Food Service Workers were written to support underserved immigrant students who are currently employed, seeking employment or advancement, in the food service industry. In addition, this program also prepares students to advance to higher levels of ESL, both credit and noncredit.

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

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

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

College/District Master Plan
According to the Foothill Educational Master Plan, "the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies."

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

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

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

There are no new resource requirements for this program.