

CURRICULUM DEVELOPMENT HANDBOOK



Foothill College

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PREFACE

The purpose of this Handbook is to provide a step-by-step guide and resource materials to assist you with the preparation of a Foothill College Course Outline of Record (COR). It cannot be emphasized enough that the development of a course outline is not a singular effort.

Course outlines are vital to Foothill College for many reasons. They enable us to:

- Obtain approval of courses in order to receive state apportionment support.
- Gain acceptance for transferability.
- Provide documentation for units and hours applied toward an Associate degree.
- Provide catalog course descriptions in a standardized format.
- Communicate with others, such as part-time instructors, the expected outcomes and methods of teaching courses.
- Provide information to other community colleges and institutions about how we approach teaching subject matter.

Generic CORs are separate in purpose and in form from the Course Syllabi prepared by individual instructors for their students.

SUPPLEMENTAL PUBLICATIONS

The following are supplemental publications that may be of assistance:

- the State Curriculum Standards Handbook for the Community Colleges (<http://www.curriculum.cc.ca.us>) is a resource for questions regarding Title 5 requirements, and each division office should have a copy.
- The General Education Handbook provides the criteria for identifying those courses that fulfill the general education requirements at Foothill and can be obtained from your division, your CCC representative or the Curriculum Coordinator.

WORKING ABBREVIATIONS

AB1725: Assembly Bill #1725

ASSIST: The official repository for articulation data for CSU, UC and CCC campuses

CAN: California Articulation Number System

CCC: College Curriculum Committee

CCCR: College Curriculum Committee Representative

COR: Course Outline of Record

CSU: California State University System

FH: Foothill College

GE: General Education

IGETC: Intersegmental (CSU and UC) General Education Transfer Curriculum

TCA: Transfer Course Agreement

TITLE 5: Title 5 of the California Education Code

TOPS: Taxonomy of Programs

UC: University of California System

CURRICULUM HISTORY AND TRADITION AT Foothill COLLEGE

The Foothill Emphasis

In January 1959, a deserted, decrepit high school building in Mountain View housed the young Foothill College, in its second year of operation. The new campus was still a dream. But the infant college garnered headlines in the Palo Alto Times (3/12/59): "Curriculum Group Named by Foothill College." "Once a week, at noon, 15 people file into an empty classroom at Foothill College with their lunchbags. Over sandwiches, they guide the college's future. They are members of Foothill's curriculum committee, a nucleus of faculty and administration representatives which pools the best thinking of each group to hammer out a program for the infant junior college." (Palo Alto Times, 3/12/59)

Beginning at the Beginning of the College - a First Priority

In creating a new college, the Dean of Instruction (H.H. Semans) and the President (Cal Flint) made national faculty recruiting trips, asking potential faculty about their capability for outstanding teaching, and their ability and willingness to develop and improve the curriculum in their disciplines and the curriculum in the college at large, "recognizing," as the Dean remarked, "the centrality of quality thinking to the quality of Foothill." Later he told the new College Curriculum Committee (CCC), composed of those recruited faculty, "Cal Flint and I have sought scholars with 'sparkle,' those with genuine interest in students, those with somewhat diverse points of view, who can strengthen our teaching team rather than splinter it because of their varying philosophies of education." "Nowhere," he added, "has this 'diversity with unity' been so apparent as in the discussions in the Curriculum Committee - a committee carefully chosen to be representative of the faculty in a number of ways." "The committee includes within its scope, "curriculums, course descriptions, and instructional quality." (3/9/60)

After Faculty Comes Curriculum

Dr. H. H. Semans, Dean of Instruction, wrote to the faculty on January 5, 1959: "Dr. Flint and I are establishing a Curriculum Committee to be representative of the thinking of the faculty and in order that our curriculum be developed through orderly processes." (3/9/60) Later he reported, that the committee members (CCCRs) "are the focal point for curriculum design. To them come the ideas and suggestions of teachers, administrators, outside educators and members of the community. Each proposed course or series of courses is evaluated, and, if merited, worked into a completed outline and sent to the Board of Trustees for final approval. The educational career of 1000 full-time and 1399 part-time students is in the hands of this committee. The curriculum committee must fulfill the objectives of the college. And, broadly stated, the objective of the college is to fill the educational needs of the community - which gives the curriculum committee a broad area in which to work." (9/21/61)

In its initial moments then, Foothill College implemented two policies that were neither required by any law or agency, nor common to other community colleges: a collegial, responsible wide-based curriculum committee with clear authority and responsibility, and a decision-making academic policy committee representing faculty and administration. Such innovation!

A Range of "Current and Enduring Concerns."

What did these pioneers debate, discuss and develop that first two years, issues that have continued to the present day? Course approvals, new programs, state approvals, prerequisites, certificates of proficiency, reaching out to area industries, design of majors and minors, scheduling, health and physical education requirements, catalog preparation, foreign language requirements, study abroad, credit by examination, objectives of higher education as they applied to Foothill, faculty consultations with California universities and colleges, proliferation of courses, the balance between technical and transfers programs, graduation requirements, (Appendix M), Foothill's mission and educational policy, a revised English program with "no bonehead courses." Always concerned with student success, through the years, the CCC grappled with possible programs for "Low Academic Potential Students." They noted that "the 'open door' admissions policy required by California law for junior colleges poses the serious problem of appropriate instruction for students of low academic ability and/or meager achievement." (3/29/62) But they agreed, "We should be giving the student a real opportunity to succeed." One of the strongest points of the program "should be specialized counseling."

General Education Stood at the Core.

CCCRs embarked on a thorough and far-reaching discussion/decision process of General Education - that continued over the decades. They defined GE as consisting "of the elements common to all students' programs through which cultural and political unity are to be achieved." Dr. Semans' "definition of general education: those courses which help everyone to do better those things which everyone does as a member of our society." (The theoretical whole as decided and defined was so far-reaching that other colleges "borrowed" it; FH still is based on it; and it is included in Appendix M)

Graduation Requirements and AA/AS Degrees.

A continuous vigorous debate centered on the FH graduation requirements with an enduring concern: "Many excellent students cannot within 64 units or 4 semesters meet the 29-unit (semester) FH pattern of requirements and still meet all lower division requirements of the college or university to which they wish to transfer." (11/28/60) Most important, "the present requirements have never been very clearly supported by the faculty either with logical or philosophical reasons. They were in a large part inherited without time for thorough justification or rationalization." Whatever the requirements are, "instruction might be far more effective, more economical, more challenging if the faculty and students know exactly what the purposes behind these requirements are."

Members concurred that "certain questions" needed to be answered or discussed to justify the graduation and grade requirements:

1. What can the student do (intellectually as well as overtly) after he meets this requirement that he couldn't do before he met the requirement?
2. Why or how are these new competencies more important than others, which might be substituted for them?

3. What evidence is there that the competencies which the course or courses (as now taught) purport to develop are actually developed? i.e., Appreciate music? Understand literature? Be a worthy citizen?" (11/28/60)

A Prestigious Honors Program Emerges

Then came the Foothill Honors Program, among the first in California community colleges. A CCC Honors Sub Committee designed a program for "the student of exceptional ability who wants to broaden and deepen his knowledge. The Honors Program would cross Division lines and cover the various disciplines. The program would be presented in a seminar type class. Students for the program would be selected on the basis of faculty recommendations, general grade point average, and an interview. " In addition, "each student shall do a sustained piece of work on a subject of his own choosing. It would represent the best critical thinking of which he is capable and . . . it will not be a 'term paper' but will be presented orally with a brief written abstract." That experimental Honors Program had its first sortie, Spring 1961. When they revisited it in 1963, they made changes for a flexible pattern: "honors sections of regular courses, special projects, inter-disciplinary approaches, advanced placement from high school, and honor students tutoring other students." (10/24/63)

An Independent Transfer Degree?

In 1961, Professors Engle and Roth proposed (and it passed with one dissenting vote) a resolution dealing with a core issue again facing the CCC in Winter 2003 - "that the AA/AS degree requirements would be considered met by a student with 64 units (semester) who has met the lower division requirements of his major and the general education requirements of a transfer institution, providing the state minimum requirements are also included."

The Small Percent of Student Body Who Graduate with the AA/AS Degree

"What is it," CCCRs asked, "in our pattern to cause such a small percent of graduates?" (10/11/62) They concluded that "students apparently are more interested in getting the course requirements for the bachelor's degree." (4/16/64) "Students' aim is to transfer and they are not really interest in the AA/AS degree. " Counselors should be reminded, they thought, to advise students that even though they transfer prior to the AA degree, "it is possible for them to transfer back the needed units to receive the AA/AS degree." But all faculty "should emphasize the importance to the student and to Foothill College of the AA/AS degree." (4/23/64)

Policy and Philosophical Discussions

Dr. Semans wrote of that early CCC charge: "One of the responsibilities of the Chairman of the Curriculum Committee is to raise questions. This does not mean he is 'for' or 'against' the 'old' values, attitudes, ideas, methods; he is simply responsible for (1) finding out what these values are, (2) questioning their validity for the life and times of Foothill students, (3) stimulating experimentation to find better ways of doing what we say we are doing, and (4) out of the diversity promoting unity without destroying either." Throughout the decades, CCC meetings resounded with determined debate about philosophies and quality of education.

Stringent Rules and Format for Course Outline of Record (COR)

In 1961, the CCC developed the first curriculum development procedures - "Guidelines for the Preparation of Course Outlines" and a curriculum handbook. Current CCC requirements come from the early 1961 policies: "use telegram style for course descriptions. Eliminate all unnecessary and trite expressions as, 'this course is designed to,' 'designed for.' Avoid '&' and 'etc.' . . . Courses which have not been offered for 2 years, should be deleted. Keep students in mind when writing course descriptions. 'Catalogs are for students too.'" The Chair urged curriculum developers to keep the catalog material under "close scrutiny" and analysis and description in the "most concise statement." (1/7/60) Over the decades, the Chairs continued to stress the need for "good course outlines which clearly indicate the content of the course. The new instructors were given course outlines to serve as guides so that in multiple sections of a course the student will get the same content regardless of the section or the instructor." (4/9/64)

The Planning of the DeAnza Campus, the Conversion to the Quarter System - and the Accreditation Team Visit

The Foothill CCC was charged with developing the curriculum for the new DeAnza campus. (1/9/64) But presenting an even greater challenge was the proposed change to the quarter system in 1966. That change for Foothill would coincide with the opening of the DeAnza campus as a quarter campus from its inception. Dr. Semans knew this change would place major effort and time on the shoulders of the CCC - because it would need to take leadership in facing a range of problems and challenges (entailing the evaluation and redoing of every single Foothill course). (11/12/64) It would be doubly challenging because simultaneously with the first two issues was the implementation of a full-scale accreditation. "One of the main concerns of the accrediting committee was General Education, " and the CCC devoted its next Asilomar conference to that end.

And The Ever-Present Involvement of Outside Groups Into The Educational Mission

When Dr. Semans presented Assembly Bill No. 1750 (July 1965) requiring morality training to the CCC for implementation, he did so with tongue in cheek when he calmly commented: "It shows what happens when lawmakers bow to pressure groups for mandated course content." The new, mandated section of the Education Code read: "Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, including kindness toward domestic pets, and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government." (The underlining is in the bill - 9/23/65)

CURRICULUM ORGANIZATION AT Foothill COLLEGE: Two Revolutionary Developments

AB1725 Legislation

From its inception, FH leadership insisted upon a collegial curriculum committee, composed of faculty and administrators. At the time, each Department or Division chair was also a full teaching faculty. The Dean and later the Vice President of Instruction chaired the CCC until the passage of AB1725. AB1725 legislated that decisions be made district-wide on two categories of faculty involvement: Primary Responsibility and Secondary Responsibility. At the District level, the implementing committee included 3 members from DeAnza and 3 from Foothill - Bill Patterson, Konnilyn Feig, and Larry Rouse. They met continuously for 1 1/2 years. Everyone on the district committee agreed on one component: as in universities, curriculum centered on the "Primary Responsibility" of the faculty, under the direction of the Academic Senate. After the Board of Trustees' formal approval, the Academic Senate designed and implemented the changes.

In October 1991, Larry Rouse, President, Academic Senate, brought to the CCC the Senate decisions. He "proposed a faculty co-chair for the CCC. The CCC conferred and agreed." (10/15/91) Spring 1992, the changeover occurred. That model provided the current policy - with faculty having primary responsibility for curriculum. (11/22/71)

The Vice President of Instruction's Thinking Out-of-the Box Bombshell

Through the decades, the CCC met often and long, dealing with major academic issues and policies, pouring over each individual course outline and majors. Often the Agenda and its supporting materials was an inch thick. As the rules stated: *"Although course content is determined by the Division, it is subject to the detailed approval of the CCC. This content may not be changed by an instructor until the Curriculum Committee has given the Division permission."* (11/22/71) Some members believed that they did not know as well as the Division faculty about those courses, but felt compelled by Code to deliberate over every detail of every course - as their colleagues did in all California community colleges. Others believed that the responsibility gave them a view of and commitment to the whole, unattainable by any other means. All grumbled that they had precious little time to deliberate on the "bigger" picture.

During one lengthy winter quarter CCC meeting, the Vice President, after listening for years to this frustration, asked a simple question: "Why don't we simply make each Division responsible for its curriculum and have the CCC focus on policy and procedure?" Members wondered if the CCC had the authority to make that kind of radical change. After discussion, all agreed to go consider it. Dr. Fong and Dr. Patterson researched this revolutionary idea and found that it was not "illegal" even though no other college did it. At the next meeting, the CCCRs came forward with hesitation and intrigue. Subsequently, the CCC voted to approve the Vice President's suggestion. But how to do it? They set aside March 4th for a CCC retreat to put the plans together. They restructured the CCC and the course approval process and brought the skeleton plan forward in the March meeting.

They formally approved the following plan:

1. The course approval process will become the responsibility of the individual division.
2. The CCC will focus on developing educational policy campus wide."

A. College Curriculum Committee Membership

"Majority faculty driven: A total of 18 members make up the CCC as follows: Faculty member and VP of Instruction Co-chair (one vote in case of a tie); 10 faculty reps from the divisions; three deans at large (chosen by the deans and including one dean of a vocational program); Articulation Officer; Director of Multicultural Development; Recorder. Appointments to the CCC are for two years, with one additional year to shadow in.

B. Division/Department Process/Committee Role

"Approval of individual courses; majors and certificates management; faculty and dean sign-off; division curriculum committees; division process: broad based, includes entire division and/or department; initial assignment of TOPS codes to courses, units/hours/load."

C. Instruction Office and Staff's Role: "Inventory control; Title 5: TOPS codes; units/hours/load; articulation check-off; training of faculty reps (by the faculty Co-chair). The Chair explained that the new process will start in Fall 1994 with training this spring quarter. Refinements can be instituted as needed." (April 94 minutes).

The duties and responsibilities have changed greatly since that mandate. The divisions/departments no longer assign TOPS codes. The responsibilities of the Instruction office and staff have changed as follows: maintain an accurate database of all CORs; assign TOPS codes; ensure Title 5 mandates are being followed in reference to the CORs; prepare major/certificate Curriculum Sheets for publication; application to the State Chancellor's Office for program approval and updates.

Through the decade this process and policy has been in force. The CCC has made small modifications, but its core has remained and Foothill is the only community college in California in which courses and programs are in the hands of the faculty in the departments and divisions, allowing the CCC to focus on major issues. The "thinking outside-of-the-box" approach to curriculum is perhaps the greatest contribution and the most enduring one of Vice President Fong. We are now accustomed to speed, flexibility and innovative curriculum development that meets the ever-changing challenges in education. Without this unusual organization, Foothill would not have the sizeable Distance Education Program that it has, the constant program response to the external environment, the focused attention to the varying needs of students; and it would not be in the forefront of curriculum development in California. The college curriculum committees in all other community colleges in the state still review every course outline - line by line, every program, every step. We take our process for granted at Foothill, but it remains unique in California community colleges.

THE CURRICULUM DEVELOPMENT TEAM AND FUNCTIONS

Faculty/Department Responsibility

1. Under the Education Code, faculty have Primary Responsibility for curriculum. The heart of curriculum development and review rests at the faculty, Department and/or Cluster level. It is at these levels that the new or revised curriculum and majors/certificates must originate.
2. Department/cluster faculty review new/revised curriculum before forwarding the final documents to the Division.
3. Career education (vocational) programs require advisory board input for curriculum proposals. For new career programs, State approval requires additional support information such as job market surveys, advisory board input, and regional program planning approval.
4. All CORs must be reviewed every three years (Title 5 requirement).

Division Review

1. Division review occurs after full departmental review and approval and consultation with appropriate dean.
2. The curriculum approval process may differ among divisions in order to facilitate approval of individual courses and best manage majors and certificates. Division Curriculum Committees must be broad-based, representing all of the disciplines or clusters within the division. Minutes are recorded and filed with the Curriculum Coordinator at least once per quarter (see Appendix B).
3. Approved curriculum is passed through the Division Dean, with final approval signed off by the division CCCR. At this point, the curriculum is forwarded to Curriculum Coordinator for inclusion in the database.

Faculty College Curriculum Committee Representative (CCCR) Functions

1. The CCC Faculty Representative provides educational/curriculum leadership to the CCC, to the Division, and to individual faculty. The Faculty College Curriculum Representatives (CCCR) in a collegial mode wear three hats:
 - Leadership
 - Consultation and Coordination with Faculty
 - Initiation and Transmission
2. He/she represents:
 - The individual faculty to the Division
 - The Division to the CCC
 - The CCC back to the Division
3. Collegial and Leadership Responsibilities include:
 - A. To The Division
 - Knowledge of the CCC guidelines, Foothill Curriculum process, Foothill GE pattern, and the State requirements.
 - Periodic training of Division faculty in policies and procedures.
 - Updating Division regarding pending issues, new/revised policies, and procedures.
 - Catalyzing discussion/feedback of faculty ideas and concerns.

- Overseeing the Division's following of division and campus-wide curriculum processes, time lines, and procedures for development of new or revised curriculum - courses, programs, majors, certificates.
 - Work in coordination with the Articulation Officer, Division Dean, Library Liaison, and Division GE representative. Annually forwarding a revised or reaffirmed Divisional Curriculum Approval Process to the Curriculum Coordinator in mid-Fall quarter
 - Consulting with individual faculty who are developing/changing curriculum
 - In some Divisions, the CCCR chairs the curriculum committee.
 - Interceding with patience when disagreements or confusions occur.
- B. To the CCC
- Leadership in representing the aims, goals, and concerns of Division faculty to the CCC.
 - Ensuring Division faculty are informed in a timely manner of college curriculum issues.
 - Raising Division issues and providing feedback to the CCC Co-Chair for inclusion in the CCC Agenda.
 - Speaking to those concerns in CCC meetings.
 - Attending CCC meetings on a regular basis.
- C. To the College
- Providing college-wide leadership in addressing the major curriculum issues and challenges.
 - Bringing innovative and deliberate thinking and ideas to college curriculum planning and strategy.
- D. To the Curriculum Coordinator
- Ensuring that minutes (see Appendix B) of the Division Curriculum Committee Meetings is sent in a timely fashion to the Curriculum Coordinator. These minutes need to include a list of courses approved and distance learning course information.
 - Ensuring that required forms are sent in a timely fashion: completed Content Review forms for pre-requisites, co-requisites, advisories, Course Outline Cover Sheets, and updated Division curriculum procedures.
 - Taking seriously his/her final signoff responsibility on the COR and reviewing to ensure that consultations have been complete or considered with out-of-Division areas.

Articulation Officer Assistance

When appropriate, the Articulation officer is contacted early in the course development process to:

1. research and apply for course transferability as appropriate to four-year institutions.
2. facilitate articulation of both general education and lower division major preparation courses at other institutions.
3. identify courses appropriate for inclusion on the California Articulation Number System (CAN) qualified list.

The Articulation Officer is responsible for informing the college community regarding the status of articulated courses with other universities/colleges as well as maintaining articulation records/reports with the California Community College's Chancellor's Office, the CSU Chancellor's Office, the UC Office of the President, the Association of Independent Colleges and Universities, CAN and ASSIST.

Library Liaison Assistance

Library and Information Resources form an integral part of the teaching and learning process - a principle that originated with the first CCCs. For appropriate courses, faculty should contact their Division Library Liaison early in the development of any new curricula or major changes in current curriculum. The Library Liaison knows or will research the most current resources for the proposed course and ensure that the library is adding to its collection sufficient supplementary material for students. The assistance of a Librarian Liaison in coordination with the teaching faculty may be central as they consider together the following:

- Subject area
- Nature of the discipline (theoretical or applied)
- Nature of the course (lecture, lab or both)
- Style of the instructor (inclined to require paper(s), research, familiarity with literature in subject area, etc.)
- Needs of students (would they want to do further research on their own into the subject or profession)

General Education Review Committee

1. Reviews all courses proposed for satisfying General Education requirements.
2. Recommends to the CCC courses that satisfy specific General Education requirements.
3. Chairman of GE Review Committee is a member of the CCC.
4. For more information, see the Foothill College General Education Report.

College Curriculum Committee Review

1. A quarterly announcement list of all courses that have been added, revised, made inactive, reactivated or deleted is distributed to the CCC and all division deans.
2. If a member of the CCC feels discussion is required about any course on the announcement list, he or she may request its inclusion on the agenda of the next CCC meeting.
3. Approved curriculum is forwarded to the Board of Trustees for action and, when approved by the Board, is published in the Foothill *Course Catalog* annually.

College Curriculum Committee Roles and Membership

1. Develop and approve educational policy campus wide regarding the curriculum; approve new programs/degrees/certificates; approve recommended general education requirements; provide college curriculum direction; approve divisional curriculum processes; provide conflict resolution regarding curriculum. For additional information, reference the historical perspective at the beginning of this handbook.
2. Membership - Total of 18 members make up the CCC: a faculty member and the Vice President of Instruction as Co-chairs (one vote in case of a tie); 10 CCCRs from the divisions; three

deans at large (chosen by the deans to include one dean of a vocational program); Articulation Officer; Recorder. Appointments are for two years, and may be renewed. New Curriculum Representatives are encouraged to shadow one year prior to occupying their seat on the committee.

3. Foothill's Academic Senate, in March 1994, enacted the following course approval process and CCC regulations:

- "1) The course approval process becomes the responsibility of the individual division.
- 2) The larger CCC will focus on developing educational policy campus-wide."

College Curriculum Committee Co-Chairs

There are two College Curriculum Co-chairs: one administrator and one faculty member. The Vice President of Instruction's responsibility is to represent administrative concerns and challenges and brings to the committee knowledge of General Education Requirements, Title 5 regulations, articulation, and other academic issues. The Faculty Co-chair, appointed by the Academic Senate, represents the faculty and brings to the CCC faculty and Academic Senate issues/challenges. The Faculty Co-chair regularly attends Academic Senate meetings, represents the CCC on the President's Roundtable, and is responsible for providing training for Curriculum Reps. The Faculty Co-chair has a three-year term of service. One vote is given to the Co-chairs in the case of a tie vote. At present, the Faculty Co-chair casts the tie-breaking vote, otherwise the Administrative Co-chair casts the tie-breaking vote. The two Co-chairs develop an agenda one week previous to the slated meeting.

CURRICULUM DEVELOPMENT DEFINITIONS

Cultural Diversity Requirements

The mission of the Cultural Diversity Across the Curriculum program at Foothill College: "to transform the way we teach, learn, work and live together on this campus." The ultimate goal is to prepare students to appreciate, understand and respect the diversity of society. As creators of our curriculum, we demonstrate awareness that Foothill is a center where students, faculty and staff come together to learn from each other, celebrate our differences, and pool our common strengths. It is, therefore, our responsibility to reflect this awareness in our course outlines, syllabi, texts and other classroom materials. In so doing, we begin to dissipate any racism, isolationism, and ignorance that divide us. In this handbook are examples of ways to apply these principles in course outlines. (Appendix D & G)

Distance Learning

Courses to be taught via distance learning must receive separate approval by the local divisional curriculum committee (and be so noted in the committee's minutes). Methods of delivery involving distance must be explained briefly in #3 and #7 of the course outline of record (Appendix D).

General Education Requirements

The philosophical bases for courses satisfying the college's general education requirements are found in the *General Education Handbook* approved May 2003 by the CCC. Copies are available

in each division office, with the CCCR, and with the Curriculum Coordinator. Specific general education course requirements are outlined in the *Course Catalog*. The GE Handbook outlines in detail, the depth and breadth criteria for each general education area.

Title 5 Compliance

The California Education Code, Title 5, as applied to community colleges, mandates specific requirements for curriculum-related issues. In order to ensure state apportionment funding, transferability and appropriate units for credit, Title 5 requirements include: the minimum number of units required for a degree and course units at appropriate college level work; college level reading material; course assignments and expected outcomes which include critical thinking and cultural diversity. After course adoption by the Divisions and approval by the Board of Trustees, Title 5 requires faculty to review courses every three years. CORs should, then, be modified as needed. If the course is substantially modified, it will need to go through the entire approval process beginning with the department/division.

CURRICULUM DEVELOPMENT PROCEDURES

From The Idea To The Final Product

How does an idea for, or conversations about, a new course move through the process for becoming an official course in the Foothill curriculum? How do ideas and conversations about improving, changing current courses become reality? How does a Division make changes to its majors and certificates, and/or create new programs? This handbook contains examples and reference materials to assist faculty in moving the new/improved course outline and the program/major/certificate to the "Finish Line" (publication in the catalog and schedules). A flowchart for curriculum development and approval is on page fifteen. The procedures are as follows:

New/Changed Courses

1. Faculty create and write new courses or change existing courses. This process, however, is not an isolated one. Faculty work with colleagues, the Dean, the CCCR, etc. in moving the course to Division Curriculum Committee approval. In many instances, the faculty will need to work closely with their Library Liaison to determine available resources. For transferable courses, the Articulation Officer is available for reference and support. If the course affects, relies upon, or is coordinated with a second Division, faculty/dean work with that Division prior to final submission.
2. Using the details and examples in this Handbook, the faculty member checks carefully to ensure that the Course Outline follows carefully the format, the writing perimeters, and the organization required. (See "A Quick Check List", page 16)
3. Every finalized COR must have a completed Course Outline Cover Sheet. This in-house college form is filed with each course outline in order to track changes, revisions, load, et.al. Required approval and checklist signatures appear on this form. (Appendix C)
4. Next, the appropriate department reviews the course. If the course is approved, the faculty ensures that any necessary Secondary Division consultation occurs, and when appropriate,

- that the Library Liaison has been involved. Upon completion, the course outline is submitted to the Division Curriculum Committee. (see "Secondary Approval & Cross Listing", page 14)
5. The Division Curriculum Committee reviews the outline. If approved, the appropriate signatures are secured. The College Curriculum Committee Representative has final signature approval and assumes responsibility for ensuring that the outline and course meet all requirements. Upon CCCR signature, the COR and Course Outline Cover Sheet is forwarded to the Division Assistant for final preparation and transmission to Curriculum Coordinator and Library.
 6. The Course Outline Cover Sheet (hard copy) with original signatures and an ELECTRONIC VERSION of the course outline are submitted to the Curriculum Coordinator for inclusion in the catalog and schedules.

SECONDARY APPROVAL AND CROSS LISTING

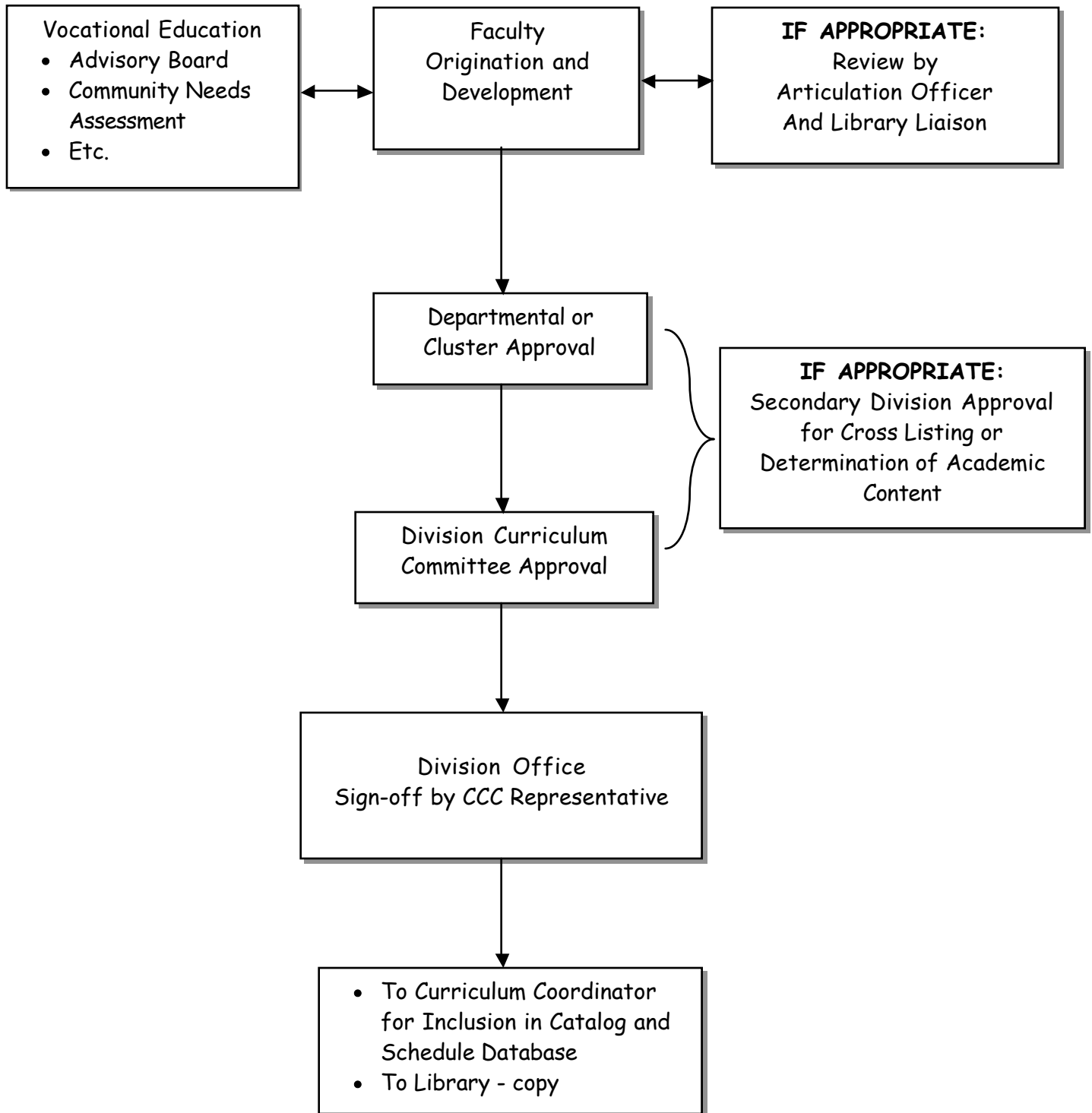
If a new or revised course or program could affect a course or program of another division, the division proposing the new or revised curriculum must consult with the second division (secondary approval) before sending it to the Curriculum Coordinator for inclusion in the database. Secondary approval usually takes the following forms:

- a. Approval, with the secondary division retaining no interest in the curriculum.
- b. Approval, with an agreed-upon contingency. Such contingencies might include a course(s) being cross-listed in the secondary division or a course or program being re-reviewed by the secondary division on a regular basis (such as when the course next has its Title 5 review).
- c. No Approval. If secondary approval is denied when one is required, then the curriculum may come to the College Curriculum Committee for arbitration of denial.

"S" AND "T" COURSES

Courses listed with an "S" or "T" following the course number, i.e. SPAN 1S, or ART 47T, are half of the parent course. For example, SPAN 1S is the first half of SPAN 1; SPAN 1T is the second half of SPAN 1. Problems have occurred with transfer students who have taken "S" and "T" courses that do not appear in our catalog and have, therefore, not been approved for transfer credit. Usually a letter from the division dean to the transfer institution is sufficient explanation of "S" and "T" courses to allow our students to be granted transfer units. We cannot, however, guarantee acceptance of "S" and "T" units. Students should also be aware that to complete a course that has been divided into "S" and "T" sections, both the "S" and "T" section of that course must be taken; also, the "S" and "T" sections of any one course must be taken in sequence, i.e. "S" before "T". A parent outline should already exist for the original course. Since the "S" and "T" are each half of the parent course, it is not necessary to write separate course outlines for the "S" and "T" courses. Call the Scheduling Office to request activation of an "S" or "T" course.

FLOW CHART FOR CURRICULUM DEVELOPMENT AND APPROVAL



A QUICK CHECK LIST

Avoiding Common COR Mistakes And Confusion

1. The COR is generic: it applies to everyone who teaches the course. The contents of the COR should be inclusive and avoid individual instructor's specifics and/or preferences.
2. The COR is NOT a syllabus. It is a relatively brief synopsis that can apply to all instructors.
3. The COR uses terse, brief incomplete sentences. Complete sentences are not permitted.
4. The COR deals with the PRESENT. Do not speak of "this course will." Speak in the present. "Examines breadth and depth of turf removal."
5. Equipment Needed: Major equipment items central to the course for all instructors are listed. Do NOT list a piece of equipment used by one instructor. Equipment specific to one instructor belongs in the Syllabus, not the COR.
6. Examine whether a new/changed course will impact a major or certificate. After consultation, include in proposal to the Division Curriculum Committee for the Curriculum Requirement Sheet changes.
7. Consider any library resources or assistance needed, and when appropriate, talk with the appropriate Library Liaison assigned to the division during and/or before submitting the proposal to the division curriculum committee. The College Curriculum Committee Representative (CCCR) must sign off that the proposer has considered the need for additional library resources.

CURRICULUM SHEET INFORMATION

1. Major and Certificate Curriculum Sheets provide students with information related to completing FH programs and continuing their studies. With program faculty, deans create and/or revise curriculum sheets for each program once a year. Any new program sheets or changes to sheets are due to the Curriculum Coordinator no later than February for publication in the following year. Curriculum sheets are available in division offices and the Counseling Office. Information from these sheets regarding degree and certificate requirements are also printed in the **Course Catalog** and on its website.
2. Typically, these sheets consist of five parts: a description of the purpose and goals of the major; career opportunities; requirements for the major and any certificates in the program (if any exist); and Foothill College's General Education and Graduation Requirements (standard for all programs).
3. CCCRs and faculty submitters should be mindful of any impact new/revised courses or Title 5 reviews would have on ANY majors and/or certificate requirements.
4. When courses are deleted, CCCRs should note impact on majors in other divisions that include the course and submit proper notification to that division.

TRANSFER AND ARTICULATION

THE COURSE OUTLINE OF RECORD BASE

CORs are used to determine the suitability of a course for transfer purposes. Generally, university faculty review the COR for content, expected outcomes and textbook(s) in order to assess whether a FH course is comparable to a course offered at the university. Occasionally, universities require supplemental materials such as syllabi and examples of student assignments during this review. The several levels of transferability follow.

CSU Transferable Baccalaureate-Level Courses

Please contact the Articulation Officer prior to submitting the proposed course outline in order to determine whether a course may be considered transferable to the California State University System (CSU). The CSU system has granted the community colleges permission to designate courses as appropriate for baccalaureate credit. The criteria set forth for determining baccalaureate level courses go beyond course content. Additional criteria include development of critical thinking skills, understanding theory and concepts beyond acquisition of immediate technical skills, development of communication skills appropriate for higher education, and enhancement of intellectual, scientific, and cultural concepts. In order to identify a course as CSU transferable, it is the responsibility of the course author to demonstrate existence of a comparable lower division course at a CSU campus. Name the comparable course and campus and, if possible, attach a catalog description of the class to the course proposal form. The Articulation Officer has resources to support this effort. Foothill College courses that are identified as CSU transferable are numbered 50-99.

UC Transferable Courses

UC determines which courses are UC transferable. After a course has been approved and a new catalog has been printed in which the course is included, the course may be submitted to the UC Office of the President for inclusion on the Transfer Course Agreement (TCA). To determine UC transferability, a comparable lower division course must be offered within the UC system before a course may be accepted. It is the responsibility of the course author to identify a comparable course. The Articulation Officer has resources to support that effort. Note: because of this process, there may be a one-year or more delay from the time a course is developed until the time the course is considered UC transferable. Foothill College courses that are identified as both UC and CSU transferable are numbered 1-49. Please consult with the Articulation Officer prior to assigning courses with such a number.

Transfer Limited to a Specific Program

Occasionally, a course may be considered transferable to a specific instructional program (i.e., Nursing). This course must be individually articulated with each campus. Refer those courses to the Articulation Officer for review.

Lower Division Major Preparation and Course-To-Course Transfer Agreements

Foothill College maintains lower division major preparation and course-to-course transfer agreements with many universities - available on the Internet at <http://www.ASSIST.org>.

The Articulation Officer may submit new/revised courses for inclusion on these agreements. Note: substantive course revisions will require resubmission of the course outlines to appropriate transfer institutions.

CSU General Education Breadth or CSU/UC Intersegmental General Education Transfer Curriculum (IGETC) Certification List Inclusion

The CSU GE/Breadth and CSU/UC IGETC lists are general education options available to transfer students at either the CSU or UC/CSU systems respectively. Courses included on these lists must be submitted to the UC Office of the President and the CSU Chancellor's Office for approval annually. The FH Articulation Officer submits these requests to the appropriate system offices with a copy of the course outline. Both university systems have established general education criteria, which is available from the Articulation Officer or may be obtained online at CSU GE Criteria: <http://www.calstate.edu/EO/EO-595.pdf> and IGETC Criteria: http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/IGETC_Standards.htm#IGETC.

California Articulation Number System (CAN)

The CSU maintains a common numbering system for many lower division preparatory courses called the California Articulation Number System (CAN). New/revised courses may qualify for application as a CAN course. Foothill College CANed courses are identified in the course catalog. The Articulation Officer maintains the Foothill CAN lists. Additional information may be viewed on the Internet at <http://www.can.csus.edu/>.

COR STANDARD FORMAT (See Appendix D)FOOTHILL COLLEGE
(DIVISION NAME)

DEGREE (or NON-DEGREE) APPLICABLE

(COURSE NAME/NUMBER)

COURSE OUTLINE

(EFFECTIVE QUARTER)

1. Catalog Description

A. (COURSE ID) (COURSE TITLE) (NUMBER OF UNITS)

B. Prerequisites, Advisories, Co-requisites, Pass/NoPass and Cross listings

- Prerequisite(s): when applicable. **Requires Content Review.**
- Advisory (ies): when applicable. **Requires Content Review.**
- Pass/No Pass, when applicable
- Cross listing(s), when applicable. "Not open to students with credit in"
- Co-requisite(s): when applicable. **Requires Content Review.**

C. Repeatability

D. Hours, Method of Instruction; when applicable.

E. Text of description.

2. Expected Outcomes

The student will be able to:

A.

1.

a.

(1)

3. Special Facilities and/or Equipment Needed

(List only special purpose facilities and/or equipment used by all faculty teaching course. Unusual needs only, otherwise state: None. Distance Learning statement when applicable.)

4. Expanded Description of Course Content

A.

1.

a.

(1)

5. Repeatability Criteria

(If REPEATABLE, state justification; If NOT applicable, state: Not repeatable.)

6. Methods of Evaluation7. Text(s)

Textbooks for in-class use. Not instructor's reference materials. Distance Learning texts when applicable. Please use MLA format for listing texts.

8. Authorized Discipline(s)

GENERAL GUIDELINES FOR WRITING COURSE OUTLINES

FOOTHILL COLLEGE
(DIVISION NAME)

DEGREE (or NON-DEGREE) APPLICABLE
(See APPENDIX E)

(COURSE NAME/NUMBER) COURSE OUTLINE (EFFECTIVE QUARTER)

1. Catalog Description

A. COURSE ID (COURSE TITLE) (NUMBER OF UNITS)

1. Course ID must be consistent with the four-character form used in the catalog and schedule of classes: B T 97A, F TV 107, MATH 2, SPAP 50, etc.
2. Numbers 1-49 are used for courses transferable to the University of California. Numbers 1-99 are used for courses transferable to the California State Universities. Numbers 100 and above are for non-transferable courses.
 - 200-299 are prerequisites for required courses that lead to A.A./A.S. degrees.
 - 300-399 are workshop, review and other courses offered to meet special collegiate needs of a community nature. (see Appendix K)
 - 400-499 are non-credit, non-graded courses in consumer, senior, or special education or other areas that do not apply to an A.A./A.S. degree.

Course numbers with "S" suffix indicate the first half of the course; "T" indicates the second half (see page 14).
3. Letters A-W identify closely related sequential courses, such as Biology 40A, 40B, 40C, Functional Anatomy and Physiology. Each course is different and therefore each course has a separate course outline. Letters X, Y, Z identify different unit values of courses such as special projects, photo production laboratory, rehearsal and performance, etc. They are used as in Special Projects in Chemistry 36, 36X, 36Y. Courses whose numbers have no suffix have the lowest unit value; X, Y, Z designate progressively higher values. Only one course outline is required for this series.

Exceptions: When all available numbers (and the above prescribed letter suffixes) have been used, an appropriate new subject-classification name (which may be a departmental name) should be created for the courses in question. The name selected should provide convenient identification by alphabetical sequence in the catalog. For example, English courses for individuals with special needs are departmentalized as "Academic Skills (ACAD).

B. Prerequisites, Advisories, Co-requisites, Pass/NoPass and Cross listings

1. Prerequisite(s) (Omit line if no prerequisite) (See Appendix I for the "Prerequisites Requirements: An Overview")

a. Title 5 definitions:

"Prerequisite" - a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

"Corequisite" - a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course.

"Advisory" - a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

2. On the course outline, use the following language on the Prerequisite, Co-requisite or Advisory line:

a. **State a prerequisite this way:** Prerequisite(s): ART 4.

In Prerequisites, the phrase "or equivalent" shall be used only in conjunction with a specific course: "H S 60 or equivalent." List prerequisites alphabetically by department, in numerical order from low to high.

b. **State a corequisite this way:** Co-requisite(s): Concurrent enrollment in ART 4.

c. **State an advisory:** Advisory(ies): Concurrent enrollment in ART 4 recommended.

1) Pass/No Pass: (Omit if letter grade will be used) If this designation is chosen, place on outline in the Advisory section.

Example: "Advisory: Pass/No Pass." (Appendix D)

2) Cross-Listing(s) (Omit if not cross-listed)

Specify required cross-listing(s) with other departments and courses.

Example: "Not open to students with credit in DRAM 2."

Cross-listed courses must have identical course outlines of record for each department in which the course is listed. Course authors should check with all divisions involved before cross listing a course.

C. Repeatability: (Omit if not repeatable)

Courses may be repeated one to five times if repeatability criteria are met. (See Course Outline Heading #5, below, entitled Repeatability Criteria, for instructions)

State number of times course is repeatable after lecture and laboratory information.

Example: "May be taken six times for credit."

D. Units, Hours, Method of Instruction.

(Based on a twelve week quarter) (Omit when not applicable)

1. Spell out whole words; do not use abbreviations.

Example: "Four hours lecture, three hours laboratory."

2. The following criteria are for determining units, hours, and categories of instruction:

Lecture: The standard is one unit of credit given for each hour per week of lecture.

Unit credit calculation for non-standard hours is rounded off to the nearest half unit.

The entire class is uniformly engaged in the academic activity (*i.e.*, dissemination of information); for every hour of class, there is an expectation of a minimum of two hours of work outside class.

Lecture-laboratory: The standard is one unit of credit given for each two hours per week of lecture-laboratory. The entire class is uniformly engaged in an academic activity that integrates dissemination of information and guided, hands-on experience; for every two hours of class there is an expectation of a minimum of one outside hour of work. For reporting purposes, the State of California recognizes only lecture and laboratory time. To clarify communications with students, FH frequently uses other words for laboratory time such as Terminal Time, Externship, Clinic Time, Lecture in Laboratory, etc. For assistance in determining the appropriate unit value, consult with Division Dean, the Dean of Instruction and the Faculty Handbook.

Laboratory: The standard is one unit of credit given for each three hours per week of laboratory. Unit credit calculation for non-standard hours is rounded off to the nearest half unit. Students work independently, with individual guidance from an instructor on a need or request basis (not uniformly); there is no expectation of work outside of the three hours of class. *Both the mode of instruction and the expectation of outside class work are equally important and should be obvious in the course outline. (Title 5: "Minimum of three hours of work per week including class time for each unit of credit.")*

E. Catalog Description

1. Summarize course content. Be accurate, clear, and terse.

- a. Do not describe how course is presented.
- b. Do not use abbreviations.
- c. Do not use complete sentences. Avoid using words and phrases such as: "Overview of ..." and "This course ..."

2. Imitate the following style of writing a catalog course description:

"Development and execution of short, single-camera-style projects focusing on skills of directing and editing."

"Social and psychological aspects of disease and injury, patient-therapist relationship, supportive measures which enhance healthy behaviors."

"Geometric dimensioning and tolerancing, utilizing ANSI Y 14.5 standards as applied to engineering and manufacturing drawings and machining."

2. Expected Outcomes

The student will be able to:

- A. Preface with the phrase: "The student will be able to: ..." and follow with the list of objectives (A., B., C., D., ...), beginning each objective with the action verb that best describes what the learner will do when demonstrating achievement of that objective upon completion of the course. (Appendix H). Remember to include a Cultural Diversity reference (Appendix G).

Example:

The student will be able to:

- A. prepare
- B. read
- C. describe (demonstrate)
- D. listen to (compare and contrast)
- E. write
- F. speak
- G. discuss in small groups
- H. recognize the contributions made in this field of study by people from diverse cultures and backgrounds; (demonstrate an understanding of divergent points of view); (increase sensitivity for alternative perspectives).

- B. List desired outcomes in behavioral or performance terms, *i.e.*, what a successful learner is able to do upon completion of the course. While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students in the course.
- C. For degree-applicable courses, specify objectives that require students to think critically and to apply concepts taught in the course to new situations.

Examples:

"Compare and contrast the doctrines, forms, and practices of Judaism, Christianity, and Islam; discuss and explain how similar and different issues are dealt with by each religion."

"Interpret test equipment readouts and troubleshooting data in testing and diagnosing machine systems and control systems data."

3. Special Facilities and/or Equipment Needed

- A. List only special purpose facilities and/or equipment used by all faculty teaching course.

Example:

"Dark room, drafting tables; students provide camera, raw film, photographic paper."

If none is required, indicate "None."

- B. Distance Learning mode explained here when applicable.

Example:

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

4. Expanded Description of Course Content

- A. Objectives stated in Expected Outcomes must be clearly reflected in the content of the course. Check the list of Expected Outcomes against the outline to verify that there is a direct correlation between the topics and/or activities and the stated objectives.
- B. Cultural Diversity: Include subject material, class projects, homework assignments, variety of classroom activities, which address the cultural diversity of our campus and

community. The content should reflect Cultural Diversity statements made in Expected Outcomes (Appendix G).

- C. Section should be written in succinct outline form. Outline the course content, including essential topics, major subdivisions, and supporting detail. For most 3-5 unit courses, the expanded description will be 1-3 pages.
- D. Example of form:
 - A. Major topic
 - 1. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support
 - 2. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support
 - B. Major topic
 - 1. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support
 - 2. Subdivision
 - a. Support
 - 1) Support
 - b. Support
 - 1) Support

5. **Repeatability Criteria**

- A. If course is not repeatable, write: "Not repeatable."
- B. Courses may be repeated one to five times if:
 - 1. Division determines that the course is one in which the content or focus differs each time it is offered and provides the repeating student the opportunity to gain an expanded educational experience because:
 - a. skills are enhanced; or
 - b. active participatory experience is a basic means for achieving learning objectives.
 - 2. The course is identified in the course outline and Foothill College *Course Catalog* as repeatable.

- C. If repeatable, explain how the course content differs each time it is offered and in what ways the student who repeats it will gain an expanded educational experience through enhanced skills or proficiencies, or active participatory experience in individual study or group assignments. Support these statements with specific examples in succinct outline form. (See example, Appendix D)
- D. Special Education courses have special repeatability criteria. The following statement under Repeatability Criteria will meet Title 5 regulations: "Measurable progress documented on student educational contract, as determined by AB77. When course is repeated, goals will be reinforced and skills increased."

6. Methods of Evaluation

- A. List in outline form representative, outside-of-class assignments involving reading, writing, computation, and other activities. Assignments should reflect department's minimum expectations for students and serve as a guide for faculty in developing individual syllabi.
Note: Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.
- B. Methods of evaluation must be consistent with the expected outcomes and provide an appropriate means to measure achievement. Procedures for evaluating student performance should measure the degree to which the student achieves the course objectives stated in Expected Outcomes.
- C. For Expected Outcomes that involve skills and the "ability to do things," evaluated by observation of performance, state the level of competency required.
- D. For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of:
 - 1) substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s);
or
 - 2) computational or non-computational problem solving exercises, including exam(s), laboratory report(s), field work, homework problems;
or
 - 3) skills demonstrations, including class performance(s), fieldwork, performance/proficiency exam(s).

7. Text(s)

- A. List required and supplemental textbooks and workbooks (reading list, references excluded). Textbooks and materials must be college level. With few exceptions, text and materials should be copyrighted within the last five years. Verify that Instructor-generated materials are college level and do not violate US copyright laws.

- B. Ask if texts reflect current authors, editions and dates? Are the materials necessary for success also available in the FH Library? Is the Library aware of the course, especially if it is new?
- C. Cite the course text(s) using MLA format. (Appendix J)
- D. Foothill's Board Policy #6140 follows:
"Unless there is a compelling reason to change, a textbook once selected for a course will be used for at least two years." Additionally, Textbooks usually should not be older than five years unless academic reasons dictate otherwise.
- E. Distance Learning texts are cited here when applicable.
Example: When taught via Foothill Global Access, supplemental lectures, handouts, tests and assignments delivered via e- mail; feedback on tests and assignments delivered via e- mail; class discussion may be delivered in chat rooms, listserves and newsgroups.

8. Authorized Discipline(s)

List the discipline(s) under which the course will be listed in the schedule and catalog. Typically, only one discipline will be listed; however, if the course will be cross-listed (e.g., both in History and Women's Studies), then list both disciplines. For a faculty member to teach a course, she/he must meet the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (available in division offices and http://www.academicssenate.cc.ca.us/Publications/Papers/Minimum_qualifications.html).