

College Curriculum Committee

Meeting Agenda

Tuesday, February 3, 2009

1:30 p.m. - 4:00 p.m.

Toyon Room

<u>Item</u>	<u>Action</u>	<u>Attachment</u>	<u>Presenter</u>
1. Minutes: January 20, 2009	Action	#2/3/09-1	Holcroft-Burns
2. Viticulture Curriculum Sheet	Action		
3. Program Planning	Information		Townsend-Merino
4. GE Breadth Statement	Discussion	#2/3/09-2	Holcroft-Burns
5. Draft Stand Alone Course Approval Form	Discussion	#2/3/09-3	Holcroft-Burns
6. Advanced Placement Questions	Discussion		Day
7. Division Reports	Information		Curr Reps
8. GE-American Cultures Feedback	Discussion	#2/3/09-4	Ziegenhorn
9. GE- Lifelong Understanding	Discussion	#2/3/09-5	Serna

Attachment List:

- #2/3/09-1 Minutes, January 20, 2009
- #2/3/09-2 GE Breadth Statement
- #2/3/09-3 Draft Stand Alone Course Approval Form
- #2/3/09-4 United States (American) Cultures & Communities Draft 1/20/09
- #2/3/09-5 Lifelong Understanding GE Draft

Distribution: R. Arca, L. Balducci, E. Barkley, B. Cashmore, S. Connell, B. Day, T. de la Cruz, K. Duncan, K. Edwards, M. Francisco, S. Franco, C. Holcroft-Burns, K. Horowitz, M. Knobel, P. Murray, V. O'Neal, E. Orrell, S. Pennington, D. Perez, K. Ripp, L. Rodriguez, L. Serna, B. Shewfelt, K. Svetich, M. Thomas, C. Thunen, K. Townsend-Merino, K. Tripp-Caldwell, D. Uyeda, T. Woods, B. Ziegenhorn

College Curriculum Committee
 Meeting Minutes
 Tuesday, January 20, 2009
 1:31 p.m. - 3:40 p.m.
 Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Announcements:	a. Katie Townsend-Merino introduced herself. b. GE Breadth Committee: CHB requested volunteers to serve as committee members. c. Information item: L A changes spreadsheet d. Draft posted on Etudes for "Regular and Effective Contact" document. e. Curriculum sheets are due March 1 st . Reminder that people should start working on them as of February 1 st .
2. Minutes: December 2, 2008	Speaker: Carolyn Holcroft-Burns Approved with revisions. (MSC Francisco/Cashmore)
3. New Certificates of Achievement- Transfer	Speaker: MaryLou Heslet Introduced 2 new Transfer studies certificates, IGETC GE (49 units) & CSU GE (58 units). The certificates will fall under the Individual Studies A.A./A.S. We're hoping that these certificates will encourage students to complete the GE at FH. The purpose of these certificates is to reward completion of GE, improve the transfer ability, and promote success among transfer students. Individual Studies Degree has been problematic in that it encompasses courses from all divisions therefore it's revision is a large task. (MSC Barkley/Cashmore)
4. New Degree Program-Viticulture	Speaker: David Sauter DS presented a new proposed program from BH division. DS gave credit to the majority of course writing to Bill Patterson. The program consists of a broad range of courses to grow and make wine. The open program is hoping to eventually have the ability to award an AS and a certificate. They have talked to UCD to possibly evolve the program to articulate to them We have been offering some of these courses currently as short courses on a trial basis with success. The committee reviewed the proposed curriculum. The committee would like to see the corrections before it is approved and forwarded to the Board..
5. GE Area VII - DANC & PHED: 2 different academic departments	Speaker: Carolyn Holcroft-Burns Question came to CHB regarding GE Area VII language indicating that students are required to take courses from different academic departments. After discussion, the committee decided that the original purpose of that language was to limit the student to only one physical activity. It was motioned that DANC & PHED & ALAP for the purpose of area 7, GE will be used as "physical activities". CIS & COIN are same area. (MSC Oneal/Thunen)
6. Advanced Placement: State Guidelines for GE	Speaker: Bernie Day Last of three presentations. Academic Senate is urging all cc's to look at their suggested guidelines. Student who comes to us w/a good score may get college credit for transfer to a 4 yr institution but may not grant the student credit at FH for our GE. Back to divisions, to make them aware of the responsibility to review this info. Next, we need to review our guidelines and discuss whether we are

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	<p>interested in adopting the state AP guidelines. We need to publish our policy in our catalog. Academic Senate is suggesting we focus on the GE areas only at this point. Suggestion was made to the faculty to check out the sample tests that are online to get a better idea of what is covered on the appropriate AP test. General feeling is that these decisions should be made at the department level.</p> <p>So, the conclusion is that there are three choices: 1. Blanket policy, 2. Course to courses articulation or 3. # to cover an GE area.</p> <p>Possible discussion later: Review and discuss international baccalaureate credit.</p>
<p>7. GE-American Cultures & Communities</p>	<p>Speaker: Bill Ziegenhorn</p> <p>How is #'s 2 on top vs. 2 & 3 in the bottom section.</p> <p>Discussion: "evaluate & analyze" added to #'s 2 & 3 in the lower section; take out "comprehensively". Clean version today. Please take back to your constituencies for feedback. This item will be agendaized for the next meeting.</p>

Distribution: M. Anderson, R. Arca, J. Baker, L. Balducci, S. Barker, E. Barkley, G. Beers, B. Cashmore, J. Cellilo, S. Connell, V. Criddle, B. Day, T. de la Cruz, K. Duncan, M. Francisco, S. Franco, S. Gatlin, D. Graham, G. Gregorio, K. Harral, H. Hemp, C. Holcroft-Burns, K. Hueg, P. Hyland, M. Knobel, J. Miner, J. Mummert, P. Murray, R. Myers, V. O'Neal, S. Pennington, D. Perez, M. Pouncil, K. Ripp, L. Rodriguez, L. Serna, B. Shewfelt, P. Spragge, P. Starer, K. Svetich, D. Swett, M. Thomas, C. Thunen, D. Uyeda, T. Woods, B. Ziegenhorn

GENERAL EDUCATION

The primary objective of general education is to provide students with the depth and breadth required to interact successfully with others as knowledgeable members of our diverse society. A general education helps students clarify and present their personal views. It should also instill values and ideas that will enrich the personal lives of students and help them understand their own abilities, feelings, and motives.

At Foothill College the general education curriculum is designed to help students understand relationships among various disciplines and appreciate and evaluate past experiences that form our cultural and physical heritage. This academic program is designed to help individuals reach their fullest potential as global citizens and lifelong learners for the 21st century.

CRITERIA FOR GENERAL EDUCATION AT FOOTHILL COLLEGE

Courses in the general education curriculum:

1. develop critical thinking skills and offer opportunities for their application.
2. encourage the ability to make reasoned judgments and help students explore multiple ways of thinking.
3. provide students with an understanding of the evolution of a subject area as well as current research in that area.
4. offer and encourage an appreciation of the values of diverse cultures.
5. offer opportunities to develop and apply numerical skills, quantitative reasoning, and problem solving using current technology.
6. offer opportunities to develop and apply written, oral, and listening communication skills.
7. lead students to an understanding of precepts of human knowledge in the artistic, literary, and/or scientific domains and other forms of creative thought.

8. teach students research methods, library and information literacy, and technology literacy as they learn to use the standard sources of information in a subject matter.
9. introduce students to the information competency skills of finding, evaluating, using, and communicating information in all its various formats, including the evaluation of sources, as well as ethical and legal implications of the use of that information.
10. assist students in understanding a particular subject area in its global context.
11. present students with multiple frames of reference for responding to change and encourage openness to new ideas and circumstances.
12. provide students with opportunities to foster intellectual curiosity as lifelong learners.
13. lead students to an understanding of self and society.

Any course that fits within the general education pattern at Foothill College will meet the requirements of the narrative statement on page 2 of this document as well as the narrative for the general education section it satisfies. Additionally, it will meet a significant number of the criteria points in both the general and specific sections of this Handbook.

**FOOTHILL COLLEGE
STAND-ALONE COURSE APPROVAL REQUEST**

Course: _____

Title: _____

Catalog Description:

For **stand-alone** courses, explain briefly how the proposed course satisfies the following five criteria:

Criteria A. Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

2. This course is congruent with the Foothill College mission statement in that it:

Criteria B. Need (Explain)

Criteria C. Curriculum Standards

1. The outline of record for this course has been approved the Foothill College Curriculum Committee and meets the requirements of Title 5.
2. This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

Criteria D. Adequate Resources

1. This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. Compliance

1. The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Foothill College Mission Statement:

Our Values, Purpose and Mission

At Foothill, our vision is built on the following core values, purpose, and mission:

- * Our core values are honesty, integrity, trust, openness, and forgiveness;
- * Our purpose is to provide educational opportunity for all with innovation and distinction; and
- * Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness.

Foothill College provides educational opportunity for all who can benefit from the instruction and support services offered. Foothill College is a multicultural institution committed to meeting the evolving educational, economic and cultural needs of an increasingly technology-based global community. Foothill College fulfills its mission by offering academic courses, programs and services unique to the Silicon Valley.

Courses are scheduled to maximize student accessibility in a variety of settings and modes. Foothill provides the necessary support services to help students with diverse needs and learning styles succeed in reaching their educational goals.

CCC System Office: Program and Course Approval Handbook — March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in

the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

66010.4. Missions and function of public and independent institutions of higher education

The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions . . .

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.

Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.

- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at <http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm> .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system.
- Employer surveys.
- Industry studies.
- Regional economic studies.

- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.
- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

United States Cultures and Communities courses critically explore the interaction of different groups of Americans in the foundation of the American experience. These courses *discourage discriminatory attitudes towards others by providing a factual understanding of and appreciation for the marginalized* groups that have been important in the development of *United States* history and culture, and the *value of diverse cultural groups to American society*.

Courses meeting the GE requirement in *United States Cultures and Communities* must include all of the following student learning outcomes:

1. demonstrate detailed knowledge of and sensitivity to at least one *U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief* that has suffered a history of systematic oppression and discrimination
2. critically compare the intersection and interaction of at least one *marginalized* culture or community with the dominant culture, or at least two *marginalized* communities or cultures with each other
3. develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others

In addition, courses meeting the GE requirement for *United States Cultures and Communities* must include at least three of the following student learning outcomes:

1. critically examine the contributions of many groups to a particular area of *United States culture*.
2. evaluate and analyze the interaction of at least one *marginalized* culture *with* the dominant culture
3. evaluate and analyze the interaction of at least two *marginalized* cultures or communities within the framework of *United States* society
4. explain culture as a concept and how it can unite or divide people into various groups
5. apply information about groups presented in the class to contemporary social and cultural relations
6. analyze and interpret *how culture shapes human development and behavior*

Lifelong Understanding
(General Education, Area VII)

Courses in this area promote lifelong understanding and self-development. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and environment. These courses provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

A course meeting the Lifelong Understanding General Education Requirement must help students:

- L1. Identify issues and concerns of today and apply knowledge to life situations, both present and future, as citizens of the world.

In addition, a course meeting this requirement *must* include *at least one* of the following student learning outcomes:

- L2. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding contemporary needs, problems, and concerns facing society.
- L3. Comprehend the importance of health and well-being to the individual and society.
- L4. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities.
- L5. Understand the importance of physical fitness and its impact on an individual's physical and mental health.
- L6. Find, evaluate, use and communicate information all of its various formats and understand the ethical and legal implications of the use of that information.
- L7. Use technology to analyze problems and create solutions.