College Curriculum Committee Meeting Agenda
Tuesday, May 21, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: May 7, 2019	Action	#5/21/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Spring Plenary Resolutions	Information	#5/21/19-2—10 #5/21/19-11	Armerding
4. Update to Department/Subject Name for GIST	Information	#5/21/19-12	Armerding
5. Program Deactivation: Mathematical Foundations Certificate of Completion	2nd Read/ Action	#5/21/19-13	Armerding
6. New Program Application: Nutrition and Dietetics ADT	1st Read	#5/21/19-14	Armerding
7. Stand Alone Approval Request: C S 55A	1st Read	#5/21/19-15	Armerding
8. Stand Alone Approval Request: C S 55B	1st Read	#5/21/19-16	Armerding
9. Stand Alone Approval Request: C S 55C	1st Read	#5/21/19-17	Armerding
10. Stand Alone Approval Request: C S 55D	1st Read	#5/21/19-18	Armerding
11. Student Petition for Credit by Exam	1st Read	#5/21/19-19	Armerding
12. Kinesiology Request to Add Advisory to ATHL Courses	Discussion /Action	#5/21/19-20	Armerding
13. Templates for New Program Narratives	Discussion	#5/21/19-21—22	Armerding
14. Honors Course Prerequisite	Discussion		Armerding
15. Credit for Prior Learning	Discussion		Armerding
16. Good of the Order			Armerding
17. Adjournment			Armerding

Attachments:

#5/21/19-1	Draft Minutes: May 7, 2019
#5/21/19-2	New Course Proposal: ACTG 54
#5/21/19-3	New Course Proposal: BUSI 59C
#5/21/19-4	New Course Proposal: BUSI 59D
#5/21/19-5	New Course Proposal: BUSI 59E
#5/21/19-6	New Course Proposal: BUSI 60B
#5/21/19-7	New Course Proposal: BUSI 66A
#5/21/19-8	New Course Proposal: BUSI 88A
#5/21/19-9	New Course Proposal: CHEM 210
#5/21/19-10	New Course Proposal: SPAN 70R series
#5/21/19-11	ASCCC 2019 Spring Session Resolutions—Adopted
#5/21/19-12	Update to Department/Subject Name for GIST
#5/21/19-13	Program Deactivation: Mathematical Foundations Certificate of Completion
#5/21/19-14a	Nutrition and Dietetics ADT Narrative
#5/21/19-14b	Nutrition and Dietetics ADT TMC
#5/21/19-14c	Nutrition and Dietetics ADT Additional Information
#5/21/19-15	Stand Alone Course Approval Request: C S 55A

#5/21/19-16   Stand Alone Course Approval Request: C S 55B
#5/21/19-17   Stand Alone Course Approval Request: C S 55C
#5/21/19-18   Stand Alone Course Approval Request: C S 55D
#5/21/19-19   Petition for Credit by Examination—draft
#5/21/19-20   Kinesiology Request to Add Advisory to ATHL Courses
#5/21/19-21   Certificate of Achievement - Local Template—draft (updated)
#5/21/19-22   Certificate of Achievement - Workforce Template—draft (updated)

2018-2019 Curriculum Committee Meetings:

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

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

2018-2019 Curriculum Deadlines:

~~12/1/18~~   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/18~~   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/15/19~~   Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
~~3/1/19~~   Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
6/1/19   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/21/19   COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Ben Armerding (Faculty Co-Chair), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Anh Tran (SRC), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2018-19

Meeting Date: 5/21/19

Co-Chairs (2)

__✓__ Benjamin Armerding 7453 Vice President, Academic Senate (tiebreaker vote only)
armerdingbenjamin@fhda.edu

__✓__ Paul Starer 7179 Interim Associate Vice-President of Instruction
starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

____	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
____	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
____	Stephanie Chan		LA	chanstephanie@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
____	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
✓	Allison Herman	7460	LA	hermanallison@fhda.edu
✓	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
✓	Ron Painter		PSME	painterron@fhda.edu
✓	Katy Ripp	7355	KA	rippkaty@fhda.edu
✓	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✓	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
____	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
✓	Mary Thomas	7522	Library	thomasmary@fhda.edu
✓	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

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

Visitors

Ben Schwartzman

College Curriculum Committee
Meeting Minutes
Tuesday, May 7, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: April 23, 2019	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Fine Arts: Recently approved new course proposals in MDIA and GID. BSS: Recently approved new courses in BUSI; Business dept. working on Digital Marketing certificate of achievement in partnership with Facebook. Noted that working with outside companies makes it hard to follow local curriculum timelines/ deadlines. PSME rep asked if Facebook proposing a course series—yes, but courses don't need to be taken in sequence. Hueg mentioned another cert. being created, related to data analytics, in partnership with Silicon Valley Bank. Counseling: Still working to consolidate curriculum, including revising CNSL 1—looking at related course at De Anza; goal to reach a broad range of students (e.g., first year, first generation, returning). Articulation: Day reminded the group that her deadline to submit courses to UC for transferability is June 1st. PSME: VP of Instruction Kristy Lisle recently approved fast-tracking of new courses for Computer Science dept.'s Amazon Cloud certificate of achievement; Chemistry dept. creating 200-level support course. SRC: Working on Title 5 list. Language Arts: Continuing AB 705 discussions; working on Title 5 list; ongoing conversation between English and ESL depts. related to corequisite for ENGL 1A; working on noncredit courses and certificates. Library: Updating LIBR 10 with new language related to framework for information literacy.
3. Announcements a. New Course Proposal	**Speaker: Ben Armerding** The following proposal was presented: MDIA 8B. Please share with your constituents. Day noted that there exist no lower-division women in film courses offered at any UC, but found four courses at other CA community colleges that obtained UC transfer. Noted that course may be a good fit for some of our existing programs.
4. Program Deactivation: Mathematical Foundations Certificate of Completion	**Speaker: Ben Armerding** First read of deactivation of Mathematical Foundations Certificate of Completion. Memo notes that the courses that make up the certificate are being deactivated related to AB 705. No comments. Second read and possible action will occur at next meeting.
5. Stand Alone Approval Request: R T 70A	**Speaker: Ben Armerding** Second read of Stand Alone Approval Request for R T 70A. No

	comments. Motion to approve **M/S** (Serna, Thomas). **Approved.**
6. Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement	**Speaker: Ben Armerding** Second read of deactivations of Traditional Photography and Digital Photography Certificates of Achievement. No comments. Motion to approve **M/S** (Serna, Venkataraman). **Approved.**
7. Honors Course Prerequisite	**Speakers: Honors Institute, Equity** Present for discussion: Debbie Lee and Voltaire Villanueva from Honors Institute; Melissa Cervantes from Equity. Currently, every honors course at Foothill lists a prerequisite of "Honors Institute participant"—requires student to meet with honors dept. and be coded in Banner as honors student. Earlier this year, Equity & Education group approved this prereq be removed from all honors courses. Lee and Villanueva's schedules create hardships for students, especially during spring break; new Banner 9 prohibits access when working from home. Have found students become discouraged from taking honors courses, due to difficulty of getting code to enroll. BSS rep asked for details regarding process to clear students for prereq—no longer any entry criteria for honors courses, so it's just a matter of adding the code; Banner process similar to how Admissions & Records codes students for placement tests. Used to be GPA criteria for honors students, but has been removed; now, any student may enroll in an honors course. Honors designation on transcript does still require certain criteria (24+ units of courses, plus specific GPA). Day provided background re: prereqs—honors dept. met with student for assessment, to ensure student understood rigor of honors course before enrolling. Noted many articulation agreements for honors courses based on knowledge of this assessment/prereq; if prereq removed, many honors CORs will need to be updated to add details regarding how course differs from non-honors. This will trigger re-review (articulation and C-ID), which could result in not being re-approved. Expressed concern that we could lose approval status. Cautioned faculty against simply removing prereq; encouraged thoughtful discussion among faculty when making the decision to remove. Reviewed honors CORs from other colleges which don't list a prereq—many include lengthy additional information versus non-honors COR. Lee noted update to honors website—adding information for students to use guided self-placement when considering honors course. Provided example of MATH 1AH COR, which is expanded from MATH 1A. Cervantes noted that removing prereq does not change pedagogy of a course; Day explained that because we had an entrance requirement via the prereq, many reviewers allowed for our honors CORs to not differ much from non-honors. Day acknowledged that Math dept. spent a lot of time on MATH 1AH COR but noted that most other Foothill honors CORs not as robust. Hueg noted that by removing the prereq the pedagogy is being changed. PSME rep asked if there is minimum requirement to distinguish honors COR from non-honors—Day stated that there are no guidelines or requirements, just that reviewers compare the honors and non-honors CORs.

	BSS rep noted we should make sure to do what's best for students; does not teach honors but has heard disappointment from some students that honors course just meant additional homework; important to make clear to students, on the COR, what distinguishes the honors course. Hueg expressed concern that removing prereq could result in increase in students enrolling in honors course unprepared, then needing to drop and take non-honors version. Lee noted previous program to allow non-honors students to take honors courses; reviewed data showing that 37 of 40 students passed honors course. Language Arts rep suggested offering professional development for honors faculty, to provide support to ensure we're upholding the excellence in honors course offerings, before prereq is removed. Counseling rep noted equity consideration, to make sure rigor of honors courses does not put them out of reach for many students. Lee offered to speak with any faculty related to honors course offerings. PSME rep agreed with Counseling rep, but noted need for substantial difference between honors and non-honors. Counseling rep echoed need for professional development, especially as no uniform guidelines exist for developing an honors course. Day noted previous professional development opportunities for honors faculty; encouraged collaborative process to review/revise honors CORs. Also suggested college draft memo to send to other colleges/universities re: articulation, outlining plan to remove prereq for equity purposes but express assurance that honors courses will continue to be offered at a higher level of rigor than non-honors.
8. Temporary Program Creation Process—Feedback Form	**Speaker: Ben Armerding** Second read of updated Feedback Form for New Programs. Form has been updated since previous meeting, to clarify that simultaneous submission to three groups for feedback is recommended, and to add URL for each group's webpage. PSME rep asked for update on creation of permanent program creation process—Armerding still waiting on other campus groups to move forward. Motion to approve **M/S** (Cembellin, Venkataraman). **Approved.** Also shared minor update to Temporary Program Creation Process PDF, adding AVP of Instruction to Step 1. Vanatta noted that AVP is the contact person in Instruction during program creation and serves to advise faculty re: drafting narrative and gathering additional documentation (e.g., LMI, BACCC approval). Reminded the group that Curriculum Coordinator becomes involved only after program approved by division CC. Armerding noted best practice to request Advisory Committee and BACCC approval (for Workforce programs) during Step 1, as it may take many weeks—suggesting adding this to PDF.
9. Auto-informing Students for Degrees and Certificates	**Speaker: Ben Armerding** Fourth read of resolution re: Auto-Informing Students for Degrees and Certificates (topic has been changed from "Auto-awarding Degrees/Certificates). Document has been updated since third read, to adjust language from "auto-informing/alerting" to "auto-informing". Resolution aligns with efforts coming out of Vision for Success, specifically related to completion and transfer goals, and CTE student goals. Day asked to whom resolution will be sent—Armerding will work with Isaac Escoto to forward to groups across campus.

	Motion to approve **M/S** (Day, Thomas). **Approved.**
10. Improving Cross-Campus Communication Regarding Course Changes	**Speaker: Ben Armerding** Continuing discussion from previous meeting. Armerding has been adding prompts for reps to share course changes during report out at CCC; asked reps to be prepared to share and discuss. No further discussion.
11. Templates for New Program Narratives	**Speaker: Ben Armerding** At previous meeting during winter quarter, Vanatta asked the group to send her feedback on template documents for certificates of achievement narratives, to improve them as well as create versions for AA/AS degrees, before uploading to CCC website. No feedback was received. Vanatta made some minor updates to templates: in Item 3, added note to clarify that "Restricted Electives" is term used by CCCCO for support courses; in Item 5, clarified that enrollment data entered in table is historical (not projected). Noted that all information listed is required by CCCCO. Language Arts asked how best to gather historical enrollment data—Vanatta suggested contacting Institutional Research (IR). Suggestion to add information about contacting IR to templates–Vanatta will update. Counseling rep asked about requirement to submit ASSIST documentation—for Local (non-Workforce) certificates, CCCCO requires piece of additional documentation; ASSIST doc. is one option. Fong asked how CCCCO uses information regarding cost of facilities—Vanatta unsure, has never had any pushback from CCCCO regarding that info; Day suggested perhaps it serves to ensure college has considered new costs. Fong asked how document relates to temporary program creation process timeline—faculty should begin drafting during Step 1; narrative is forwarded with feedback form during Step 2. Armerding noted that feedback form is not mentioned on process PDF—Vanatta will add it.
12. Good of the Order	
13. Adjournment	**3:11 PM**

Attendees: Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Melissa Cervantes (guest—Equity), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Evan Gilstrap (CNSL), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Debbie Lee (guest—Honors Inst.), Ron Painter (PSME), Paul Starer (Administrator Co-Chair), Ben Schwartzman (SRC), Lety Serna (CNSL), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Voltaire Villanueva (guest—Honors Inst.), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Jose Nava
Proposed Number: ACTG 54   **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: CSU
Proposed Title: Accounting Information Systems

Proposed Catalog Description & Requisites:
Accounting information systems for internal and external decision making. The course acquaints students with the fundamentals of the accounting information system and covers business transaction processing from data collection to the generation of useful, timely, and relevant information to support decision-makers. Students will also learn about internal control procedures, the revenue and expense cycles, and workpaper and other documentation techniques from an accountant / auditor user perspective. Students will also explore the variety of available software packages and learn to collaborate in team hands-on projects.

Prerequisites: ACTG 1B or equivalent.

Advisory: Elementary Algebra or equivalent; Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 237 or equivalent.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
Core Course in our Certificate of Achievement in CPA Examination Preparation
Elective Course in our AA in Accounting

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Natasha Mancuso

Proposed Number: BUSI 59C   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: CSU
Proposed Title: Marketing Content Strategy & Branding

Proposed Catalog Description & Requisites:
This course is designed to give students insight into branding and content strategy. It aims to push students to explore concepts such as consumer psychology, appropriate content, and strategy. Students will have the opportunity to practice their writing and communication skills, both vital skills for digital marketing. The course is part of Facebook's Digital Marketing curriculum and is required to gain the Facebook certification. Basic internet skills and an understanding of Microsoft Office applications are recommended.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
DIGITAL MARKETING CERTIFICATE

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Recommended General Education Co-requisite(s): English or Composition I (or equivalent)

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Natasha Mancuso

Proposed Number: BUSI 59D   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: CSU
Proposed Title: Marketing Analytics and Performance Optimization

Proposed Catalog Description & Requisites:
This course aims to give students the skills needed to analyze results of marketing efforts. Students will learn about factors that drive conversion, how to optimize marketing efforts using data and A/B testing as well as key digital marketing metrics. The course is part of Facebook's Digital Marketing curriculum and is required to gain the Facebook Certification. Basic internet skills and an understanding of Microsoft Office applications are recommended.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
DIGITAL MARKETING CERTIFICATE

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
 Recommended General Education Co-requisite(s):
● English or Composition I (or equivalent)
● Basic Math (or equivalent)

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Natasha Mancuso

Proposed Number: BUSI 59E   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: CSU
Proposed Title: Email Marketing

Proposed Catalog Description & Requisites:
This course offers a deep dive into the world of email marketing, an incredibly effective marketing channel that can deliver great results for companies. In this course, students will learn about the role of email marketing in a company's marketing campaign, what stages of the customer journey email marketing is suited for and best practices for email visuals and copy. The course will also touch upon more complex email practices such as automation and how to outline an email drip campaign. The course is part of Facebook's Digital Marketing curriculum and is required to gain the Facebook certification. Basic internet skills and an understanding of Microsoft Office applications are recommended.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
DIGITAL MARKETING CERTIFICATE

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Recommended General Education Co-requisite(s):
● English or Composition I (or equivalent)

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: Jose Nava

Proposed Number: BUSI 60B   **Proposed Units:** 3
Proposed Hours: 36 per quarter
Proposed Transferability: CSU
Proposed Title: Fundamentals of Personal Finance I

Proposed Catalog Description & Requisites:
Personal Finance I is part of a sequence of courses designed to help students understand the impact of financial decisions on their personal, professional, and community lives. More specifically the course will discuss personal finance concepts, frameworks, and techniques that can be used to plan, implement, and evaluate financial strategies and plans. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

Advisory: Elementary Algebra or equivalent; Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 237 or equivalent.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
Core Course in our Certificate of Achievement in Financial Literacy
Elective Course in our AA in Business Administration

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: NoneS

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: Laurence Lew

Proposed Number: BUSI 66A   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: CSU
Proposed Title: Introduction to Data Analytics & Business Decisions

Proposed Catalog Description & Requisites:
This course provides a foundational understanding of data analytics and its application towards improving managerial decision-making. Students will be exposed to the commonly used terms and techniques in the area of "big data" and data analytics that are currently in use. Students will learn the process of asking well-posed questions, finding and/or collecting relevant data, identifying insights from data by applying appropriate analysis methods to solve problems and make better business decisions, as well as communicating insights to intended audience(s). This course is part of a data analytics curriculum developed in conjunction with Silicon Valley Bank and Tableau required to obtain a co-branded certification in Data Analytics & Business Decisions.

Advisory: completion of BUSI 11 (Introduction to MIS).

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

To which Degree(s) or Certificate(s) would this course potentially be added?
Data Analytics & Business Decisions Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: Jose Nava
Proposed Number: BUSI 88A   **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: CSU
Proposed Title: Fundamentals of Leadership

Proposed Catalog Description & Requisites:
This course explores the nature of leadership in a variety of contexts, emphasizes the business field, explaining the difference between leadership and management as it applies to both corporate human talent development and in entrepreneurial contexts. Students will use an integrated and interdisciplinary approach, experiential exercises, and critically-reflective practices to identify and develop communication, interpersonal, critical thinking, and selected personal attributes. The course will emphasize team and project management, negotiation and conflict resolution, systems-thinking, patter-recognition, problem-solving, judgement and risk-taking skills as well as ethics and grit. Students will build the capacity to deal more effectively with our ever-changing, ambiguous, uncertain, and interdependent world.

Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 237 or equivalent.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
Elective Course in our AA in Business Administration

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Robert Cormia, Gail Katsir

Proposed Number: CHEM 210 **Proposed Units:** 1
Proposed Hours: 12 hours lecture total per quarter (4 hours per week for 3 weeks)
Proposed Transferability: N/A
Proposed Title: Chemistry Essentials

Proposed Catalog Description & Requisites:
This course is intended to provide students with the essential math-for-chemistry skills required for success in beginning chemistry, and to assist returning students in refreshing their practice of these essential skills. Content will include unit conversions and multipliers, reading instruments with precision, and logic-based reading comprehension.

Advisory: Beginning algebra or equivalent

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

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

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Julio Rivera

Proposed Number: SPAN 70R series   **Proposed Units:** 1-4
Proposed Hours: 3-12 hours laboratory
Proposed Transferability: CSU
Proposed Title: Independent Study in Spanish

Proposed Catalog Description & Requisites:
Provides an opportunity for the student to expand their studies in Spanish beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

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

To which Degree(s) or Certificate(s) would this course potentially be added?
AA and Certificate in Spanish

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

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

53rd SPRING SESSION RESOLUTIONS

Adopted April 13, 2019

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

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ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 S19 Senator Emeritus Status for Marie Boyd

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Marie Boyd has satisfied those requirements as a faculty member of the California Community Colleges system who has completed the required five years of significant service to the Academic Senate;

Whereas, Marie Boyd has been a dedicated and distinguished member of the Chaffey College faculty for twenty years, exemplifying the highest professional standards as a professor and as a colleague, during which time she has faithfully and effectively served Chaffey College as a reference librarian, faculty senator, SLO outcomes and assessment co-coordinator, and curriculum chair, providing a level of integrity, institutional memory, perspective, and continuity of service that has been an invaluable asset to the college;

Whereas, Marie Boyd has served the Academic Senate for California Community Colleges on the System Advisory Committee on Curriculum (SACC), the Curriculum Committee, the CTE Leadership Committee, and the Small or Rural College Caucus, as a noncredit and CTE liaison, and as a presenter and facilitator at ASCCC Fall and Spring Plenary Sessions and Curriculum Institutes; and

Whereas, Marie Boyd's passion for the California Community Colleges and her extensive work related to student learning outcomes, institutional core competencies, and full integration of SLOs into program review propelled Chaffey College into proficiency and resulted in Chaffey College becoming a model at numerous conferences statewide;

Resolved, That the Academic Senate for California Community Colleges recognize Marie Boyd's extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Marie Boyd its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of life after curriculum with her family in the years to come.

Contact: Area D

Acclamation

3.0 DIVERSITY AND EQUITY

3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)[1] prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities[2];

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

> *(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, **the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students**. The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

> *(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

> *(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);[3]*

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[1] ADA.gov United States Department of Justice, Civil Rights Division https://www.ada.gov/2010_regs.htm
[2] U.S. Equal Employment Opportunity Commission https://www.eeoc.gov/eeoc/newsroom/wysk/hiv_aids_discrimination.cfm
[3] http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87408.

Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH)[4] is quite extensive and includes diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases (STDs), and others; and

Whereas, The act of requiring a medical certificate showing that the applicant is free from any communicable disease such as HIV/AIDS constitutes a violation of workplace rights and civil rights under the Americans with Disabilities Act, and requiring the same for STDs constitutes a grave violation of privacy, and such violations expose districts to litigation;

Resolved, That the Academic Senate for California Community Colleges work with system stakeholders to remove all language from Education Code §87408 that is discriminatory towards individuals who may be afflicted with communicable diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases, and others.

Contact: Leigh Anne Shaw, Skyline College, Equity and Diversity Action Committee

Acclamation

5.0   BUDGET AND FINANCE

5.01   S19 Funding for Guided Pathways Transformation

Whereas, The California Community Colleges Chancellor's Office (CCCCO) released the *Vision for Success* in 2017 with aspirational goals for system-wide improvement in key metrics, such as increasing by at least 20% the number of California Community Colleges students annually who complete, increasing by 35% the number of students who transfer annually to a California State University/University of California over the next five years, and closing all equity gaps within ten years;

Whereas, The *Vision for Success* states, "the Chancellor's Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success" and student equity, and all 114 community colleges are currently participating in the California Guided Pathways Award Program and receiving a portion of the $150 million dollars in funding allocated for 2017-2022;

Whereas, The allocation formula and implementation timeline for the California Guided Pathways Award Program place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years, meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

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[4] California Department of Public Health. Communicative Disease Control.
https://www.cdph.ca.gov/Programs/PSB/Pages/CommunicableDiseaseControl.aspx

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the "California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary" that "full scale adoption is not expected for every college on every element within the five-year time frame"[5];

Resolved, That the Academic Senate for California Community Colleges engage with stakeholders and the California Community Colleges Chancellor's Office in a dialogue regarding sustainable funding to support inquiry, design, and implementation of guided pathways frameworks across California's community colleges to ensure colleges make progress toward achieving the goals of the *Vision for Success*.

Contact: Gretchen Ehlers, West Valley College, Guided Pathways Task Force

MSU

5.02 S19 Guided Pathways Budget Development

Whereas, In recognizing that academic senates and faculty leadership and involvement are critical if any guided pathways effort is to succeed, California Education Code §88922 requires that colleges participating in the California Community College Guided Pathways Award Program submit "a letter to the chancellor's office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college's academic senate to adopt a guided pathways model";

Whereas, California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent:

> *(g) Participating community colleges may use grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to, any, or any combination, including all, of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and support services[,] (2) Professional development in areas related to guided pathways[,](3) Administrative time to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs[,] (4) Upgrades to computer and student information systems to improve tracking of student progress and feedback to students*;

Whereas, Title 5 §53200, which delineates academic senates' responsibilities in academic and professional matters, includes "(10) processes for institutional planning and budget development," which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

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[5] https://cccgp.cccco.edu/Portals/0/GPWorkPlanInstructions.pdf

Whereas, The California Community Colleges Chancellor's Office will distribute Guided Pathways Grant Program funds for year two, yet data are limited regarding how the funds for year one were spent, whether or not the funds were sufficient to support local design and implementation, and whether collegial consultation with academic senates was used in developing local guided pathways budget processes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts;

Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to make available information regarding how statewide resources have been invested in the design and implementation of guided pathways.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

MSU

6.0 STATE AND LEGISLATIVE ISSUES

6.01   Oppose AB 130 (Low, as of April 10, 2019) Unless Amended
Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, AB 130 (Low, as of April 10, 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, "review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce coordination" and "act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies," thus potentially providing support for California higher education that has been needed since the defunding of CPEC;

Whereas, The Office of Higher Education Performance and Accountability created by AB 130 (Low, as of April 10, 2019) would be overseen by an executive director and would include an advisory board consisting of "six public members with experience in postsecondary education," and while the language has been amended to include a meeting once a year with stakeholders, with the "chairperson of the Intersegmental Committee of the Academic Senates, or the chairperson's designee" as a member of the stakeholders group, the bill does not allow for Academic Senate appointments to the advisory board; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to "consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities" and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges oppose AB 130 (Low, as of April 10, 2019) to create the Office of Higher Education Performance and Accountability unless the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

MSU

6.02   S19 Provisionally Support SB 3 (Allen, as of February 25, 2019)
Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, SB 3 (Allen, as of February 25, 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, "periodically provide independent oversight on the public postsecondary segments' and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education," thus potentially providing support for California higher education that has been needed since the defunding of CPEC; and

Whereas, The Office of Higher Education Performance and Accountability would be required by law to, "In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and by region" and "In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region," and therefore the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of February 25, 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.

Contact: Executive Committee

MSU

6.03 S19 Provisionally Support SB 291 (Leyva, as of March 1, 2019)
Whereas, As of 2017, approximately 46 percent of California Community Colleges students receive need-based financial aid, compared to about two-thirds of resident undergraduate students enrolled in the University of California and the California State University systems[6];

Whereas, Many state and federal student aid programs are structured to help full-time students and therefore do not benefit community college students who attend college part time, and student aid in the California Community Colleges is conventionally overseen by the Student Aid Commission;

Whereas, Research conducted by the Institute for College Access and Success (TICAS) has determined that, after factoring in financial aid, the net cost of college is actually more expensive for California Community Colleges students than for their counterparts at the University of California or California State University in seven of the nine regions studied and that in none of the nine regions was the community college found to be the least expensive option[7]; and

Whereas, Senate Bill 291 (Leyva, as of March 1, 2019), "would establish the California Community College Student Financial Aid Program, to provide need-based grant awards

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[6] The 2016-2017 Budget: Higher Education Analysis. California Legislative Analyst's Office. https://lao.ca.gov/Publications/Report/3372
[7] *On the Verge: Costs and Tradeoffs Facing Community College Students*. The Institute for College Access and Success, 2016. https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf

to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges";

Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of March 1, 2019) if the bill is amended so that financial oversight of the new financial aid in the bill is provided by the Student Aid Commission and communicate that support to the legislature and other constituents as appropriate.

Contact: Executive Committee

MSC

6.04   S19 Support AB 302 (Berman, as of March 25, 2019) and Identify Housing Assistance Representatives

Whereas, A recent study[8] showed that California community college students are increasingly housing insecure, with 1 in 5 students, or roughly 400,000 students in the system, currently being homeless, and that 60 percent of community college students in California have experienced recent housing insecurity and 50 percent have struggled with food insecurity in the last year;

Whereas, The Academic Senate for California Community Colleges' mission and values are firmly grounded in equity and reflect support for all students in reaching their goals, regardless of their backgrounds, and housing and food insecurity negatively impact the mental and physical health and wellbeing of community college students, especially for "…some vulnerable or disadvantaged groups. Thirty-one percent of black students reported being without permanent shelter, while 34% of transgender students and 27% of gay and lesbian students lacked stable homes"[9] thereby reducing their opportunities for success;

Whereas, Research of all 114 California community colleges' websites found that 23 colleges allow overnight parking for at least some permitted situations; and

Whereas, AB 302 (Berman, as of March 25, 2019) "would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student's vehicle overnight," and

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[8] Goldrick-Rab, S, et al. (March 2019). California Community Colleges #RealCollege Survey. Hope Center. Retrieved from https://hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf

[9] Chabria, A. (2019, March 7). Community Colleges Can Cost More than Universities, Leaving Neediest Students Homeless. *Los Angeles Times.* Retrieved from https://www.latimes.com/local/education/higher-ed/la-pol-ca-community-college-homeless-students-20190307-story.html

"would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified"[10];

Resolved, That the Academic Senate for California Community Colleges support AB 302 (Berman, as of March 25, 2019) and communicate that support to the legislature and other constituents as appropriate; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their colleges and districts to identify a housing assistance representative as part of student support programs and services, whose focus would be to help students locate emergency shelter and affordable student housing.

Contact: Karen Chow, De Anza College, Area B

MSC

7.0   CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01   S19 Improve Quality and Integrity of California Community Colleges System Data

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has historically provided a system-wide, collegially developed center for data collection and analysis, DataMart, which has been identified nationwide as one of the richest and largest higher education databases;

Whereas, Legislation such as AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and the Student Centered Funding Formula increases the need to have accurate and meaningful data, such as time to completion, student data shared among multiple California community colleges, and connection to private and out-of-state transfer data, driving reliance on system-wide data and complex data analyses;

Whereas, The CCCCO Management Information System (MIS) and research areas are currently understaffed, forcing reliance upon external consultants who are unfamiliar with data context, data implications, curriculum, and unintended consequences that affect the allocation of funds and the data-image of the community college system; and

Whereas, Correcting MIS data elements through collaboration among system partners and expanding the CCCCO data submission and retrieval of information on nationwide transfer through the existing Clearinghouse subscription would provide more accurate and currently missing information regarding the completion data on the students in the California Community Colleges System;

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[10]AB 302: Parking, Homeless Students. (Berman, as of March 25, 2019). Retrieved from
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB302

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to evaluate needs and encourage the CCCCO to fund and staff adequate system-wide research within the Digital Innovations and Infrastructures (DII) Division; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to correct Management Information System (MIS) data elements based upon the work of the ASCCC and RP Group and include nationwide transfer data by updating the Clearinghouse subscription to provide individual colleges with nationwide transfer data.

Contact: Kathleen Bruce, San Joaquin Delta College, Area A

MSU

7.02   S19 Support for Student Parents' Success through Campus Early Learning/Child Development Lab Schools

Whereas, Governor Gavin Newsom has proposed investment in early learning and in early childhood education programs in the 2019-20 budget by adopting a framework that

> *promotes a healthy start in three ways: (1) early access for children to educational and healthcare services, including services for those with adverse childhood experiences, (2) a two-generation approach that invests in parents so they can invest more in their children, and (3) easing financial pressures on parents so they can escape the cycle of poverty and focus on healthy development of their kids in those critical first five years of a child's life*[11]*,*

and the 2019-2020 California budget proposes a Cal Grant Access Award for student parents;

Whereas, Many college students utilizing services are students who are immigrants, single parents, and returning parents and are disproportionately affected by the lack of critical services such as quality and affordable early care and education while working on achieving their educational goals and creating paths out of poverty;

Whereas, Access to affordable and high-quality child care services for community college students with children is critical to student success and completion[12] and serves as

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[11] California Governor's Budget Summary 2019-20. Retrieved February 15, 2019 from http://www.ebudget.ca.gov/FullBudgetSummary.pdf

[12] The ACCT 2016 Invitational Symposium: Getting in the Fast Lane. Retrieved February 12, 2019 from www.acct.org
https://www.acct.org/files/Publications/2017/ACCT_Paper2_WebReady02%203-8-17%20final.pdf

Colleges Need More Child Care to Help Student Parents Graduate — IWPR. (2011, March 22). Retrieved February 3, 2019, from http://www.iwpr.org/press-room/press-releases/colleges-need- more-child-care-to-help-student-parents-graduate

a resource of student equity that can improve overall academic outcomes, retention, and completion rates; and

Whereas, The Student Senate for California Community Colleges (SSCCC) adopted a resolution in Spring of 2017 calling for the establishment of on-campus childcare centers that are accessible and affordable to low income students who are parents;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for prioritizing the reinstitution and expansion of ongoing support for campus early childhood education and care lab schools to support a greater number of student parents and provide academic preparation for teachers and related child development professions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in the state's 2019-20 budget proposal funding to support the availability of equitable high-quality early childhood services for student parents.

Contact: Mayra Cruz, De Anza College, Area B

MSU

7.03   S19 Request the Board of Governors Undergo Collegiality in Action Training
Whereas, The Academic Senate for California Community Colleges (ASCCC) passed Resolution 07.03 F18 "Improving Participatory Governance with the Chancellor of the California Community Colleges" during the ASCCC 2018 Fall Plenary Session, which directed action to improve collegial consultation;

Whereas, The Chancellor's Office has taken concrete steps to improve its relations with ASCCC in several areas, including scheduling a Collegiality in Action training for the Chancellor's Office staff during summer 2019;

Institute for Women's Policy Research. (2010) Child Care Support for Student Parents in Community College Is Crucial for Success, but Supply and Funding Are Inadequate. IWPR #C375.

Institute for Women's Policy Research. (2015) Prepping Colleges for Parents: Strategies for Supporting Student Parent in Postsecondary Education. Retrieved January 15, 2019, from https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/Support%20for%20Student%20Parents%20Paper_MAIN_6%2017%2015%20clean.pdf

Shearer, E. (2013, May 16). Community Colleges Are Helping Mothers Go Back to School. Retrieved February 3, 2019, from http://www.aauw.org/2013/05/16/mothers-going- back-to-school/

Whereas, The Board of Governors (BOG) plays a crucial role in the development of policy and is a consultation partner with both the California Community Colleges Chancellor's Office and ASCCC; and

Whereas, Numerous members of the BOG are new to their positions, may have limited experience in the California Community Colleges System, and could benefit from ongoing professional development regarding collegial consultation as appropriate to their roles, including Collegiality in Action training;

Resolved, That the Academic Senate for California Community Colleges strongly encourage members of the Board of Governors to engage in regular professional development such as Collegiality in Action training to ensure effective collegial consultation.

Contact, Peggy Campo, Norco College, Area D

MSU

7.04   S19 Systemwide Technology to Support College Ownership of Curriculum
Whereas, The California Community Colleges Chancellor's Office (CCCCO) opted to terminate the work of the Common Assessment Initiative after the investment of approximately $20 million without identifying a mechanism to preserve elements of the substantial investment that may still be of benefit to the system's colleges and students;

Whereas, ES 19-08[13], a memo distributed by e-mail on March 18, 2019, regarding the Chancellor's Office Curriculum Inventory (COCI) stated that "the current COCI product is nearing the end of its shelf-life," yet the development of the current COCI product was initiated approximately three years ago and, despite some early challenges, COCI has responded to the need for modifications to allow the streamlining of curriculum approval and is scheduled for additional necessary enhancements in the near future;

Whereas, Evidence of the existence of an off-the-shelf vendor product that could serve the system's needs has not been provided, and any replacement for COCI would, first and foremost, need to integrate with the curriculum management systems in place at the 114 California community colleges, and referencing a product for college use in the context of a process for procurement of a COCI replacement suggests a fundamental lack of understanding of the California community colleges and the importance of local control; and

Whereas, It is critical that any decisions made by the CCCCO that would have a lasting effect on all of the California community colleges are decisions that are not merely informed by the colleges but are principally guided by the needs of the colleges,

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[13] https://asccc.org/sites/default/files/ES%2019-08%20Chancellor's%20Office%20Curriculum%20Inventory%20%28COCI%29%20Update%20.pdf

including the need for the CCCCO's role in the elements of the curriculum that it does review to be unimpeded;

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Chancellor's Office (CCCCO) that the curriculum in the system is the curriculum of the colleges, approved by the colleges and submitted to the CCCCO for additional review in specified circumstances and for the receipt of control numbers;

Resolved, That the Academic Senate for California Community Colleges support a robust Request for Proposal (RFP) process that would explicitly acknowledge the potential of maintaining COCI and place its development and control in a managing entity that recognizes its role as a system support structure that strives to effectively meet the needs of the CCCCO and the colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage the CCCCO to involve faculty and all appropriate constituents in the development of any Request for Proposals (RFP) that involves procurement of technology that the colleges will be required to interact with.

Contact: Michelle Pilati, Rio Hondo College

MSU

7.05   S19 Explore Allowing Refunds Beyond Regulatory Deadline

Whereas, Title 5 §58508 indicates:

> *(a) A community college district governing board shall refund upon request any enrollment fee paid by a student pursuant to section 58501 for program changes made during the first two weeks of instruction for a primary term-length course, or by the 10 percent point of the length of the course for a short-term course. (b) A student shall be allowed at least two weeks from the final qualifying date of the program change specified in subdivision (a) to request an enrollment fee refund. (c) A community college district shall not refund any enrollment fee paid by a student for program changes made after the first two weeks of instruction for a primary term-length course, or after the 10 percent point of the length of the course for a short-term course, unless the program change is a result of action by the district to cancel or reschedule a class or to drop a student pursuant to subdivision (l) of section 55003 where the student fails to meet a prerequisite*;

Whereas, Title 5 §58507 defines program changes as any adding or dropping of classes during the term pursuant to district policy and states that the enrollment fee shall be adjusted to reflect added or dropped courses as allowed by district policy; and

Whereas, Students frequently change sections early in the term because of financial pressures or work schedules;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to provide guidance to the field on the current statutory and regulatory requirements for refunding student fees; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to explore the feasibility of allowing student fee refunds after the first two weeks of class or the 10% period.

Contact: Wendell Stephenson, Fresno City College

MSU

7.06   S19 Accelerate Review of ADT Modifications

Whereas, Associate Degrees for Transfer (ADTs) require review by the California Community Colleges Chancellor's Office to ensure compliance with the designed Transfer Model Curriculum (TMC) for each degree; and

Whereas, Colleges should be able to make minor modifications to an ADT that do not deviate from the relevant TMC and do not significantly alter the degree, such as the addition of courses, the removal of courses, and other course-related modifications, without undue scrutiny by the Chancellor's Office;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to establish a process for fast-tracking the approval of Associate Degrees for Transfer that have been minimally modified in a manner that is clearly consistent with the Transfer Model Curriculum upon which they are based.

Michelle Pilati, Rio Hondo College

MSU

9.0   CURRICULUM

9.01   S19 Course Basic (CB) 21 Rubrics for Coding Course Outcomes

Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the Course Basic (CB) 21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal educational functioning levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor's Office, West Ed, and the RP Group worked on the AB 705 Data Revision Project to create Management Information System (MIS) data elements to more accurately code transfer-level English, mathematics, and quantitative reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts such as the Student Centered Funding Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes roles;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics[14] and endorse their use for coding course levels based on outcomes for local college credit, noncredit, and adult education courses in English, mathematics, and other related or appropriate disciplines.

Contact: Ginni May, Executive Committee

MSU

9.02   S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge*
Whereas, Resolution 13.02 F15 directed the Academic Senate for California Community Colleges to "update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Noncredit Instruction: Opportunity and Challenge*[15] and disseminate the paper to local senates and curriculum committees upon its adoption.

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[14]English: https://asccc.org/sites/default/files/CB%2021%20Rubric%20EnglishReading%203-21-2019_0.docx
Quantitative Reasoning:
https://asccc.org/sites/default/files/CB%2021%20Rubric%20MathQuantitative%20Reasoning%20%203-21-2019.docx

[15] https://asccc.org/sites/default/files/Noncredit%20Instruction%20-%20Area%20Meeting.pdf

Contact: Craig Rutan, Noncredit Committee

MSU

9.03 S19 Documenting Open Educational Resources Options in Course Outline of Record

Whereas, In the California Community Colleges, the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancellor's Office and University of California Office of the President are on record establishing that the use of open educational resources (OER) that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for how to indicate the option of using open educational resources (OER) on course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record.

Contact: Michelle Pilati, OER Initiative

MSU

9.04 S19 Ensure the Accessibility of Educational Materials

Whereas, All California community colleges are mandated to adhere to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 sections 504 and 508, which require all educational printed and digital materials to be accessible;

Whereas, The California Community Colleges have Information Computer Technology Accessibility Standards including both the U.S. section 508 standards and the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) that provide criteria for making information and communication technology more accessible;

Whereas, Resolution 09.10 F15[16] directed the Academic Senate for California Community Colleges (ASCCC) to "provide professional guidance on effective practices

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[16] https://asccc.org/resolutions/professional-guidelines-and-effective-practices-using-publisher-generated-course

for the use of publisher generated materials by faculty in all modalities of courses and report to the body by Spring 2017" yet did not explicitly seek guidance with respect to ensuring that all educational materials are accessible as required by law; and

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective*[17] recommends the following:

> *Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include the development of recommendations and securing approval from appropriate faculty groups regarding instructional design standards for online courses and participation in the development of recommendations on policies regarding the distance education program, including policies for the ongoing professional development of distance education instructors, policies regarding training in the use of the course management system, and policies for ensuring that all courses and materials are accessible to all people with disabilities*;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in alignment with the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG); and

Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible educational content by spring 2021.

Contact: Amar Abbott, Taft College, Area A

MSU

9.05   S19 Support the Development of Open Educational Resources (OER)
Whereas, Resolution 13.03 F15 asserted that "incentivizing faculty to adopt any specific instructional materials over others could potentially compromise quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound" and opposed the provision of direct compensation to faculty for the adoption of open educational resources in the context of the implementation of AB 798 (Bonilla, 2015);

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[17] https://www.asccc.org/papers/ensuring-effective-online-program-faculty-perspective

Whereas, Resolution 12.02 S17 encouraged "…local senates and bargaining units to work with their administration to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources";

Whereas, Resolution 16.01 S15 encouraged faculty "to review and consider the adoption of appropriate open educational resources textbooks while adhering to the highest professional standards and ensuring appropriate levels of academic rigor for their courses"; and

Whereas, Adopting open educational resources (OER) may be more complicated and time-consuming than the adoption of a commercial textbook due to factors such as the lack of an existing OER text-equivalent, the need to modify or update an OER text-equivalent, the need to curate resources to create a text-equivalent, or the lack of ancillaries;

Resolved, That the Academic Senate for California Community Colleges recommend that faculty should consider open educational resources (OER) adoption, including customizable teaching materials, as a measure towards achieving equity and facilitating student success;

Resolved, That the Academic Senate for California Community Colleges recognize that adoption of OER may require substantial work that exceeds what is needed to adopt a commercial text and will therefore benefit from the provision of reassigned time, stipends, and the support of classified professionals for further modification and the development of ancillary materials;

Resolved, That the Academic Senate for California Community Colleges develop sample structures for support for colleges to consider that recognize the time involved in not only developing OER and associated ancillaries, but in researching the availability of OER, conducting a comprehensive review of OER, and updating existing OER; and

Resolved, That the Academic Senate for California Community Colleges encourage the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources.

Contact Michelle Pilati, Rio Hondo College

MSC

9.06   S19 Support New Distance Education Definitions
Whereas, Cross-college online enrollments have increased due to California Virtual Campus-Online Education Initiative (CVC-OEI) efforts, and the terminology colleges use for online courses, hybrid courses, and courses with required proctoring on examinations

differs significantly, causing confusion and frustration for students navigating multiple colleges;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has worked with stakeholder representatives to update the Distance Education Guidelines, 2008 Omnibus Version, and the revision will be reviewed by California Community Colleges Curriculum Committee (5C) on April 24, 2019, and later by Consultation Council; and

Whereas, The following definitions are proposed by DEETAC as part of the update to the Distance Education Guidelines:

FULLY ONLINE (FO)(also known as "100% online"):
Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as "hybrid"):
Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)
Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with in-person proctored assessments (OPA); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions and provide support for colleges as they update policies and practices.

Contact: Cheryl Aschenbach, Lassen College

MSC

10.0 DISCIPLINES LIST

10.01 S19 Disciplines List – Homeland Security

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Homeland Security discipline:

> *Master's degree in Homeland Security, Emergency Management, Emergency Preparedness, Crisis Management, Disaster Management, or Cybersecurity;* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Homeland Security[18].

Contact: Rebecca Eikey, Standards & Practices Committee

MSC

11.0 TECHNOLOGY

11.01 S19 CCCApply Technical Limitations

Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program;

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[18]

https://asccc.org/sites/default/files/Disciplines%20List%20Revision%20Proposals%20Summary%202018-%28Rev-1%29-4.pdf

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers, which will have a significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges' design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose academic majors that best fit their interests and abilities; and

Whereas, CCCApply's technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to comprehensively evaluate CCCApply for equitable and accessible support of the student admissions process, beginning with the point of initial contact and inquiry, inclusive of the impact on applicants completing the standard application as well as potential separate program applications, and the steps through matriculation to class registration to ensure the ability of individual colleges to serve their unique demographics effectively and efficiently without barriers; and

Resolved, That the Academic Senate for California Community Colleges engage the California Community College Chancellor's Office in a dialogue regarding modification of the CCCApply application, or a possible replacement tool, in ways that will reduce technical limitations and allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

MSU

11.02   S19 Ensure Appropriate Processes for System Technology Procurement
Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an

effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact in the future local technology decisions but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any procurement of technology that colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.[19]

Contact: Executive Committee

MSU

13.0 GENERAL CONCERNS

13.01   S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules
Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to "Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions" (California Education Code §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

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[19] Procedures and Standing Orders of the Board of Governors, November 2108: http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standing_Orders/November-2018-Procedures-and-Standing-Orders.pdf

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

MSU

13.02   S19 Support for Faculty Open Educational Resources Coordinators
Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Whereas, The Academic Senate for California Community Colleges' Open Educational Resources (OER) Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California Open Educational Resources Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the Academic Senate for California Community Colleges develop a collection of resources documenting the value of supporting local faculty open educational resources coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a faculty open educational resources coordinator.

Contact: Michelle Pilati, OER Initiative

MSU

13.03   S19 In Support of All-Gender Restrooms on California Community College Campuses

Whereas, The Academic Senate for California Community Colleges (ASCCC) embrace equity principles for all in its Values Statement[20], which states that the ASCCC "works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms" and support this same principle as applied to all students and staff;

Whereas, AB 1732 (Ting, 2016)[21] requires "all single-user toilet facilities in any business establishment, place of public accommodation, or government agency to be identified as all-gender toilet facilities" thus expanding existing protections under California's Fair Employment and Housing Act (FEHA) to protect people who identify as transgender and providing protections on the basis of both gender identity and gender expression — regardless of the person's assigned sex at birth;

Whereas, In the *Journal of College and University Law* (2014) it is observed that "the most common daily difficulty for a transgender student on campus is restroom usage. These students frequently face discomfort and sometimes harassment no matter which restroom they choose – the one matching their birth sex or the one corresponding to their gender identity. Many trans students choose to avoid sex-specified restrooms, *including foregoing using any restroom* [emphasis added], to avoid these difficulties"[22]; and

Whereas, The California School Board Association has declared, "a safe, nondiscriminatory environment – where students are not distracted by fear nor disengaged from learning because of non-acceptance by their peers or staff – is essential to student achievement," and "districts are encouraged to develop strategies to minimize social stigmatization for such students and maximize opportunities for social integration so that all students have an equal opportunity to attend school, be engaged and achieve academic success"[23],

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to take immediate steps to provide all-gender restroom facilities that are accessible at all hours during which instruction occurs and in high occupancy areas of campuses;

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[20] https://www.asccc.org/about/values-statement

[21] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1732

[22] Perdue, Troy J. (2014). Trans* Issues for Colleges and Universities: Records, Housing, Restrooms, Locker Rooms, and Athletics. Journal of College and University Law, 41(1), 45-70.https://cdn.atixa.org/website-media/o_atixa/wp-content/uploads/2012/01/18121710/TOP-5-TRANS-ISSUES-FOR-COLLEGES-AND-UNIVERSITIES-RECORDS-HOUSING-BATHROOMS-LOCKER-ROOMS-AND-ATHLETICS.pdfhttp://www.nacua.org/securedocuments/nonsearched/jcul/41_jcul_45.pdf

[23] [4] California School Board Association (2014, February). Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students. Policy Brief, 1-6. https://www.csba.org/~/media/E68E16A652D34EADA2BFDCD9668B1C8F.ashx

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to create and make accessible maps of all-gender restrooms;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to include all-gender restroom facilities in all new construction plans; and

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to designate a multiple-stall bathroom for gender inclusivity if single-user toilet facilities do not exist in high occupancy areas and/or new construction is not planned for those areas.

Contact: Kelly Rivera, Mt. San Antonio College

MSU

15.0   INTERSEGMENTAL ISSUES

15.01   S19 Response to California State University Admission Restrictions Due to Impaction

Whereas, Student demand has outpaced resources in the California State University (CSU) system such that six CSU campuses and 46 out of 47 programs on one or more CSU campuses have been declared impacted, resulting in limits on admissions, including transfer admissions[24];

Whereas, Limits on California State University transfer admissions run counter to the California Community Colleges Board of Governors' intent that community colleges undergo institutional changes to achieve a 35% increase in system-wide transfers to CSU and the University of California by 2022 and counter to the rationale for this goal, based on the need to increase the achievement of disproportionately impacted students;[25] and

Whereas, Limits on California State University transfer admissions run counter to the expectations of the Student Centered Funding Formula, whereby part of a community college's funding is based on completions, including associate degrees for transfer;[26]

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional

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[24] CSU: The California State University. Impacted Undergraduate Majors and Campuses, 2019-20
https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx
2019-2020 CSU Undergraduate Impacted Programs Matrix
[25] Vision for Success: Strengthening The California Community Colleges to Meet California's Needs
http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf
[26] AB 1809 (Ting, 2018)
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809

transfer admission options for students not admitted as a result of recent changes in admission criteria due to impaction, including the possibility of admission to other CSU campuses that same application year.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

MSC

15.02   S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement
Whereas, The colleges in the California Community Colleges (CCC) system are committed to providing CCC students with a robust civic education by offering courses in history, political science, ethnic studies, and women's studies that equip CCC students with an understanding of the United States Constitution and American history;

Whereas, As an aspect of fulfilling their graduation requirements, California State University (CSU) students are required to take six semester units in United States History, Constitution and American Ideals, including one course in United States history and one course that fulfills both U.S. Constitution and California state and local government,[27] which provides students with a comprehensive study of United States history and government, including the historical development of American institutions and ideals;

Whereas, Although the United States History, Constitution and American Ideals Requirement is not a requirement of the CCC system, many students choose to fulfill the requirement through coursework at a community college before transferring to the CSU, and thus this CSU requirement has been the backbone of U.S. history and civic education in both the CSU and CCC systems; and

Whereas, In the current political climate of the United States, the need for students to be educated in and knowledgeable about the U.S. Constitution and American history is more acute than ever;

Resolved, That the Academic Senate for California Community Colleges communicate to the California State University Academic Senate its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement; and

Resolved, That the Academic Senate for California Community Colleges explore possibilities for adding a requirement similar to the California State University's United States History, Constitution and American Ideals Requirement to the associate's degree requirements for the California Community Colleges.

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[27] CSU Executive Order 1100 Revised August 23, 2017
https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html

Contact: Manuel Vélez, San Diego Mesa College

MSC

15.03 S19 Encourage Accelerating Timeline for General Education Articulation
Whereas, The University of California reviews California community college course outlines of record for University of California transferability each summer;

Whereas, The University of California and the California State University review California community college course outlines of record for general education applicability beginning in spring term each year; and

Whereas, The two-step process required by the University of California lengthens the time required for a course to obtain full articulation and does not incorporate an opportunity for colleges to appeal determinations;

Resolved, That the Academic Senate for California Community Colleges encourage its transfer partners to explore shortening the timeline to obtain articulation by incorporating a review of courses for general education applicability concurrent with consideration for University of California transferability.

Michelle Pilati, Rio Hondo College

MSU

16.0 LIBRARY AND LEARNING RESOURCES

16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College*
Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to "explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Role of the Library Faculty in the California Community College*[28] and disseminate the paper to local senates and curriculum committees upon its adoption.

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[28]
https://asccc.org/sites/default/files/The%20Role%20of%20the%20Library%20Faculty%20in%20the%20California%20Community%20College%20-area%20edits_3-23-19.pdf

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

16.02   S19 Adopt the Paper *Effective Practices for Online Tutoring*
Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to "research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*[29] and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

21.0   CAREER TECHNICAL EDUCATION

21.01   S19 Adopt the Paper *Work-Based Learning in California Community Colleges*
Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to "develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Work-Based Learning in California Community Colleges*[30] and upon its adoption disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

MSU

FAILED RESOLUTIONS

6.04.01   S19 Amend Resolution 6.04

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[29]
https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring_for%20Area%20Meetings.pdf
[30] https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf

Amend the title:

~~Support AB 302 (Berman, as of 25 March 2019) and~~ Identify Housing Assistance Representatives

Strike the fourth Whereas:

~~Whereas, AB 302 (Berman, as of 25 March 2019) "would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student's vehicle overnight," and "would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified~~

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges support AB 302 (Berman, as of 25 March 2019) and communicate that support to the legislature and other constituents as appropriate; and~~

Contact: Andrea Neptune, Sierra College

MSF

9.06.01   S19 Amend Resolution 9.06

Strike the first Resolved:

~~Resolved, that the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with proctored assessments (OPA); and~~

Add new first Resolved:

Resolved, that the Academic Senate for California Community Colleges solicit input from the field regarding the distance education definitions proposed by DEETAC;

Add new second Resolved:

Resolved, that the Academic Senate for California Community Colleges provisionally endorse the distance education definitions below pending input from the field, provided that the last sentence of the Online with In-Person Proctored Assessment (OPA) is removed as follows;

29

FULLY ONLINE (FO)(also known as "100% online"):
Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as "hybrid"):
Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

Online with In-Person Proctored Assessment: (OPA)
Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. ~~*No activities or assessments may be scheduled at a designated time or location.*~~

 and;

Amend final Resolved~~:~~

Resolved, that the Academic Senate work with the Chancellor's Office and partner organizations to disseminate the <u>definitions once approved by the Board of Governors as part of the Distance Education Guidelines and</u> provide support for ~~colleges~~ <u>local senates</u> as they update policies and practices.

Contact: Manuel Vélez San Diego Mesa College

MSF

15.01.02   S19 Amend Resolution 15.01

Amendment the Resolved:

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional guaranteed transfer admissions options, such as a CSU transfer admission guarantee to a specific major and campus, similar to the UC Transfer admission guarantee for eligible applicants not admitted due to changed admission criteria instituted in response to impaction.

Contact: Tiffany Tran, Irvine Valley College

MSF

DELEGATES

COLLEGE	NAME / SIGNATURE
Alameda, College of	Rochelle Olive
Allan Hancock College	Marla Allegre
American River College	Alisa Shubb
Antelope Valley College	Van Rider
Bakersfield College	Deborah Rosenthal
Barstow College	Nance Nunes-Gill
Berkeley City College	Kelly Pernell
Butte College	Christie Trolinger
Cabrillo College	Robin McFarland
Canada College	Diana Goldwire
Canyons, College of the	Jason Burgdorfer
Cerritos College	Lisa Boutin Vitela
Cerro Coso College	Ben Beshwate
Chabot College	Mon Khat
Chaffey College	Nicole DeRose
Citrus College	Nick Shaw
Clovis College	Elizabeth Romero
Coastline College	Ann Holiday
Columbia College	Nate Rien
Contra Costa CCD	Katie Krolinkowski
Contra Costa College	Beth Goehring
Copper Mountain College	LeeAnn Christensen
Cosumnes River College	Lisa Marchand
Crafton Hills College	Mark D. McConnell
Cuesta College	Stacy Millich
Cuyamaca College	Kim Dudzik
De Anza College	Karen Chow
Desert, College of the	Kim Dozier
Diablo Valley College	John Freytag
East Los Angeles College	Jeffrey Hernandez

El Camino College	Darcie McClelland
Evergreen Valley College	Frank Espinoza
Folsom Lake College	Paula Haug
Foothill College	Isaac Escoto
Foothill DeAnza CCD	Carolyn Holcroft
Fresno City College	Wendell Stephenson
Fullerton College	Kimberly Orlijan
Gavilan College	Nikki Dequin
Glendale College	Kevin Mack
Golden West College	Martie Ramm Engle
Grossmont College	Tate Hurvitz
Hartnell College	Lisa Storm
Imperial Valley College	Rick Epps
Irvine Valley College	June McLaughlin
Laney College	Fred Bourgoin
Lassen College	Royana Haynes
Long Beach City College	Jorge Ochoa
Los Angeles CCD	Angela Echeverri
Los Angeles City College	John Freitas
Los Angeles Mission College	Deborah Paulsen
Los Angeles Pierce College	Angela Belden
Los Angeles Southwest College	Robert L Stewart
Los Angeles Trade Tech College	Eboni McDuffie
Los Angeles Valley College	Joshua Miller
Los Medanos College	Joshua Bearden
Los Rios CCD	Carlos Lopez
Marin, College of	Meg Pasquel
Mendocino College	Catherine Indermill
Merced College	Julie Clark
Merritt College	Mario Rivas
MiraCosta College	Maria Figueroa
Mission College	Thais Winsome
Modesto Junior College	Curtis Martin
Monterey Peninsula College	Adria Gerard
Moorpark College	Eric Reese
Moreno Valley College	Jennifer Floerke
Mt. San Antonio College	Chisato Uyeki
Mt. San Jacinto College	Tamara Smith
Napa Valley College	Amanda Badgett
Norco College	Mary Legner
Ohlone College	Brenda Ahntholz
Orange Coast College	Loren Sachs
Oxnard College	Diane Eberhardy
Palo Verde College	Peter Martinez
Palomar College	Travis Ritt
Peralta CCD	Donald Moore
Rancho Santiago CCD	Roy Shabazian
Reedley College	Rebecca Snyder

Rio Hondo College	Michelle Pilatti
Riverside CCD	Peggy Campo
Riverside College	Mark Sellick
Sacramento City College	Gayle Pittman
Saddleback College	Dan Walsh
San Bernardino Valley College	Celia Huston
San Diego City College	Jan Jarrell
San Diego Continuing Ed	Richard Weinroth
San Diego Mesa College	Manuel Velez
San Diego Miramar College	Marie McMahon
San Francisco, City College of	Fred Teti
San Joaquin Delta College	Kathleen Bruce
San Jose City College	Alejandro Lopez
San Jose -Evergreen CCD	Eric Narveson
San Mateo CCD	Leigh Ann Shaw
San Mateo, College of	Jeramy Wallace
Santa Ana College	Monica Zarske
Santa Barbara City College	Kathy O'Connor
Santa Monica College	Nathaniel Donahue
Santa Rosa Junior College	Eric Thompson
Santiago Canyon College	Michael Taylor
School of Continuing Education (Fomerly N Orange Co CCD/Noncredit)	Tina McClurkin
Sequoias, College of the	Sondra Bergen
Shasta College	Chaz Kelly
Sierra College	Andrea Neptune
Siskiyous, College of the	Jayne Turk
Skyline College	Kathryn Williams Browne
Solano College	Lanae Jaimez
Southwestern College	Caree Lesh
Taft College	Vicki Jacobi
Ventura College	Lydia Morales
Victor Valley College	Harry Bennett
West Los Angeles College	Marcela Hernandez
West Valley College	Gretchen Ehlers
Woodland College	Christopher Howerton
Yuba College	Elena Flacks

EXECUTIVE COMMITTEE

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At Large Representative	Silvester Henderson

Update to Department/Subject Name

GIST: Geospatial Technology and Data Science

This is a proposal to update the name of the Geospatial Technology Department to Geospatial Technology and Data Science. This is based on the advice of our professional advisory board (consisting of over 20 regional GIST industry professionals) at our annual meeting on April 12, 2019, as well as BayGeo, the regional professional body whose education working group met April 26, 2019.

The Geospatial Technology field has evolved into the realm of data sciences including skills to acquire data, visualization and manipulation of large data sets. For example, UC Berkeley now houses their GIS courses in the Division of Data Sciences and offers a degree focus on Geospatial data https://data.berkeley.edu/degrees/domain-emphasis/geospatial-info-and-technology, The University of Oregon's Geography department now hosts the Spatial Data Science and Technology major https://geography.uoregon.edu/sdst/, and there are numerous masters degree level programs in the field, which is relevant because many of the students in the GIST program (a CTE program) are 'upskilling' professionals who already have a bachelor's degree and would be looking to our program as an alternative to a full MS program.

The following elements have **not changed** for this department:

- The department/subject code is: *GIST*
- The TOP code for this program is: *2206.00*
- The FSA for this subject is: *Geography*
- The following disciplines (state minimum qualifications) are approved to teach in GIST: *Geography or Drafting or Environmental Technologies or Forestry/Natural Resources*
- The division for GIST is: *Business & Social Sciences*

Approved by the BSS division curriculum committee: 5/13/19

Program Deactivation: Mathematical Foundations Certificate of Completion

Due to the deactivation of two courses in the certificate, the PSME division has decided to deactivate this certificate. These two courses, NCBS 401A and 401B, have been deactivated due to AB 705.

PSME Division Curriculum Committee Approval: 4/11/19

<div align="center">
Foothill College
Program Application
Associate in Science in Nutrition and Dietetics for Transfer Degree
</div>

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Nutrition and Dietetics for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to the California State University (CSU). Students who complete the Associate in Science in Nutrition and Dietetics for Transfer Degree will be ensured preferential and seamless transfer status to CSUs for Nutrition and Dietetics majors and majors in related disciplines. This program prepares students with foundational knowledge in the science of human nutrition as well as with the skills and knowledge to be successful in upper division coursework at CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

Program Learning Outcomes
Upon completion of the Associate in Science in Nutrition and Dietetics for Transfer Degree, students will be able to:

- Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
- Use their knowledge from the physical and biological sciences to critically evaluate nutrition information.
- Discuss how nutrition intersects with race and ethnicity, and socioeconomic factors to impact human health.
- Consider the impacts of dietary choices on the environment.

Item 2. Catalog Description

Students who complete the Associate in Science in Nutrition and Dietetics for Transfer Degree will be ensured preferential and seamless transfer status to CSUs for Nutrition and Dietetics majors and majors in related disciplines. This program prepares students with strong foundational knowledge in the science of human nutrition as well as with the skills and knowledge to be successful in upper division coursework at CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs. Students may also review ASSIST to determine whether their desired university destination requires additional coursework (e.g. organic chemistry).

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

Transfer Model Curriculum (TMC) Template for Nutrition and Dietetics
CCC Major or Area of Emphasis: Nutrition and Dietetics
TOP Code: 130600
CSU Major(s): Nutrition and Dietetics
Total Units: 25 *(all units are minimum semester units)*

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

or the ASSIST website:
    http://web1.assist.org/web-assist/help/help-csu_ge.html.

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

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:
    http://www.c-id.net/degreereview.html

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

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

Associate in Science in Nutrition and Dietetics for Transfer Degree College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area**	
					CSU	**IGETC**
REQUIRED CORE: (15-21 units)						
Introduction to Nutrition Science (3)	NUTR 110	BIOL 45	Introduction to Human Nutrition	4	B2	5
Introductory Psychology (3)	PSY 110	PSYC 1 or PSYC 1H	General Psychology Honors General Psychology	5 5	D D	4 4
General Chemistry with Lab for Science Majors 1, (5) **OR** General Chemistry for Science Majors Sequence A (10)	CHEM 110 **OR** CHEM 120S	CHEM 1A or CHEM 1AH and CHEM 1B or CHEM 1BH	General Chemistry Honors General Chemistry General Chemistry Honors General Chemistry	5 5 5 5	B1 B1 B1 B1	5 5 5 5

		and				
		CHEM 1C	General Chemistry & Quantitative Analysis	5	B1	5
Microbiology with Lab (4–5)	*AAM*	BIOL 41	Microbiology	6	B2	5
LIST A: Select one to two (3-13 units) (***** See Notes section)						
General Chemistry for Science Majors Sequence A (5) (If not already used above)	CHEM 120S					
Organic Chemistry with Lab for Science Majors I, (4)	CHEM 150					
Human Anatomy with Lab (4) **OR** Human Physiology with Lab (4) **OR** Human Anatomy and Physiology with Lab (8)*****	BIOL 110B BIOL 120B BIOL 115S	BIOL 40A and BIOL 40B and BIOL 40C	Human Anatomy & Physiology I Human Anatomy & Physiology II Human Anatomy & Physiology III	5 5 5	B2 B2 B2	5 5 5
Introduction to Statistics (3) **OR** Introduction to Statistics in Sociology (3)	MATH 110 **OR** SOCI 125	MATH 10 or MATH 17 or PSYC 7 or SOC 7	Elementary Statistics Integrated Statistics II Statistics for the Behavioral Sciences Statistics for the Behavioral Sciences	5 5 5 5	B4 B4 B4 B4	2 2 2 2
LIST B: Select one (3-4 units)						
Principles of Food with Lab (3)	NUTR 120					
Any course articulated as lower division preparation in the Nutrition and Dietetics major at a CSU.	*AAM*	BIOL 1A BIOL 10 BIOL14 ECON 1A ECON 1B MATH 1A MATH 1AH MATH 12 POLI 1 PSYC 14	Principles of Cell Biology General Biology: Basic Principles Human Biology Principles of Macroeconomics Principles of Microeconomics Calculus Honors Calculus I Calculus for Business & Economics Political Science: Introduction to American Government & Politics Child & Adolescent Development	6 5 5 5 5 5 5 5 5 4	B2, B3 B2, B3 B1 D D B4 B4 B4 D D	5B, 5C 5B, 5C 5A 4 4 2 2 2 4 4

		PSYC 40	Human Development	5	D	4
		SOC 1	Introduction to Sociology	5	D	4
		SOC 1H	Honors Introduction to Sociology	5	D	4
Total Units for the Major:	**25**	**Total Units for the Major:**	39-51			
		Total Units that may be double-counted (*The transfer GE Area limits must <u>not</u> be exceeded*)			20-25	20-25
		General Education (CSU-GE or IGETC) Units			**39**	**37**
		Elective (CSU Transferable) Units			1-18	10-27
		Total Degree Units (maximum)			**60**	

NOTES:

1. *****Students cannot be awarded credit for BIOL 110B or BIOL 120B and BIOL 115S. BIOL 115S is a sequence descriptor that effectively consists of both BIOL 110B and BIOL 120B.
2. ***** List A:
    a. Select one course if CHEM-120S is used in Required Core.
    b. Select two courses if CHEM-110 is used in Required Core.

Foothill College
Program Application - additional information
Associate in Science in Nutrition and Dietetics for Transfer Degree

http://www.nutritioned.org/registered-dietitian.html

Registered Dietitian Salary - Average Income

As of May 2012, the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor states that the mean annual salary for Registered Dietitians nationally was $56,170. At that time, approximately 58,240 persons were employed as dietitians and/or nutritionists across the country. The highest paying state in which dietitians and nutritionists worked at that time was Maryland, where RDs earned an annual mean salary of $82,650. The top paying industry in which dietitians and nutritionists worked was the animal food manufacturing industry, where the annual mean salary of a RD was $88,100.

Registered Dietitian Job Outlook and Demand

Employment projections from the BLS indicate that the job outlook for Registered Dietitians nationwide is quite good. Between the years 2010 and 2020, employment opportunities for Registered Dietitians are expected to increase at a faster than average rate of 20 to 28 percent. There are an estimated 35,400 job openings predicted for dietitians and nutritionists during that decade.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   C S 55A

Course Title: INTRODUCTION TO CLOUD COMPUTING IN AMAZON WEB SERVICES

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

This course introduces cloud computing which shifts information systems from on premises computing infrastructure to highly scalable internet architectures using the Amazon AWS platform. The course provides a basic understanding of cloud computing technologies and provides students with the abilities to configure, deploy and manage cloud facilities including simple and complex compute instances, web servers and web services. The course also demonstrates/makes available the AWS Educate platform for educational, industry career path guidance and career opportunities.

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

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern

X_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

AWS Cloud certificate of achievement

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

   We expect this certificate to be offered sometime in the 19-20 academic year

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

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

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

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

              Transfer
X   Workforce/CTE
              Basic Skills

Criteria B. Need

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

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

Course will eventually be a requirement for the certificate of achievement in cloud computing.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Anand Venkataraman</u>   **Date:** <u>1/31/19</u>

Division Curriculum Representative: <u>Zach Cembellin</u>   **Date:** <u>1/31/19</u>

Date of Approval by Division Curriculum Committee: <u>1/31/19</u>

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

For authorized use only

View for Printing (New Window)   **Run Compare Utility** (New Window)

Physical Sciences, Mathematics & Engineering

C S 55A   INTRODUCTION TO CLOUD COMPUTING IN AMAZON WEB SERVICES

Edit Course Outline

C S 55A   INTRODUCTION TO CLOUD COMPUTING IN AMAZON WEB SERVICES   **Fall 2019**

4 hours lecture, 2 hours laboratory.   **4.5 Units**

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

Total Student Learning Hours: 168   **(Total of All Lecture, Lab and Out of Class hours X 12)**

Lecture Hours: 4   **Lab Hours:** 2   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1/23/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .121   **FOAP Code:** 114000125111070600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming AWS Cloud certificate of achievement.

1. Description -

This course introduces cloud computing which shifts information systems from on premises computing infrastructure to highly scalable internet architectures using the Amazon AWS platform. The course provides a basic understanding of cloud computing technologies and provides students with the abilities to configure, deploy and manage cloud facilities including simple and complex compute instances, web servers and web services. The course also demonstrates/makes available the AWS Educate platform for educational, industry career path guidance and career opportunities.

Prerequisite: None

Co-requisite: None

Advisory: C S 50A.

2. Course Objectives -

The student will be able to:

A. Understand and describe the cloud computing model, history, vendor perspectives and industry offerings
B. Describe how to obtain and actually obtain an Amazon (AWS) account and an Amazon Educate account
C. Understand the current cloud commercial and technical environments
D. Explain the current AWS cloud services, including computing, global infrastructure and data center deployments
E. Understand and navigate the AWS Management Console to manage AWS services and understand the basics of the Identity and Access Management (IAM) interfaces
F. Describe the basics of AWS services costs, costs management, billing and budgeting basic tools
G. Create a basic web server on the AWS platform, enable domain services and upload website content
H. Demonstrate how to implement an example web service (AWS Polly), access it and understand pricing
I. Understand AWS Elastic Compute Services, including instance types, machine images and pricing
J. Explain the purpose and use of the AWS Elastic Cloud (EC 2)
K. Demonstrate how to utilize AWS educational and career offerings

3. Special Facilities and/or Equipment -

A. Access to a computer with a web browser compatible with the Foothill learning management system.
B. A learning 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.
C. The college will provide a fully functional and maintained course management system through which the instructor and students can interact.
D. Students must have email accounts and ongoing access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

A. Cloud computing fundamentals
  1. History
  2. Business drivers
  3. Basic concepts and terminology
  4. Goals/benefits
  5. Risks and challenges
  6. Vendor perspectives
  7. Infrastructure as a service (IaaS)
  8. Platform as a service (PaaS)
  9. Software as a service (SaaS)
B. AWS access
  1. AWS account acquisition
  2. AWS Educate account acquisition
C. Cloud adoption
  1. Current state of the cloud
  2. Business benefits and challenges of cloud services
  3. Cloud services offerings in the marketplace
  4. Case studies of AWS customers
D. Cloud services from AWS
  1. Computing with AWS

2. The AWS platform
3. AWS global infrastructure
4. Data center concepts
E. Managing the AWS platform
   1. Understanding the AWS management console
   2. AWS Identity and Access Management (IAM)
      a. Understanding the IAM
      b. IAM user management
F. AWS budgets and alarms
   1. Free tier offering
   2. Establishment of budgets
   3. Creation of billing alarms
   4. Billing estimation and monthly calculator
G. Hosting a static website in AWS
   1. Creating buckets for website objects
   2. Configure root domain bucket
   3. Enable logging of website
   4. Uploading of website content
   5. Enabling bucket redirections
   6. Testing/debugging of website
H. Introduction to web services
   1. AWS Polly service introduction
   2. Using AWS Polly
   3. AWS Polly pricing
   4. AWS Polly technology demonstration
I. Amazon AWS Elastic Compute Cloud (EC2) Services
   1. Elastic web-scale computing
   2. Administration
   3. Integration with AWS services
      a. Amazon Simple Storage Service (S3)
      b. Amazon Relational Database Service (RDS)
   4. EC2 instance types
   5. EC2 machine images
   6. EC2 pricing
   7. Creation of a WordPress site using EC2
J. AWS Educate Platform introduction
   1. Features
   2. Career pathways
   3. Learning plan
   4. Career opportunities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

   A. Tests and quizzes
   B. Written laboratory assignments which include detailed instructions, sample runs and documentation
   C. Final examination

7. Representative Text(s) -

Ryan, M., and F. Lucifredi. <u>AWS System Administration.</u> O'Reilly Publishers, 2018. ISBN-13: 978-1449342579.
Sarkar, Aurobindo, and Amit Shah. <u>Learning AWS: Design, Build, and Deploy Responsive Applications using AWS Cloud Components</u>, 2nd ed. Packt Publishing, 2018. ISBN-13: 978-1787281066.

8. Disciplines -

Computer Science

9. Method of Instruction -

   A. Lectures which include motivation for the architecture of the specific topics being discussed.
   B. In-person or 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.
C. Detailed review of laboratory assignments which includes model solutions and specific comments on the student submissions.
D. In person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.
E. 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 C S department online practices.

10. Lab Content -

A. Investigate the AWS and AWS Educate website and create accounts for the class
B. Current applications of the cloud
   1. From the listing of Amazon Customer Case Studies (aws.amazon.com/solutions/case-studies/all/) select one customer from each of the five different categories (Big Data, Enterprise, Government/Non-Profit, Startups, Web/Mobile Apps)
      a. Describe how they are making use of the AWS platform
      b. Identify their Cloud Maturity Level as defined here: www.rightscale.com/
      c. Explain your reasoning behind why you picked the maturity level you did
      d. As described by the customer, what were some of the benefits they received by moving to cloud? What were some of the risks they faced?
C. Create and configure an AWS Identity and Access Management (IAM) user account
D. Create an AWS budget
E. Create a simple website in AWS
F. Use Amazon Polly service to create text to speech for your website
G. Use Amazon EC2 Services to create an EC2 WordPress instance

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

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

A. Reading:
   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 programming.
   4. Reading library and reference material directed by instructor through course handouts.
B. Writing:
   1. Writing technical prose documentation that supports and describes the programs that are submitted for grades.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: C S 55B

Course Title: DATABASE ESSENTIALS IN AMAZON WEB SERVICES

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

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

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

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern

X_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

AWS Cloud certificate of achievement

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

We expect this certificate to be offered sometime in the 19-20 academic year

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

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

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

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

_____ Transfer
__X____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

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

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

Course will eventually be a requirement for the certificate of achievement in cloud computing.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Anand Venkataraman</u>   **Date:** <u>1/31/19</u>

Division Curriculum Representative: <u>Zach Cembellin</u>   **Date:** <u>1/31/19</u>

Date of Approval by Division Curriculum Committee: <u>1/31/19</u>

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

Physical Sciences, Mathematics & Engineering

C S 55B   DATABASE ESSENTIALS IN AMAZON WEB SERVICES

Edit Course Outline

C S 55B	DATABASE ESSENTIALS IN AMAZON WEB SERVICES	**Fall 2019**
4 hours lecture, 2 hours laboratory.		**4.5 Units**

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

Total Student Learning Hours: 168   (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4   **Lab Hours:** 2   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1/23/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .121   **FOAP Code:** 114000125111070600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming AWS Cloud certificate of achievement.

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: C S 55A.

2. Course Objectives -

The student will be able to:

- A. Apply for an Amazon (AWS) account and Amazon Educate account
- B. Understand and describe the basics of database technology, including their need, transactions, indexing, keys and components
- C. Demonstrate how to create and interface to an Amazon cloud based Relational Database System (RDS)
- D. Understand how to store and access relational data from the cloud RDS through application and programmatic methods
- E. Explain the need for and principles of non-relational, unstructured database technology via Amazon DynamoDB
- F. Demonstrate how to store and access non-relational data using the DynamoDB through application and programmatic methods
- G. Understand and describe how to migrate exiting RDBMS instances into the Amazon RDS system using the AWS Database Migration service
- H. Demonstrate the basics of monitoring, managing, backing up and restoring RDS instances using Amazon tools
- I. Understand the basics of backing up, restoring and securing using encryption with Amazon DynamoDB instances

3. Special Facilities and/or Equipment -

- A. Access to a computer laboratory with web browsers.
- B. 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.
- C. When taught via Foothill Global Access on the internet, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
- D. When taught via Foothill Global Access on the internet, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

- A. AWS access
    1. AWS account acquisition
    2. AWS Educate account acquisition
- B. Database technology
    1. Commercial database examples
    2. Requirements for database technology versus flat file storage
    3. Transaction processing, including atomicity, consistency, isolation and durability
    4. Indexing principles
    5. Modern Relational Database Systems (RDBMS) components
- C. AWS Database Services
    1. Amazon RDS instance creation
- D. Storage and access of RDS through remote applications
    1. Remote management of RDS via the HeidiSQL tool
    2. Remote access to RDS through MySQL Workbench tool
    3. RDBMS tables, data, metadata and data types
    4. Basic SQL commands
        a. CREATE TABLE
        b. INSERT INTO

c. DROP TABLE
                        d. TRUNCATE TABLE
                        e. Primary Key
            5. Creating tables using HeidiSQL and MySQL Workbench
            6. Adding data to tables using HeidiSQL and MySQL Workbench
            7. Querying data in tables using HeidiSQL and MySQL Workbench
            8. Foreign key basics
            9. Using HeidiSQL and MySQL Workbench to establish foreign keys
            10. Programmatic access to RDS via JavaScript
        E. Unstructured databases
            1. Introduction and need
                        a. Concepts of volume, velocity, variety and veracity
                        b. Introduction to Big Data and example of Amazon Rekognition image analysis service
                        c. Introduction to Amazon DynamoDB NoSQL database service
                                1. Tables and table creation
                                2. Items
                                3. Primary Key
                                4. Secondary Index
        F. Amazon DynamoDB usage
            1. Creating and launching an Amazon DynamoDB table
            2. Managing and securing the Amazon DynamoDB instance
            3. Basics of JavaScript Object Notation (JSON)
            4. Connecting to Amazon DynamoDB via JavaScript
        G. Database migration concepts
            1. Understanding and using the Amazon Database Migration Service (AWS DMS)
            2. Migrating data from source DB to target DB
                        a. Pricing model
                        b. Source DB DBMS types
        H. Monitoring and managing RDS instances
            1. Monitoring fundamentals
                        a. Performance metrics, including CPU, memory, disk space and input/output operations (IOPS),
                           throughput and connections
                        b. Monitoring via RDS console
                        c. Monitoring via Trusted Advisor dashboard
                        d. Monitoring via Amazon CloudWatch
            2. Backup and restore concepts
                        a. Strategies
                        b. RDS backup
                        c. Snapshot creation and restore
        I. Managing Amazon DynamoDB instances
            1. Backup and restore concepts
            2. Creation and restore
            3. Encryption

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

        A. Tests and quizzes
        B. Written laboratory assignments, which include detailed instructions, sample runs and documentation
        C. Final examination

7. Representative Text(s) -

    Ryan, M., and F. Lucifredi. <u>AWS System Administration.</u> O'Reilly Publishers, 2018. ISBN-13: 978-1449342579.
    Sarkar, Aurobindo, and Amit Shah. <u>Learning AWS: Design, Build, and Deploy Responsive Applications using AWS
    Cloud Components</u>, 2nd ed. Packt Publishing, 2018. ISBN-13: 978-1787281066.

8. Disciplines -

    Computer Science

9. Method of Instruction -

        A. Lectures which include motivation for the architecture of the specific topics being discussed.
        B. In-person or 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.

C. Detailed review of laboratory assignments which includes model solutions and specific comments on the student submissions.
D. In person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.
E. 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 C S department online practices.

10. Lab Content -

A. Install node, npm and the MySQLWorkbench
B. Create a standard AWS Relational Database and verify that is is functioning correctly
C. Launch a Relational Database in the cloud
D. Storing relational data in the cloud
1. Install and verify the dataset of recent bank closures required by the FDIC, the Federal Deposit Insurance Corporation (dataset will be provided)
2. Install and verify the dataset of about 1000 cameras with 13 properties, including weight, length and price (dataset will be provided)
E. Install and connect to a Amazon DynamoDB noSQL database
F. Perform a variety of experiments with the Amazon DynamoDB
G. Advanced RDS using Advanced DynamoDB facilities

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

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

A. Reading:
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 programming.
4. Reading library and reference material directed by instructor through course handouts.
B. Writing:
1. Writing technical prose documentation that supports and describes the programs that are submitted for grades.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   C S 55C

Course Title: COMPUTE ENGINES IN AMAZON WEB SERVICES

Credit Status:
  X   Credit course
  _____   Noncredit course

Catalog Description:

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

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

  _____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern

  X   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

AWS Cloud certificate of achievement

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

  We expect this certificate to be offered sometime in the 19-20 academic year

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

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

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

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

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

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

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

Course will eventually be a requirement for the certificate of achievement in cloud computing.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Anand Venkataraman   **Date:** 1/31/19

Division Curriculum Representative: Zach Cembellin   **Date:** 1/31/19

Date of Approval by Division Curriculum Committee: 1/31/19

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

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Physical Sciences, Mathematics & Engineering

C S 55C   COMPUTE ENGINES IN AMAZON WEB SERVICES

Edit Course Outline

C S 55C	**COMPUTE ENGINES IN AMAZON WEB SERVICES**	**Fall 2019**
4 hours lecture, 2 hours laboratory.		**4.5 Units**

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

Total Student Learning Hours: 168   (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4   **Lab Hours:** 2   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1/23/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .121   **FOAP Code:** 114000125111070600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming AWS Cloud certificate of achievement.

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: C S 55A.

2. Course Objectives -

The student will be able to:

    A. Obtain and manage an Amazon (AWS) account and an Amazon Educate account
    B. Describe basic cloud computing concepts and AWS services
    C. Apply basic AWS storage services
    D. Understand basics of AWS EC2 compute instances
    E. Explain and apply principles of AWS Docker Containers via Elastic Container Service (ECS)
    F. Demonstrate the principles of Serverless Architectures and Microservices using AWS Lambda Services
    G. Explain principles of applications as environments via AWS Elastic Beanstalk
    H. Understand and manage scaling of web servers using AWS Elastic Load Balancer
    I. Demonstrate principles of provisioning and managing infrastructure using AWS Cloud Formation

3. Special Facilities and/or Equipment -

    A. Access to a computer laboratory with web browsers.
    B. 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.
    C. When taught via Foothill Global Access on the internet, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
    D. When taught via Foothill Global Access on the internet, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

    A. AWS access
        1. AWS account acquisition
        2. AWS command line interface
        3. AWS Educate account acquisition
    B. AWS cloud computing concepts
        1. Business drivers
        2. Cloud computing models
        3. Security and compliance
        4. AWS cloud platform overview
    C. AWS storage services
        1. AWS Simple Storage Service (S3) object storage
            a. Creation and management of S3 Buckets via CLI
        2. AWS Glacier archive storage
        3. AWS Elastic File System (EFS) network file storage
            a. Creation of EFS instances via AWS console
        4. AWS Elastic Block Store (EBS)
        5. AWS Snowball data transport service
        6. AWS CloudFront content distribution service
    D. AWS EC2 instances
        1. Amazon Machine Instance (AMI) instance types
            a. Machine sizing
            b. System image types
        2. Secure login via key pairs
        3. Storage volumes
        4. Availability zones
        5. IP addressing

6. Virtual network
7. Pricing considerations
8. Security groups
E. AWS Docker Containers
1. Concepts
2. Container benefits
3. ECS Container Service
4. Creation and deployment of Docker images with ECS
F. Serverless Architectures and Microservices
1. Concepts and benefits (Functions as a Service)
2. AWS Lambda programming
3. Serverless best practices
4. Sample programming with Lambda functions employing DynamoDB
G. Application environments using AWS Elastic Beanstalk
1. Create an example Node.js web app using Elastic Beanstalk
2. Manage the application
H. Scaling of web servers using AWS Elastic Load Balancing
1. Creation of scaled and load balanced web application via the web interface
2. Creation of scaled and load balanced web application via the CLI
I. Basics of AWS Cloud Formation
1. Provisioning of infrastructure via JSON templates

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Tests and quizzes
B. Written laboratory assignments, which include detailed instructions, sample runs and documentation
C. Final examination

7. Representative Text(s) -

Ryan, M., and F. Lucifredi. AWS System Administration. O'Reilly Publishers, 2018. ISBN-13: 978-1449342579.
Sarkar, Aurobindo, and Amit Shah. Learning AWS: Design, Build, and Deploy Responsive Applications using AWS Cloud Components, 2nd ed. Packt Publishing, 2018. ISBN-13: 978-1787281066.

8. Disciplines -

Computer Science

9. Method of Instruction -

A. Lectures which include motivation for the architecture of the specific topics being discussed.
B. In-person or 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.
C. Detailed review of laboratory assignments which includes model solutions and specific comments on the student submissions.
D. In person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.
E. 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 C S department online practices.

10. Lab Content -

A. Create AWS IAM Accounts (Root, Student, Professor)
B. Create and manage an AWS S3 Bucket via CLI

C. Create Elastic File System (EFS) via the AWS Console
D. Setup Linux LAMP EC2 Server with the required security settings
E. Setup Linux Server EC2 Instance for use as a template for the other servers in the course
F. Create and configure a Docker Image and deploy with ECS (Module 4)
G. Create a Lambda "Hello World API Gateway Trigger"
H. Create a Lambda function to provide a DynamoDB Read Engine
I. Use Elastic Beanstalk to create, view and deploy a simple Node.js web app
J. Configure and deploy a Classic Elastic Load Balancer and Auto Scaling web servers via the web interface
K. Classic Elastic Load Balancer and Auto Scaling web servers via the CLI and then setup a Scaled and Load-Balanced Application via Command Line Interface

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

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

A. Reading:
    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 programming.
    4. Reading library and reference material directed by instructor through course handouts.
B. Writing:
    1. Writing technical prose documentation that supports and describes the programs that are submitted for grades.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: C S 55D

Course Title: SECURITY IN AMAZON WEB SERVICES

Credit Status:
X_____ Credit course
_____ Noncredit course

Catalog Description:

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

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

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern

X_____ The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

AWS Cloud certificate of achievement

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

We expect this certificate to be offered sometime in the 19-20 academic year

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

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

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

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

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

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

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

Course will eventually be a requirement for the certificate of achievement in cloud computing.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Anand Venkataraman   **Date:** 1/31/19

Division Curriculum Representative: Zach Cembellin   **Date:** 1/31/19

Date of Approval by Division Curriculum Committee: 1/31/19

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

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Physical Sciences, Mathematics & Engineering

C S 55D   SECURITY IN AMAZON WEB SERVICES

Edit Course Outline

C S 55D	SECURITY IN AMAZON WEB SERVICES	**Fall 2019**
4 hours lecture, 2 hours laboratory.		**4.5 Units**

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

Total Student Learning Hours: 168   **(Total of All Lecture, Lab and Out of Class hours X 12)**

Lecture Hours: 4   **Lab Hours:** 2   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

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

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1/23/2019

Division Dean Information -

Seat Count: 40   **Load Factor:** .121   **FOAP Code:** 114000125111070600

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming AWS Cloud certificate of achievement.

1. Description -

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

Prerequisite: None

Co-requisite: None

Advisory: C S 55A.

2. Course Objectives -

The student will be able to:

     A. Apply for an Amazon (AWS) account and Amazon Educate account
     B. Demonstrate the basics of the AWS Security and Compliance Principles
     C. Understand and describe the Shared Responsibility model and AWS configuration
     D. Configure the AWS Identity Access Management (IAM) system
     E. Use the AWS CloudTrail and CloudWatch services
     F. Understand Inspector and Trusted Advisor services
     G. Configure AWS Virtual Private Cloud (VPC) and Route 53 (DNS) services
     H. Understand principles of AWS CloudFront (content distribution), WAF (web access firewall) and Shield services (DDoS protection)
     I. Demonstrate the Key Management Service and use best practices

3. Special Facilities and/or Equipment -

     A. Access to a computer laboratory with web browsers.
     B. 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.
     C. When taught via Foothill Global Access on the internet, the college will provide a fully functional and maintained course management system through which the instructor and students can interact.
     D. When taught via Foothill Global Access on the internet, students must have currently existing email accounts and ongoing access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

     A. AWS access
          1. AWS account acquisition
          2. AWS command line interface
          3. AWS Educate account acquisition
     B. Introduction to AWS Security and Compliance Principles
          1. Shared responsibility model
          2. AWS security responsibilities
          3. Customer security responsibilities
          4. AWS Compliance Program standards and practices
          5. Physical and environmental security
          6. Business continuity management
          7. Network security
          8. AWS account security features
     C. Shared Responsibility Model and AWS configuration
          1. AWS Secure Global Infrastructure
          2. Using the AWS Identity and Access Management service (IAM)
          3. Review AWS regions, availability zones and endpoints
          4. Security basics for:
               a. Infrastructure services (EC2 compute, EBS block store, VPC virtual private cloud)
               b. Container services
               c. Abstracted services (S3 data, database, queuing)
          5. AWS configuration principles
               a. AWS configuration review
               b. Resource administration
               c. Auditing and compliance

          d. Change management and troubleshooting
          e. Security analysis
    D. Identity Access Management (IAM)
        1. IAM features
        2. IAM principles
          a. Principal
          b. Request
          c. Authentication
          d. Authorization
          e. Actions
          f. Resources
        3. IAM users
        4. Permissions and policies
        5. Practical IAM usages
          a. Assigning users
          b. IAM administration of users and groups
          c. IAM command line interface
          d. IAM multi-factor authentication
    E. AWS CloudTrail and CloudWatch fundamentals
        1. CloudTrail concepts (governance, compliance, operational/risk auditing)
          a. CloudTrail fundamentals
          b. Workflow
          c. Regions
          d. Log files
        2. CloudWatch concepts
          a. Monitoring
          b. Access methods
          c. Related AWS services
          d. Principles of operation
          e. More concepts
             1. Namespaces
             2. Metrics
             3. Dimensions
             4. Statistics
             5. Percentiles
             6. Alarms
        3. Setup and usage
    F. Inspector and Trusted Advisor
        1. Inspector concepts and fundamentals
          a. Analysis of behavior of AWS resources security issues
          b. Basic features
          c. Pricing
          d. Access methods
          e. Terminology and concepts
          f. Service limits
          g. Regions and platforms
          h. Setup
          i. Assessment targets and instance tags
          j. Inspector agent
             1. Walk through with Ubuntu Server
             2. Agent privileges
             3. Agent security
             4. Agent updates
             5. Access control
        2. Trusted Advisor best practices checks
          a. Cost optimization
          b. Fault tolerance
          c. Service limits
          d. Security
          e. Performance
    G. Virtual Private Cloud (VPC) and Route 53 (DNS)
        1. VPC fundamentals
          a. Virtual private clouds and subnets
          b. Default and non-default VPCs
          c. Internet access
          d. Tunneling access
          e. AWS PrivateLink
          f. VPC with other Amazon Services
          g. Access methods
          h. Launching VPC

1. VPC creation
                    2. Security group creation
                    3. Launching Instances into the VPC
                i. Scenarios and examples of VPCs
            2. Route 53 fundamentals
                a. Domain registration
                b. DNS service
                c. Health checking
                d. Routing and resource sets
    H. CloudFront, WAF and Shield Services
            1. CloudFront
                a. Principles of operation
                b. Setup
                c. Use cases
                d. Locations and IP addressing
                e. Access control lists
            2. WAF and Shield Services
                a. DDOS review and attack types
                b. AWS DDoS response team
                c. Use cases
    I. Key Management and best practices
            1. Customer master keys
            2. Data keys
            3. Envelope encryption
            4. Encryption context
            5. Key policies
            6. Grants
            7. Grant tokens
            8. Auditing CMK usage
            9. Key Management Infrastructure
            10. Key usage
                a. Key creation
                b. Viewing keys
            11. Best practices overview

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

        A. Tests and quizzes
        B. Written laboratory assignments, which include detailed instructions, sample runs and documentation
        C. Final examination

7. Representative Text(s) -

    Anthony, Albert. <u>Mastering AWS Security: Create and Maintain a Secure Cloud Ecosystem.</u> Packt Publishing, 2017.
    ISBN-13: 9781788293723.

8. Disciplines -

    Computer Science

9. Method of Instruction -

        A. Lectures which include motivation for the architecture of the specific topics being discussed.
        B. In-person or 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.
        C. Detailed review of laboratory assignments which includes model solutions and specific comments on the student submissions.
        D. In person or online discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.
        E. 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 C S department online practices.

10. Lab Content -

A. Create necessary AWS accounts
B. Configure AWS Config to monitor all AWS resources in your region
C. Establish an IAM group for managing your sites
D. Enable CloudTrail by creating a trail and configuring it to record all API call from all AWS regions
E. Establish a CloudWatch Billing Alarm, setup an alarm to trip when your billing reaches $100.00 and have the alarm signaled by an SMS message
F. Establish a CloudWatch Event Rule to monitor EC2 instance state changes resulting in termination of the instance
G. Launch an Amazon Linux instance and install and configure Linux Inspector
H. Configure Trusted Advisor to monitor security events
I. Configure a Virtual Private Cloud (VPC) instance with public and private subnets and launch an EC2 instance in each subnet
J. Setting up an instance of the AWS Web Application Firewall (WAF) protection against common attacks
    1. Protect against:
        a. Cross-site scripting attacks
        b. SQL injection attacks
        c. Attacks from known bad IP addresses
    2. Associate your WAF ACL to your CloudFront Distribution
K. Setup the pre-configured WAF ACL, rules and conditions for Lambda provided by AWS

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

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

A. Reading:
    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 programming.
    4. Reading library and reference material directed by instructor through course handouts.
B. Writing:
    1. Writing technical prose documentation that supports and describes the assignment that are submitted for grades.

Foothill College

Petition for Credit by Examination

Date _____

Name _____
       Last   First   Middle

Student ID Number_____

I request permission to take the examination for credit in the following course, in which I am currently enrolled:

_____

Dept. and Course Number   Units   Instructor

The previous qualifying training or experience for which I have not received credit is as follows: (The department may ask for proof or documentation of training or experience.)

_____

_____

_____

I have read and agree to the conditions and regulations on the reverse side.

_____

Student Signature

_____   ~~I do/do not approve.~~

Instructor of the Course

_____   ~~I do/do not approve.~~

Division Dean

Instructor's Use Only

Course No. _____

Date of Exam _____

Grade _____

Examiner's Signature _____

Regulations for Earning Credit by Examination

1. No course may be challenged after the second week of instruction during a regular quarter, or after the first week of summer session, or after the second meeting of a two-week course.

2. Credit by examination will not be granted in courses for which the student has received a grade from any institution of higher education.

3. Units of credit received through this procedure may not apply toward the minimum of 24 resident units required at Foothill College for an Associate Degree.

4. A maximum of 20 units of credit may be earned by examination.

5. Special limitations apply to challenging a course in sequence.

    a. Students challenging a course successfully cannot subsequently challenge a course that normally precedes the course challenged or completed previously; e.g., a student who has successfully challenged or passed Math 1B cannot challenge Math 1A.
    b. Students may challenge only one course in a sequence.

6. Acceptance of challenged credit by transfer institution depends upon the policies of that institution.

7. The student must remain enrolled in the class to be challenged and may not enroll in another class scheduled at the same time.

8. The grade on the challenge exam is final. The student may not drop the class after seeing the exam or retake the final with the rest of the class during finals week.

9. Petitions for credit by examination may be obtained from the student's counselor or Division office.

To: CCC
From: KINS/ATHL
Date: 5/8/19

The KINS/ATHL Curriculum Committee has approved the addition of language to be added to the CORs for the courses that reflect intercollegiate teams being "in season," to limit enrollment due to team selection. This language will be added as an Advisory, effective fall 2019 quarter.

The KINS/ATHL Curriculum Committee respectfully requests CCC approval to allow for this new language to be added to the CORs by the Curriculum Coordinator, without each COR needing to complete the full C3MS review/approval process.

Title 5 section 58106(a)(3) states:
In the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified.

Elias Regalado sees the language as being compliant and consistent with Title 5 section 58106(a)(3) in terms of establishing an appropriate intercollegiate competition enrollment limitation. To ensure a fair and equitable selection process a rubric will be used to reflect specific performance criteria to evaluate students that participate in tryouts.

Language that KINS/ATHL will be adding as an Advisory:

Limitation on enrollment: athletic tryout for intercollegiate team selection is required to enroll with permission of the instructor. Students will be required to have a physical prior to participation in the class. Students will be required to achieve and maintain sport specific performance standards as evaluated by instructor. Continued eligibility is determined by appropriate CCCAA academic and decorum rules.

List of CORs to be updated:

1. ATHL 4   Intercollegiate Football I (Men)
2. ATHL 4E   Intercollegiate Football II (Men)
3. ATHL 11   Intercollegiate Basketball I (Men)
4. ATHL 11F   Intercollegiate Basketball II (Men) - *inactive course*
5. ATHL 12   Intercollegiate Basketball I (Women)
6. ATHL 12F   Intercollegiate Basketball II (Women) - *inactive course*
7. ATHL 21   Intercollegiate Soccer I (Men)
8. ATHL 21F   Intercollegiate Soccer II (Men)
9. ATHL 22   Intercollegiate Soccer I (Women)
10. ATHL 22F   Intercollegiate Soccer II (Women)
11. ATHL 31   Intercollegiate Softball I (Women)
12. ATHL 31F   Intercollegiate Softball II (Women)

13. ATHL 32   Intercollegiate Swimming I (Men & Women)
14. ATHL 32F   Intercollegiate Swimming II (Men & Women)
15. ATHL 33   Intercollegiate Water Polo I (Women)
16. ATHL 33F   Intercollegiate Water Polo II (Women)
17. ATHL 41A   Intercollegiate Sand Volleyball I (Women)
18. ATHL 41B   Intercollegiate Sand Volleyball II (Women)
19. ATHL 42   Intercollegiate Volleyball I (Women)
20. ATHL 42F   Intercollegiate Volleyball II (Women)
21. ATHL 44   Intercollegiate Tennis I (Men)
22. ATHL 44F   Intercollegiate Tennis II (Men)
23. ATHL 45   Intercollegiate Tennis I (Women)
24. ATHL 45F   Intercollegiate Tennis II (Women)

Item 1. Program Goals and Objectives
What are the academic and vocational goals of this certificate? What are the general program objectives?

Program Learning Outcomes:
- Students will be able to…

What knowledge and skills will students acquire as part of their participation in the program?

Item 2. Catalog Description

This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.

Item 3. Program Requirements

Update the table, below, to include all core and support courses for the program (note that support courses are called "Restricted Electives" by the state). In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.

Requirements	Course #	Title	Units	Sequence
Core Courses (# of units)				
Restricted Electives (# of units)				

TOTAL UNITS: # of units

Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).

Proposed Sequence:
Year 1, Fall = # units
Year 1, Winter = # units
Year 1, Spring = # units
Year 2, Fall = # units
Year 2, Winter = # units

Year 2, Spring = # units
TOTAL UNITS: # of units

Item 4. Master Planning

How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?

Item 5. Enrollment and Completer Projections

How many students are projected to complete the program after the initial year? After five years? List and explain the projections in this area.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. Foothill's Institutional Research department can help provide this data; visit their website to submit a request. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

		Year 1		Year 2	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**

Item 6. Place of Program in Curriculum/Similar Programs

How does the program fit in Foothill College's existing program inventory?

Item 7. Similar Programs at Other Colleges in Service Area

Are there other programs similar to this one already in place offered in Foothill's service area? Is the program similar to successful programs outside of the service area?

Additional Information Required for State Submission:

TOP Code: *If you are unsure about the TOP code for your particular program please contact Paul Starer, ext. 7179*

Annual Completers: *Cannot be zero*

Faculty Workload: *Cannot be zero*

New Faculty Positions: *Be sure to indicate this, even if zero*

New Equipment: *In dollars, can be zero*

New/Remodeled Facilities: *In dollars, can be zero*

Library Acquisitions: *In dollars, can be zero*

Gainful Employment: *Indicate if Yes or No*

Program Review Date: *Indicate the month and year of the first Program Review*

Distance Education: *This is the percentage of program courses conducted online; choose from the following:*   0%   1-49%   50-99%   100%

==*Please note that significant lead time (one month or longer) may be necessary to obtain the following document(s). Please work with the AVP of Instruction during the beginning stages of program creation to submit your request(s) for the following:*==

ATTACH AT LEAST ONE PIECE OF ADDITIONAL DOCUMENTATION, FOR EXAMPLE:
1. **Programmatic articulation agreements**
2. **ASSIST documentation** verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
3. **Table of major requirements** from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
4. **Summary of lower division major preparation** published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
5. **Formal letters** from the intended receiving institution that verify alignment of proposed program with their program curriculum

Foothill College
Credit Program Narrative
Certificate of Achievement in [Insert Program Name]

Item 1. Program Goals and Objectives

What are the academic and vocational goals of this certificate? What are the general program objectives?

Program Learning Outcomes:
- Students will be able to…

What knowledge and skills will students acquire as part of their participation in the program?

Item 2. Catalog Description

This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.

Item 3. Program Requirements

Update the table, below, to include all core and support courses for the program ==(note that support courses are called "Restricted Electives" by the state)==. In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.

Requirements	Course #	Title	Units	Sequence
Core Courses (# of units)				
Restricted Electives (# of units)				

TOTAL UNITS: # of units

Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).

Proposed Sequence:
Year 1, Fall = # units
Year 1, Winter = # units
Year 1, Spring = # units
Year 2, Fall = # units
Year 2, Winter = # units

Year 2, Spring = # units
TOTAL UNITS: # of units

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How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?

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How many students are projected to complete the program after the initial year? After five years? List and explain the projections ~~in this area~~.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. Foothill's Institutional Research department can help provide this data; visit their website to submit a request. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

		Year 1		Year 2	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**

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TOP Code: *If you are unsure about the TOP code for your particular program please contact Paul Starer, ext. 7179*

Annual Completers: *Cannot be zero*

Net Annual Labor Demand: *Cannot be zero*

Faculty Workload: *Cannot be zero*

New Faculty Positions: *Be sure to indicate this, even if zero*

New Equipment: *In dollars, can be zero*

New/Remodeled Facilities: *In dollars, can be zero*

Library Acquisitions: *In dollars, can be zero*

Gainful Employment: *Indicate if Yes or No*

Program Review Date: *Indicate the month and year of the first Program Review*

Distance Education: *This is the percentage of program courses conducted online; choose from the following:*   0%   1-49%   50-99%   100%

Please note that significant lead time (one month or longer) may be necessary to obtain the following documents/approvals. Please work with the AVP of Instruction during the beginning stages of program creation to submit your requests for the following:

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

ATTACH THE FOLLOWING (Apprenticeship only)**:**
1. **Labor Market Information and Analysis**
2. **Approval Letter from the California Division of Apprenticeship Standards (DAS)**