College Curriculum Committee Meeting Agenda
Tuesday, November 2, 2021
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: October 19, 2021	2 min.	Action	#11/2/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. New Program Creation Feedback Form Process Update	5 min.	Information		CCC Team
5. Stand Alone Approval Request: CHEM 70R series	5 min.	2nd Read/ Action	#11/2/21-2	Kuehnl
6. Stand Alone Approval Request: HLTH 101		2nd Read/ Action	#11/2/21-3	Kuehnl
7. Stand Alone Approval Request: NCBS 448A		2nd Read/ Action	#11/2/21-4	Kuehnl
8. Stand Alone Approval Request: THTR 48F		2nd Read/ Action	#11/2/21-5	Kuehnl
9. CCC Priorities for 2021-22	40 min.	Discussion	#11/2/21-6	Kuehnl
10. Good of the Order	3 min.			Kuehnl
11. Adjournment				Kuehnl

Times listed are approximate

Attachments:

#11/2/21-1	Draft Minutes: October 19, 2021
#11/2/21-2	Stand Alone Approval Request: CHEM 70R series—or view in CourseLeaf
#11/2/21-3	Stand Alone Approval Request: HLTH 101—or view in CourseLeaf
#11/2/21-4	Stand Alone Approval Request: NCBS 448A—or view in CourseLeaf
#11/2/21-5	Stand Alone Approval Request: THTR 48F—or view in CourseLeaf
#11/2/21-6	Proposed Foothill Academic Senate Priorities 2021-22

2021-2022 Curriculum Committee Meetings:

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

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

2021-2022 Curriculum Deadlines:

11/5/21	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
11/5/21	Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
12/1/21	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

12/1/21	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates for 2023-24 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Dixie Macias (KA), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2021-22

Meeting Date: <u>11/2/21</u>

<u>Co-Chairs (2)</u>

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

<u>Voting Membership (1 vote per division)</u>

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Dixie Macias	7271	KA	maciasdixie@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
✔	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

<u>Non-Voting Membership (4)</u>

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

<u>Visitors</u>

<u>Chris Allen, Debbie Lee, Teresa Ong</u>

College Curriculum Committee
Meeting Minutes
Tuesday, October 19, 2021
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: October 5, 2021	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** PSME: Approving Distance Learning Addendum forms; current focus on return to campus. LRC: Allison Herman will be second LRC rep; both reps met to plan creation of division CC. Language Arts: Approving DL Addendum forms; working on COR edits; ETHN courses rcvd UC approval and will be renumbered. Kinesiology: Approving DL Addendum forms. Fine Arts: Working on Title 5 updates; approved reactivation of three Art History courses (ART 2C, 2D, 2F); approving DL Addendum forms. Quarter is off to a good start. Counseling: CRLP 71 rcvd UC approval and will be renumbered; working on Title 5 updates. BSS: Working on first cycle of voting on DL Addendum forms and Title 5 updates. Bio Health: Working on Title 5 updates; approving DL Addendum forms. Apprenticeship: Allen provided update. Working on Title 5 updates; Tim Myres from Sheet Metal will be second Apprenticeship rep. SRC: Putting together completely new division CC, due to new staff—should be finalized this week and will then begin to meet. Hueg thanked all of the faculty and Gilstrap, for their work on the new UC-approved courses. Fong mentioned that ESLL 26 also rcvd UC approval. Lee thanked faculty and Language Arts reps for getting the ETHN CORs ready so quickly. Mentioned inquiry into the process used to review Ethnic Studies courses for CSU GE, and lack of transparency. Gilstrap also thanked faculty for their hard work. Next step is to submit courses for IGETC & CSU GE in December—won't receive results until April/May. Mentioned CSU officially published policy re: Credit for Prior Learning, available on CSU website. Also mentioned he's getting a lot of questions about online labs, but doesn't have a firm answer. System-wide, statement remains that regardless of modality, online labs will be accepted as long as content being taught and standards of COR being met. But noted that, starting fall 2022, UCSC & UC Davis want labs to be in person. Challenging that system-wide we hear one statement but ultimately it can be up to individual campus to decide what they will accept. Also mentioned Board of Governors approval of Title 5 revisions, which will require an Ethnic Studies course for students obtaining a local AA/AS degree; CCCCO creating task force to help with implementation of this new requirement

	(when should it begin; definition of Ethnic Studies; etc.). PSME rep asked if this requirement will replace an existing course/requirement in Foothill GE pattern or add units—Gilstrap noted that task force will address this and advised we wait until they present their recommendations before we move forward. Their definition of Ethnic Studies will be an important factor.
3. Public Comment on Items Not on Agenda	Fine Arts rep provided comment: started out the year wanting to get campus traction on Learning Outcomes (Program, Student, Institutional)— plans to move forward with goal of having these conversations. Hueg agreed that this is an important topic; mentioned plan for fully-released position of SLO Coordinator, as a start. Lee asked Gilstrap which IGETC Area the ETHN courses would qualify for—unknown, at this point, but by summer 2022 we should know more about the IGETC changes. Ong asked Gilstrap to share CSU memo re: Credit for Prior Learning and asked for his thoughts—Gilstrap pointed out that memo states credit will be accepted but also that decision is up to each individual campus. Believes policy is a good starting point, if we want to continue our own local discussion on the topic.
4. Announcements a. GE Subcommittee Membership	**Speakers: CCC Team** Kuehnl explained GE subcommittee structure: part of CCC, they review applications for new Foothill GE courses and make recommendation to CCC for final approval. Usually a challenge to get them up and running each year, and sometimes only 1-2 people serve for an Area. Language Arts rep asked if there will be an Ethnic Studies Foothill GE Area; Lee asked for clarification—rep clarified that perhaps ETHN courses would fold into US Cultures & Communities Area. Kuehnl responded that we'll need to explore this topic; he'll circle back after speaking with other stakeholders.
b. New Course Proposals	The following proposals were presented: HUMN 11, 11H, 12, 13—note that all will be cross-listed with existing MDIA courses. Lee asked how load will work for these, since they will be cross-listed in different divisions; Hueg noted that the way load is split can affect productivity. Subramaniam noted some experience with this from his time at De Anza; suggested splitting seat count and load to match. Please share with your constituents.
c. Notification of Proposed Requisites	Updated prerequisites for BIOL 40C & BIOL 41; new corequisite for NCBS 448A (all eff. 2022-23).
d. ASCCC Fall Plenary	Resolutions packet was attached as info item—were discussed at recent Area meetings, but not all will necessarily go to state-wide plenary. Please reach out to Kuehnl with any questions.
e. New Program Approvals by CCCCO: Noncredit ESL Certificates, Biochemistry AS Degree, Data Analytics CA, Cybersecurity CA	Vanatta provided update. Since CCC last met in June, the CCCCO has approved two noncredit certificates in ESL for College and Careers (High-Intermediate and Advanced), the Biochemistry AS degree, and the certificates of achievement in Data Analytics and Cybersecurity!
5. Stand Alone Approval Request: CHEM 70R series	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for CHEM Independent Study course series (70R, 71R, 72R, 73R). Will be permanently Stand Alone. PSME rep asked which faculty member created course; noted concern that courses being created if they might possibly not be used and will risk being discontinued—Hueg believes good to have them on the books in case there's student interest. Vanatta mentioned that IS courses not included in annual process to review courses not taught in four years. Fine Arts rep noted uptick in student interest in IS courses during pandemic and feedback that students have found them to be very beneficial. Second read and possible action will occur at next meeting.

6. Stand Alone Approval Request: HLTH 101	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for HLTH 101. Will be temporarily Stand Alone and included in upcoming certificate of achievement in Community Health Worker. No comments. Second read and possible action will occur at next meeting.
7. Stand Alone Approval Request: NCBS 448A	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for NCBS 448A. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
8. Stand Alone Approval Request: THTR 48F	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Request for THTR 48F. Will be permanently Stand Alone. Vanatta noted this is an existing course changing to Stand Alone. Bio Health rep asked why course is Stand Alone if it's included in a family of activity courses—Vanatta explained that families are not related to degrees/certificates but are related to repeatability; Hueg provided historical context re: creation of families. Second read and possible action will occur at next meeting.
9. Cross-List Request: BIOL 81 & CHEM 81 & MATH 83	**Speaker: Eric Kuehnl** Cross-listed Course Approval Request for BIOL 81 (existing course) & CHEM 81 & MATH 83 (new courses for 2022-23). Lee asked how this cross-listing will work—Subramaniam explained that courses will likely be offered separately (one dept. at a time) and that content is quite broad and not specifically related to one particular discipline. Motion to approve **M/S** (Armstrong, Mac Neil). **Approved.**
10. OER Resolution	**Speaker: Eric Kuehnl** Second read of Resolution to Explore Options to Leverage College Curriculum Processes to Support Faculty to Explore and Adopt OER. Kuehnl mentioned that Academic Senate has asked us to vote on this resolution, and stressed that the resolution won't force anyone to use OER in their courses, but is meant to increase awareness and make it easier for faculty to incorporate OER. Motion to approve **M/S** (Armerding, Meneses). **Approved.**
11. Learning Resources Center (LRC) Division	**Speaker: Kurt Hueg** Memo outlining creation of LRC division (previously Library), including list of courses moving from Language Arts and PSME into LRC (effective winter 2022 quarter). Fong explained that courses are associated with tutoring, plus LIBR 10 & 10H. BSS rep asked about motivation for division reorganization—Hueg responded that this was a 2-3 year project, went through governance; concept to provide additional leadership, coordination, and grouping of like instructional areas, which are better suited to be grouped together. New dean, Mark Barnes, started a few months ago; budgets have been created to support the division. Fong added that the STEM Center was part of STEM division w/ oversight under that dean, and TLC and Pass the Torch were under Language Arts division w/ oversight under that dean—motivation was to bring both sides of tutoring together, to provide a better experience for students, under one administrator.
12. New Program Creation Feedback Form Process Change	**Speaker: Eric Kuehnl** Kuehnl emailed reps a few weeks ago, regarding the change that feedback forms for new programs should be sent to him, while governance situation was in limbo. However, since then, Academic Senate has voted to restart governance groups, so no longer necessary to forward forms to him. This topic was a bit of a hold-over from previous meeting. Noted that we are in the process of creating a new program creation process. Ong noted that,

	previously, form was submitted to three governance groups, and asked if it should now be sent to just one group—Kuehnl will need to follow up with AS President Kathryn Maurer. Asked the reps to please reach out to him if they are currently going through the process of creating a new program, so that he can provide guidance. Language Arts rep asked if there will be a workgroup for the new program creation process—yes, there is already a workgroup. PSME rep asked for clarification on which form is being discussed—Vanatta shared where form may be found on CCC website.
13. Distance Learning for Winter 2022 Quarter	**Speaker: Kurt Hueg** Certain courses have Distance Learning approval for "state of emergency" only; currently, we're in a transition period, so courses with this type of approval were allowed to be scheduled as DL for fall 2021. However, starting with winter 2022, any course being offered as DL should be approved for DL delivery under all circumstances. Fine Arts rep asked if form needs to be resubmitted if Zoom modality selected for a course—Hueg clarified that modalities are more related to attendance accounting and how classes are listed on the schedule. Modality options are not changing. PSME rep mentioned lack of clarity around situation in which, for example, course approved as hybrid but lab must be scheduled in-person, as current DL form does not allow for such nuances. Bio Health rep agreed and added that one faculty who works a lot with C-ID says that C-ID is starting to look at CORs to see which modalities are listed and having conversations re: whether or not courses with certain modalities will be approved for C-ID. Also asked if modalities are displayed on our CORs—Vanatta responded that DL info is not included on our public-facing CORs (in the CourseLeaf catalog), adding that it is something that we can add. Cautioned that it might take a long time to implement, as public-facing CORs are completely custom work by CourseLeaf developers, and we'll need to first wait until new DL form fields are incorporated into our COR form within the CIM system. Also addressed PSME rep's comments about clarity around modalities, noting that work being done to add new DL fields to COR form includes text box in the modality selection area, which faculty may use to add details re: modality selections. PSME rep expressed support for adding modality details to public-facing CORs. Gilstrap hasn't heard anything from C-ID re: reviewing modalities, but acknowledged it could be coming.
14. CCC Priorities for 2021-22	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
15. Good of the Order	
16. Adjournment	**3:29 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean—FA & KA), Dixie Macias (KA), Don Mac Neil (KA), Allison Meezan (BSS), Ché Meneses (FA), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), JP Schumacher (Dean—SRC), Ram Subramaniam (Dean—BH & PSME), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

New Course Proposal

CHEM F070R : INDEPENDENT STUDY IN CHEMISTRY

Effective Term
Summer 2022

Subject
Chemistry (CHEM)
Course Number
F070R

Department
Chemistry (CHEM)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
1

Course Title
INDEPENDENT STUDY IN CHEMISTRY

Former ID

Cross Listed

Related Courses

Maximum Units
1

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
3

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
36

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

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

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.

• **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

Please select
<mark>Permanent</mark>

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:
<mark>Transfer</mark>

Criteria B. Need

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

Evidence

<mark>Offering an independent study course allows students to engage in short projects that would be too small to fit into other standard offerings in the program but are nevertheless necessary to fill in crucial instructional gaps in the field. In addition, subjects explored in an independent study course may be outside an area of chemistry taught at Foothill.</mark>

Attach evidence

Need/Justification
This course provides the student an opportunity to work on an application or project of their choosing, as approved and guided by an instructor.

Course Description
Provides an opportunity for the student to expand their studies in chemistry 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 the assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of independent study coursework per department.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: Recommended preparation will be determined by instructor after interviewing the student pre-contract.

Course Objectives

The student will be able to:

1. Successfully complete a practical milestone in the application of one or more theoretical concepts learned as part of other study in chemistry.

Course Content

The content will be determined by the instructor as applicable for the contracted project.

Lab Content

Will be determined by instructor.

Special Facilities and/or Equipment

Required special facilities and/or equipment will be determined jointly by the student and instructor as part of the contract negotiation process and duly noted in the contract.

Methods of Evaluation

Methods of Evaluation
The student and the instructor will agree upon the method of evaluation and a rubric prior to the beginning of the course

Method(s) of Instruction

Method(s) of Instruction
Independent study as defined in the student-faculty contract

Representative Text(s)

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

Other Required Materials

The instructor will select specific learning resources, some of which may be digital, depending on the nature of the contracted project. In addition, recent journal articles may constitute assigned reading with a view to applying concepts in practical work.

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

Will be determined by instructor.

Authorized Discipline(s):
Chemistry

Faculty Service Area (FSA Code)
CHEMISTRY

Taxonomy of Program Code (TOP Code)
1905.00 - Chemistry, General

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date
5/13/2021

Division Dean Only

Seat Count
10

Load
.000

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code
125021 - Chemistry

Account Code
1320

Program Code
190500 - Chemistry, General

HLTH F101. : INTRODUCTION TO COMMUNITY HEALTH WORK

Effective Term
Summer 2022

Subject
Health (HLTH)
Course Number
F101.

Department
Health (HLTH)

Division
Biological and Health Sciences (1BH)

Units
5

Course Title
INTRODUCTION TO COMMUNITY HEALTH WORK

Former ID

Cross Listed

Related Courses

Maximum Units
5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
5

Weekly Lab Hours
0

Weekly Out of Class Hours
10

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
180

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

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

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.

• **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

Please select
Temporary

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

Community Health Worker Certificate

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

Development with submission to follow in 2021

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

Evidence

According to the Community Health Workers Labor Market Information Report (attached), there is a shortage of Community Health Workers within Santa Clara County. Further, Santa Clara County has an emerging need for Community Health Workers as the Public Health Department has re-designated their public health workers from community-based workers

Attach evidence
LMI_Foothill_Community Health Worker_June 2020 (1).docx

Need/Justification
Although the ADT in Public Health Science provides a wonderful opportunity for students to take public health courses on their path to a CSU to obtain a Bachelors degree, Foothill College does not yet have a path for students to train and work in public health. This course will teach students the core competencies of community health work to prepare them for immediate careers as a community health worker, peer educator, health navigator, etc.

Course Description
This course provides an overview of skills related to the role of a community health worker. Students will learn skills related to effective health promotion/outreach, health interviewing, patient eligibility navigation, pandemic related navigation, and cultural humility practices.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: HLTH 20, HLTH 21.

Course Objectives

The student will be able to:

1. Describe the community health worker's historical role, including current job and confidentiality expectations.
2. Describe the relationship between morbidity and social determinants of health using ecological principles.
3. Identify chronic diseases that impact vulnerable populations.
4. Identify and enroll patients in need-based resources within the county, state, and federal levels to mitigate negative health outcomes.
5. Evaluate patient needs utilizing a cultural humility and social justice lens related to health education, benefit enrollment, and/or care coordination.
6. Describe health behavior theories that can be used in health outreach and health education program development.

7. Describe effective health communication techniques used in group and individual counseling.
8. Identify clinical and non-clinical community health worker positions and employers within local, county, state, and national agencies.

Course Content

1. Overview: Community Health Worker (CHW) Profession
    1. History of the CHW profession in the United States/internationally
    2. Spotlight: The value of Promatora/o model
    3. Day-in-the-life/Case studies of CHW worldwide
    4. Ethics in the CHW field
        1. HIPAA
        2. Confidentiality
        3. Drawing boundaries with clients
2. Public Health Principles
    1. Social determinants of health
    2. Ecological principles
        1. Individual factors
        2. Family factors
        3. Community factors
        4. Societal factors
    3. Health disparities and health inequality/inequity
    4. Systemic racism and the effect on health inequity in the SF Bay Area
    5. Evidence-based research: How to analyze a journal article
    6. Population-based health vs. individual health
3. Chronic Health Conditions and Management
    1. Diabetes
    2. Heart disease
    3. Cancer
    4. People experiencing homelessness
    5. Addiction: Alcohol, tobacco, and other drugs
    6. Diet: Eating habits, food and water deserts
    7. Pandemics: COVID-19 case study
4. Accessing Community and Government Resources
    1. Introduction to federal, state, county, and local programs
        1. 211, SNAP, WIC, Daycare, Medicaid, Section 8, etc.
    2. Patient navigation
        1. Enrollment into government benefit programs (SNAP, Medicaid, immigration, etc.)
        2. Navigating difficult forms and websites
        3. Group phone calls: Patient and government representative
5. Social Justice and Cultural Humility
    1. Understanding and navigating patient trauma

2. Cultural competency vs. cultural humility
3. Understanding and responding to various cultural needs
4. Historic evidence of medical racism in BIPOC and LGBTQ+ communities
6. Health Promotion and Health Education
    1. Examples of effective and ineffective health campaigns
    2. Health behavioral change theory and practice
    3. Health outreach
    4. Group health education vs. individual health education
    5. Prevention in public health
        1. Primary, secondary, and tertiary prevention
7. Direct Patient Care: Interpersonal Skills for Community Health Workers
    1. Communication
        1. Communication self-assessments
        2. Active Listening
        3. "Yes, and" approaches to building conversation
        4. De-escalation
        5. Professionalism and courteous behavior
        6. Conflict resolution
    2. Interviewing and Counseling
        1. Client-centered interviewing
        2. Motivational interviewing
        3. Group discussion/facilitation
        4. Client-centered health coaching/counseling
        5. Working in a team environment
        6. Home visits
    3. Case Management
        1. Professionalism in writing, speaking
        2. Documentation skills
8. Future Employment: Types of Roles for Community Health Workers
    1. Employment sites:
        1. Public health
        2. Health clinics and hospitals
        3. Non-profit and community-based organizations
        4. Social services
        5. Health plans
    2. Building advocacy and capacity in the CHW field
    3. Community organizing
    4. Professional networks and associations in the CHW field

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Multi-media classroom when taught in person.
2. Computer with internet access when taught online or as a hybrid course online.
3. Canvas LMS with access to Adobe PDF for reading articles.
4. Webcam preferred.
5. Library resources (Foothill OneSearch) or Google Scholar for current public health peer-reviewed journal articles and research.

Methods of Evaluation

Methods of Evaluation
Weekly evaluation of course readings including short quizzes to check for understanding
Bi-weekly discussion related to issues in community health work
Projects related to peer-reviewed literature, patient navigation practice, and health education/promotion
Final project including case management steps and conducting health assessment interviews

Method(s) of Instruction

Method(s) of Instruction
Online and textbook readings; lecture presentations; video clips; case study analysis
Online collaboration, including case study, discussion, and peer reviews
Online peer practice of techniques related to CHW practice
Written or oral presentations of major course content followed by discussion and evaluation
Guest speaker presentations, including local agency, government leaders, and fellow community health workers

Representative Text(s)

Author(s)	Title	Publication Date
Berthold, T.	Foundations for Community Health Workers	2016
Berthold T., and P. DeCarlo	Training Guide to Foundations for Community Health Workers	2016
Delgado, M.	Community Health Workers in Action: The Efforts of "Promotores de Salud" in Bringing Health Care to Marginalized Communities	2020
St. John, J.A., S.L. Mayfield-Johnson, and W.D. Hernandez-Gordon (Eds.)	Promoting the Health of the Community	2021

Please provide justification for any texts that are older than 5 years
Although the Berthold text and training guide are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Other Required Materials

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

1. Web-based research on current issues related to community health work, including those of private and governmental agencies.
2. Submission of written research report on a public health/chronic disease issue using current evidence based scientific literature.
3. Health outreach practice project related to public health care issue.
4. Weekly reading assignments in the textbook and current scientific/public health journals of approximately 35-50 pages.
5. Patient navigation project showcasing how to help patients navigate governmental documentation needs, including but not limited to immigration, food resources, housing, medical/insurance applications, etc.
6. Online practice of client interviewing and communication.

Authorized Discipline(s):
Health

Faculty Service Area (FSA Code)
HEALTH

Taxonomy of Program Code (TOP Code)
*1261.00 - Community Health Care Worker

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
3/9/2021

Seat Count
40

Load

.111

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141101 - Health

Account Code
1320

Program Code
040100 - Biology, General

Community Health Workers
Labor Market Information Report
Foothill College

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

Recommendation

Based on all available data, there appears to be an undersupply of Community Health Workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 210 students in the Bay region and 43 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 1261.00-Community Health Care Worker in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Community Health Workers in the 12 county Bay region and in the Silicon Valley sub-region for a possible new program at Foothill College.

- **Community Health Workers (SOC 21-1094):** Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs. Excludes "Health Educators" (21-1091).

     Entry-Level Educational Requirement: High school *diploma or equivalent*
     Training Requirement: Short-term *on-the-job training*
     Percentage of Community College Award Holders or Some Postsecondary Coursework: 28%

Occupational Demand

Table 1. Employment Outlook for Community Health Workers in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	2,046	2,274	228	11%	1,447	289	$19.83	$28.02

Source: EMSI 2020.1
Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Community Health Workers in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Community Health Workers	298	345	47	16%	228	46	$19.38	$25.82

Source: EMSI 2020.1
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

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

Occupation	Bay Region	Silicon Valley
Community Health Workers	181	37

Source: Burning Glass

Table 4a. Top Job Titles for Community Health Workers for latest 12 months (June 2019 - May 2020) Bay Region

Common Title	Bay	Common Title	Bay
Community Liaison	31	Community Living Instructor - Cli	3
Community Lead	17	Community Lead, Square	3
Peer Navigator	10	Community Advisor	3
Navigator	9	Social Health Interventions Lead - Community Health	2
Health Navigator	9	Social Health Analytics Lead - Community Health	2
Community Living Instructor	9	Prep Navigator	2
Patient Health Advocate	7	Housing Stability Movement Lead - Community Health	2
Advocate	7	Housing Stability Intervention Lead - Community Health	2
Health Advocate	6	Housing Stability Community Lead - Community Health	2
Community Health Advocate	6	Health Agent	2
Development Coordinator	5	Community Living Instructor Live-In	2
Prep Outreach Navigator	4	Community Capacity Lead - Community Health	2
Contact Tracing Lead	4	Cancer Screening Agent	2
Global Community Lead Nba 2K	3	Area Community Navigator	2

Table 4b. Top Job Titles for Community Health Workers for latest 12 months (June 2019 - May 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Community Liaison	12	Advocate	2
Peer Navigator	9	Health Agent	1
Navigator	3	Diabetes Health Navigator	1
Community Advisor	3	Community Advisor, Manufacturing Industry	1
Contact Tracing Lead	2	Clinician	1
Community Lead	2		

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Community Health Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2022)	% Change (2019-24)	% Occupation Group in Industry (2019)
Local Government, Excluding Education and Hospitals (903999)	220	316	44%	15%
Services for the Elderly and Persons with Disabilities (624120)	374	197	-47%	10%
HMO Medical Centers (621491)	134	173	29%	8%
Other Individual and Family Services (624190)	128	142	11%	7%
General Medical and Surgical Hospitals (622110)	57	79	39%	4%
Hospitals (Local Government) (903622)	33	77	133%	4%
Child and Youth Services (624110)	60	66	10%	3%
Religious Organizations (813110)	59	63	7%	3%
Grantmaking Foundations (813211)	57	62	9%	3%
Environment, Conservation and Wildlife Organizations (813312)	35	57	63%	3%
Offices of Physicians (except Mental Health Specialists) (621111)	62	53	-15%	3%
Other Social Advocacy Organizations (813319)	36	49	36%	2%
Corporate, Subsidiary, and Regional Managing Offices (551114)	23	42	83%	2%
Outpatient Mental Health and Substance Abuse Centers (621420)	49	41	-16%	2%
State Government, Excluding Education and Hospitals (902999)	21	38	81%	2%
Human Rights Organizations (813311)	16	34	113%	2%
Temporary Shelters (624221)	28	31	11%	2%

Source: EMSI 2020.1

Table 6. Top Employers Posting Jobs for Community Health Workers in Bay Region and Silicon Valley Sub-Region (June 2019 - May 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Kaiser Permanente	12	Saint Johns Health Center	2	Apple Inc.	3
Vital Proteins	7	One Degree	2	Vital Proteins	2
Toolworks	6	Montage Health	2	Star Care Hospice, Inc	2
A Bright Future, Inc	6	Marin Community Clinics	2	Abode Services	2
Wework	4	Lifelong Medical Care	2	With Grace Hospice And Palliative Care	1
Lincoln Child Center	3	Impec	2	Wework	1
Heluna Health	3	Greenfield Union School District County	2	Sequoia Home Health & Hospice	1
Bleacher Report	3	Family First Life Elite	2	Sequoia Home Health	1
Asian Health Services	3	Eagle Acquisitions	2	Roots Community Health Center	1
Arc San Francisco	3	Covenant Health	2	Morgan Hill Unified School District	1
Apple Inc.	3	Clinica De Salud Del Valle De Salinas	2	Impec	1
A Bright Future	3	Bungalow	2	Heluna Health	1
Ubiquity6 Inc	2	Brown & Toland Physicians	2	Family First Life Elite	1
Star Care Hospice, Inc	2	Abode Services	2	Ensign Services Inc	1
St Joseph Health System	2	With Grace Hospice And Palliative Care	1	Ensign Group	1
Square Inc	2	University San Francisco	1	CDC Foundation	1
Self Help For Elderly	2	Trinity Health	1	Campbell Union School District	1

Source: Burning Glass

Educational Supply

There are four (4) community colleges in the Bay Region issuing 79 awards on average annually (last 3 years ending 2018-19) on TOP 1261.00-Community Health Care Worker. There is one college (Mission College) in the Silicon Valley Sub-Region issuing three (3) awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 1261.00-Community Health Care Worker in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Canada	Mid-Peninsula		4	4
Mission	Silicon Valley	2	1	3
San Francisco	Mid-Peninsula		67	67
Santa Rosa	North Bay	2	3	5
Total Bay Region		**4**	**75**	**79**
Total Silicon Valley Sub-Region		**2**	**1**	**3**

Source: Data Mart

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

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 289 annual openings for the Community Health Worker occupational cluster and 79 annual (3-year average) awards for an annual undersupply of 210 students. In the Silicon Valley Sub-Region, there is also a gap with 46 annual openings and three (3) annual (3-year average) awards for an annual undersupply of 43 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1261.00-Community Health Care Worker

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (1261.00)	Bay (1261.00)	Silicon Valley (1261.00)	Foothill College (1261.00)
% Employed Four Quarters After Exit	74%	77%	72%	72%	n/a	n/a
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$16,549	$8,440	n/a	n/a
Median % Change in Earnings	46%	82%	66%	66%	n/a	n/a
% of Students Earning a Living Wage	63%	76%	47%	47%	n/a	n/a

Source: Launchboard Pipeline (version available on 6/17/20)

Skills, Certifications and Education

Table 9. Top Skills for Community Health Workers in Bay Region (June 2019 - May 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Customer Service	51	Data Collection	16	Performance Management	12
Case Management	37	Special Education	16	Procedure Establishment	12
Community Health	32	Crisis Intervention	15	Process Management	12
Scheduling	31	Mental Illness	15	Flexion	11
Mental Health	29	Process Improvement	15	Home Health	11
Cardiopulmonary Resuscitation (CPR)	25	Teaching	14	Hospice	11
Budgeting	23	Behavioral Health	13	Cooking	10
Public Health and Safety	23	Conflict Management	13	Developmental Disabilities	10
Customer Contact	22	Facebook	13	Disease Management	10
Strategic Planning	22	Rehabilitation	13	Money Management	10
Managed Care	21	Resource Management	13	Psychology	10
Project Management	20	Social Media	13	Community Development	9

Caregiving	19	Training Programs	13	Empower	9
Social Services	17	Business Process	12	Infection Control	9
Change Management	16	Health Education	12	Interaction with Patients / Medical Personnel	9

Source: Burning Glass

Table 10. Certifications for Community Health Workers in Bay Region (June 2019 - May 2020)

Note: 72% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Driver's License	43	Licensed Clinical Social Worker (LCSW)	1
First Aid CPR AED	14	Conflict Resolution	1
Licensed Vocational Nurse (LVN)	7	Certified Occupational Therapy Assistant	1
Certified HIPPA Professional	2	Certified Medical Assistant	1
Social Work License	1	Licensed Clinical Social Worker (LCSW)	1
Psychiatric Nurse Practitioner	1		

Source: Burning Glass

Table 11. Education Requirements for Community Health Workers in Bay Region

Note: 41% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	51	48%
Associate Degree	18	17%
Bachelor's Degree or Higher	37	35%

Source: Burning Glass

Methodology

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

Sources

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

Contacts

For more information, please contact:

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

New Course Proposal

NCBS F448A : JUST-IN-TIME SUPPORT FOR MATH 48A

Effective Term
Summer 2022

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F448A

Department
Mathematics (MATH)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
0

Course Title
JUST-IN-TIME SUPPORT FOR MATH 48A

Former ID

Cross Listed

Related Courses
MATH F248A - JUST-IN-TIME SUPPORT FOR MATH 48A

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
30

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
NCBS 448A is a corequisite support course for MATH 48A. Each time a student takes this pair of courses together, NCBS 448A will be used to address the student's current needs for success in MATH 48A. For example, one quarter this might be finding the equation of a line and another quarter this might be interpreting the slope of a line, or one quarter this might be time management and another quarter it might be how to prepare for an exam.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

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

Stand Alone

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

Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

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

Criteria B. Need

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

Evidence

This course is designed to support students who do not meet the multiple measures placement in MATH 48A. This course provides just-in-time remediation of prerequisite skills necessary for MATH 48A. Additionally, the course provides support in study skills and habits. This course is part of the math department's plan to comply with AB 705.

Attach evidence

Need/Justification
This course is designed to support students who do not meet the multiple measures placement in MATH 48A. The course provides just-in-time remediation of prerequisite skills necessary for MATH 48A. Additionally, the course provides support in study skills and habits.

Course Description
A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in Precalculus I. Intended for students majoring in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 48A at Foothill College. Topics include: a review of computational skills developed in beginning and intermediate algebra, including factoring, graphing linear equations, solving absolute value equations and inequalities, analyzing functions, including quadratic functions.

Course Prerequisites

Course Corequisites
Corequisite: MATH 48A.

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

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Explore linear and quadratic relationships in 1 and 2 variables
3. Solve problems involving proportional reasoning
4. Simplify algebraic expressions, including those with exponents, radicals, and absolute values
5. Evaluate, graph, and find the domain and range of functions
6. Apply formulas of geometric objects

Course Content

1. Explore topics related to developing effective learning skills
    1. Learn study skills
        1. Organizational skills
        2. Time management
        3. Test preparation
        4. Test-taking skills
    2. Self-assess using performance criteria to judge and improve one's own work
        1. Analyze and correct errors on one's exam

3. Identify, utilize, and evaluate the effectiveness of resources in improving one's own learning, such as study groups, computer resources, lab resources, and tutoring resources
2. Explore linear and quadratic relationships in 1 and 2 variables
    1. Solve linear equations with rational coefficients
    2. Solve literal equations and formulas for a specific value
    3. Solve linear inequalities and compound inequalities symbolically or graphically
    4. Represent linear functions using equations, tables, and graphs
    5. Interpret the meaning of intercepts and slopes from a problem's situation
    6. Describe magnitude and direction of slope
    7. Identify slopes and y-intercepts from equations
    8. Write an equation of a line using two points and using a point and slope
    9. Interpret the solution of a linear system in the context of a problem's situation
    10. Graph linear and quadratic equations
    11. Identify the vertex of a parabola
    12. Solve quadratic equations algebraically using factoring and the quadratic formula
3. Solve problems involving proportional reasoning
    1. Use rates to convert units
    2. Perform unit analysis
    3. Set up a proportion
4. Simplify algebraic expressions, including those with exponents, radicals, and absolute values
    1. Evaluate powers with positive, negative, and zero exponents
    2. Use properties of exponents
    3. Find square roots
    4. Simplify expressions that involve absolute values, rational exponents, and/or radicals
    5. Understand the meaning of an absolute value expression
5. Evaluate, graph, and find the domain and range of functions
    1. Use function notation
    2. Evaluate functions
    3. Graphs of functions
        1. Linear
        2. Quadratic
        3. Absolute value
    4. Domain and range
        1. From tables
        2. From graphs
        3. From the formula
    5. Graph solution sets to inequalities on a number line and write the solution sets using interval and/or set-builder notation

6. Apply formulas of geometric objects
    1. Perimeter
    2. Area and surface area
    3. Volumes
    4. Solve geometric formulas for a specific value

Lab Content

Not applicable.

Special Facilities and/or Equipment

Access to graphing technology, such as a graphing calculator or graphing software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in MATH 48A

Method(s) of Instruction

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

Representative Text(s)

Author(s)	Title	Publication Date
Stewart, Redlin, and Watson	Precalculus: Mathematics for Calculus with Corequisite Support, 7th ed.	2020

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

Other Required Materials

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

1. Problem sets

2. Exploratory activities and/or projects
3. Reading and/or writing assignments

Authorized Discipline(s):
Mathematics

Faculty Service Area (FSA Code)
MATHEMATICS

Taxonomy of Program Code (TOP Code)
1702.00 - Mathematics Skills

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Division Dean Only

Seat Count
35

Load
.056

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125051 - Mathematics

Account Code
1320

Program Code

170100 - Mathematics, General

THTR F048F : MUSICAL THEATRE REPERTOIRE FOR SINGERS II

Proposal Type
Course Revision

Effective Term
Summer 2021

Subject
Theatre Arts (THTR)
Course Number
F048F

Department
Theatre Arts (THTR)

Division
Fine Arts and Communication (1FA)

Units
4

Course Title
MUSICAL THEATRE REPERTOIRE FOR SINGERS II

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
3

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
72

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade Only

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

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

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

• Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.

• **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

Please select
<mark>Permanent</mark>

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:
<mark>Basic Skills</mark>
<mark>Transfer</mark>

Criteria B. Need

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

Evidence

<mark>This course provides advanced training for students wishing to transfer to performance track four-year colleges or to compete for roles in musical theatre productions or to begin the process or working on creative functions within musical theatre (directing, choreographing).</mark>

Attach evidence

Need/Justification
This course provides advanced training for students wishing to transfer to performance track four-year colleges or to compete for roles in musical theatre productions or to begin the process or working on creative functions within musical theatre (directing, choreographing).

Course Description

This course is designed to develop further technical skills in singing and acting techniques applied to more complex and broader ranging musical theatre repertoire, including staged duets, trios and full ensemble numbers spanning Golden Age content through contemporary Broadway. Attendance at all scheduled performances is required.

Course Prerequisites
Prerequisite: MUS 48C or THTR 48C or instructor approval.

Course Corequisites

Course Advisories
Advisory: This course is included in the Theatre Voice family of activity courses.

Course Objectives

The student will be able to:
A. Sing advanced musical theater repertoire with vocal technique appropriate to the overall genre and any sub-genres explored.
B. Learn a wide variety of repertoire appropriate to the student's voice type within contemporary musical theatre genre.
C. Have the skills and understanding needed to research and expand repertoire and vocal development.
D. Successfully communicate characters and relationships within solos and scenes in music and staged performance, including from spoken dialogue to singing.
E. Further develop the skills needed to work as a soloist and within an ensemble with a director, music director, choreographer and accompanist.

Course Content

A. Continued development of singing technique appropriate for repertoire assigned
1. Consistent awareness of posture, alignment and breath support
2. Maintain speech-like, supported singing throughout all scenes/songs
3. Ability to successfully and consistently communicate the musical values and musicality of all repertoire assigned
4. Expand vocal range to include upper register access and belt singing
5. Consistently move from scene into song with vocal, musical and dramatic cohesion
B. Expand repertoire to include songs from early musical theatre through contemporary musical theatre
1. Prepare audition material appropriate to vocal and character type to include selections:
a. 1920-30s, including Berlin, Gershwin and Porter
b. Golden Age, 1940-65
c. 1965-80, including Sondheim
d. 1980-90s, including Lloyd Weber
e. 21st century, including Disney/rock musicals/multi-cultural musicals, as appropriate
2. Understand and develop stylistic differences for each of these periods

C. Continued development of research skills for composer/lyricists from all periods
1. Research the most contemporary composers, lyricists, productions and performers
2. Expand and adapt singing technique as needed for the trends
3. Apply critical analysis for potential roles from new productions
4. Based on research, target potential productions for which to audition within the region
5. Fully prepare audition material for targeted productions
D. Continued development of the complete skill set required to successfully communicate fully developed/sung/acted characters within scenes, relationships and movement in staged performances
1. Expand period vocal and acting styles appropriate to repertoire
2. Develop the skills to maintain fully developed/sung character in long scenes
3. Develop consistency and stamina in more challenging repertoire while inhabiting character
4. Successfully integrate all staging and choreography into all character and vocal development
E. Prepare and maintain all assigned material from rehearsal through performance, including all music, scene work, staging and choreography
1. Meet deadlines preparation as required
2. Attend all final rehearsals allowing for tech/dress as needed
3. Maintain performance discipline throughout all rehearsals and performances
4. Develop relationships with professionals within the field for future audition/performance opportunities
5. Compilation of head shot and resume for auditions

Lab Content

A. Exercises and rehearsal of individual vocal exercises and song assignments.
B. Small group collaborative rehearsal of voice exercises, staging, choreography and scenework.
C. Large ensemble rehearsal of vocal, musical, text and movement assignments.

Special Facilities and/or Equipment
A. Clothing suitable for rehearsal work.
B. A three ring binder for all music assignments.
C. A flexible, open-space classroom with piano.
D. Rehearsal accompanist.
E. Audio and/or video recording and playback equipment.

Methods of Evaluation

Methods of Evaluation
Evaluation of student rehearsal and performances including songs and ensembles

Methods of Evaluation
Demonstration of theory and techniques acquired, consistency of vocal technique, all staging, choreography and character development for all prepared material in rehearsal and performance
Character analysis for assigned songs and ensemble
Short homework assignments posted in the Course Studio covering various topics from reflective singing exercises to listening and video watching assignments

Method(s) of Instruction

Method(s) of Instruction
Lecture presentations and classroom discussion of American musical theatre and vocal technique
In-class singing of musical theatre material by students followed by instructor-guided interpretation and analysis
Individual and group presentations of major projects followed by in-class discussion and analysis

Representative Text(s)

Author(s)	Title	Publication Date
Deer, Joe, and Rocca Dal Vera	Acting in Musical Theatre, 2nd ed.	2016
Gagne, Jeannie	Your Singing Voice, Pap/Com ed.	2012

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

Other Required Materials

Songs and ensembles provided by instructor from the American musical theatre canon

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

A. Individual and ensemble lyrics and script reading assignments
B. Self-reflective journal and/or character analysis of songs
C. Research paper on composers and/or lyricists studied

Authorized Discipline(s):
Music or Theater Arts

Faculty Service Area (FSA Code)

Taxonomy of Program Code (TOP Code)
1007.00 - Dramatic Arts

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/20

Seat Count
40

Load
.115

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
143101 - Theatre Arts

Account Code
1320

Program Code
100700 - Dramatic Arts

Proposed Foothill Academic Senate Priorities 2021-22

DRAFT (1ˢᵗ Read) proposed by Academic Senate Officers & Faculty Chair of COOL

September 27, 2021

Executive Committee Priorities for Fall 2021 (considered "top" priority by senate officers)

- Return to Campus (support/partner with FA)
- Faculty Prioritization Process – finalize
- Beginning of ISER – Steering Committee, Faculty Appointments to Teams, etc.
- Effective Pedagogy Committee – *new subcommittee of the senate?*
  - o Student Learning Outcomes (Operational & Pedagogical)
  - o Academic Integrity (standards, policies, practices and tools to support authentic assessment)
- Shared Governance Taskforce/Shaping of governance
- Faculty Mobilization/Campus Climate
- Academic Senate Equity Plan (Integration of Exec, CCC & COOL)
- Academic Senate Constitution & By-Laws (Integration of Exec, CCC & COOL)

COOL Priorities for Fall 2021 (considered "top" priority by senate officers)

- Tech Tools Request & Prioritization Process for Purchasing & Support
- Distance Education Master Plan (governance arena)
- Online / Distance Ed Policies
- COOL Equity Action Plan
- COOL By-Laws (or??)
- FA/Senate Collaboration on Faculty Evaluations (J1 updates) for online/hybrid classes

CCC Priorities for Fall 2021 (considered "top" priority by senate officers)

- Faculty primacy in curriculum primer (one for faculty & one for students)
- Guided Pathways Program Mapping – process & ongoing oversight
- Guided Pathways Meta Majors
- Program Creation Process
- Program Discontinuance Process
- CCC Equity Action Plan
- CCC By-Laws

Question for Senators:

1. Any questions/need for clarification?
2. Anything you object to/are concerned about?
3. Anything missing from the perspective of your division/constituency that would be *a higher priority?*
4. Are you comfortable with this list/these priorities being your senate officers' priorities?