

College Curriculum Committee

Meeting Agenda

Tuesday, March 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: February 17, 2009	Action	#3/3/09-1	Holcroft-Burns
2. Regular & Effective Contact	Discussion	#3/3/09-2	Holcroft-Burns
3. TBA Hour Correction Proposal	Discussion		Townsend-Merino
4. Stand Alone Course Approval Form	Action	#3/3/09-3	Holcroft-Burns
5. Curr Rep Reports	Information		Curr Reps
6. United States Culture & Communities	Action	#3/3/09-4	
7. Remove Area II-English from GE	Discussion		Holcroft-Burns
8. Lifelong Understanding Draft	Discussion	#3/3/09-5	Balducci
9. Five Noncredit Courses	Approval	#3/3/09-5	Holcroft-Burns

Attachment List:

- #3/3/09-1 Minutes, February 17, 2009
- #3/3/09-2 Best Practices
- #3/3/09-3 Stand Alone Form Draft
- #3/3/09-4 American Culture & Communities
- #3/3/09-5 not available at this time
- #3/3/09-6 Non-Credit classes

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, February 17, 2009
1:35 p.m. - 3:40 p.m.
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Administrative Info	Nunez made mention that the PSME outline change document was distributed with the attachments.
2. Minutes: February 3, 2009	Minutes were approved with 1 revision. (M/S/C Horowitz/Cashmore)
3. New Certificate Proposal - Leadership & Community Service	Speaker: Daphne Small Small introduced the draft of the Leadership & Community Service Certificate of Achievement that they have developed. After much discussion the following suggestions were made: (1) add limitations on the number of lab units the students may count towards the certificate and (2) that it goes back to the division for further discussion.
4. Clarification of Certificate Titles	Speaker: Carolyn Holcroft-Burns Should we standardize the titles of low-unit certificates? Discussion followed and raised more questions/comments: A) is there any value in keeping the low-unit certificates? B) if they are being given, are the divisions tracking them? C) this should be shelved until CTIS division is present to participate in the discussion. D) discussions should occur within the divisions. E) at one time there was discussion regarding e-Portfolios, this could possibly be used as verification of low-unit certificates but is this still being worked on or has it been retired?
5. Outline & Curriculum Sheet Approval	Speaker: Katie Townsend-Merino Townsend-Merino open a discussion regarding our current COR's. The State has put all community colleges on alert that they will be reviewing all of our outlines and curriculum sheets in minutia. What that means for us is that all degree and certificate applications we send must be as up to date as possible. This means that all the courses (core & support) for each degree/cert must have reading and writing assignments and lab descriptions if appropriate. We also need to address the need for a "dependency tree", so that if a course is inactivated or deleted, it can "filter" through the C3MS to notify and/or eliminate it from prereqs, coreqs, advisories and curriculum sheets.
6. Title 5 Updates	Speaker: Katie Townsend-Merino Although FH has interpreted Title 5 Updates as a minimal review, we need to move towards a more robust review. We need to give direction to the faculty regarding what should be included in the review and it needs to be put into the curriculum handbook with the next revision.
7. Stand Alone Outline Approval Form	Table until the 3/3 meeting.
8. GE Breadth Requirements Feedback	The committee met for the first time and they are just beginning discussions. At the first read the following comments were made: they don't like the list format; some of the statements are reiterations each other and perhaps they need to have two sections: "must haves" and "require some" lists.
9. American Cultures & Communities GE Draft	There was still some concerns with the clarity of the wording in #2. This will be modified and presented at the

	next meeting.
10. Lifelong Learning GE Draft	The group reviewed the draft. It was suggested that L5 could be eliminated if it was made clear that all the areas of GE should include information competency therefore it wouldn't be necessary to have a dedicated statement in the Breadth statement. Horowitz voiced his opinion that Area VII should be eliminated from the requirements since it doesn't fulfill the FH mission. There was then a substantial discussion of the reasons that it should remain as part of the GE requirements. The suggestion was made to make the description more discreet, more defined.

**Addendum to the Course Outline of Record:
Course Approval Application for Online/Distance Learning Delivery**

Date of Submission: _____

Course Number: _____

Course Name: _____

The division curriculum committee has approved this course for on-campus delivery:

Yes _____ **No** _____ (If “No”, then a Course Outline must be submitted for approval concurrent with this application)

I/We hereby submit the following course for division curriculum committee approval for delivery as a distance education course.

Course Number: _____

Department: _____

This course will consistently utilize the following method(s) from the list of “Regular, Timely, and Effective Methods of Student/Faculty Contact” as specified and approved by the Foothill College Academic Senate:

List Selected Methods

**If the faculty member desires to use a method that is not included in the list below, please use the space above to describe how the method will be a mechanism of regular, timely, and effective student/faculty contact.*

I/We have reviewed the Best Practices and the approved methods of “Regular, Timely, and Effective Student/Faculty Contact” compiled below and have thoughtfully considered the educational value of offering the following course as a distance education course.

Faculty Submitting for Approval Date

Division Curriculum Committee Approval Date

Best Practices for Online/Distance Education Courses

In accordance with Title 5: in the course of discussions in the Faculty Academic Senate and the College Curriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Foothill College Academic Senate has formulated the following best practices and guidelines for regular, timely and effective faculty/student contact in online/distance education courses:

Best Practices

1. **Communication:** clear and adequate communication regarding online course policies is critical to student success and faculty effectiveness. Accordingly, it's imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement.

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Comment: You have a #1, but no #2? Did you intend "Effective Student/Faculty Contact" to be the #2?

These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) "*Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.*" and is the same requirement for all teachers. Communication must include but is not limited to:

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Comment: "and is the same for requirement for all teachers" is stated at the beginning of this entry – delete one of them?

- **Relevant Dates, Course Schedule, and Deadlines.**
- **Faculty Expectations and Requirements** for minimum student participation (quantity and quality) for all sections of the course.
- **Evaluation Process** including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
- **Faculty/Student Communication Process** including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
- **Methods of regular, timely, and effective student/faculty contact** that will be employed in the course (as described below)
- **A Contingency Plan** for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.

2. Effective Student/Faculty Contact: it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective faculty/student contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)

These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: "*Maintains student-faculty relationship conducive to learning,*" as well as the following student evaluation criteria: J2.A. #11 *Motivated student interest and intellectual effort*, #12.

Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively.”

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participationⁱⁱ
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts. ⁱⁱⁱ

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth in the Addendum to the Course Outline of Record and the course syllabus, students must be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

References

ⁱ Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.

ⁱⁱ Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001 <http://www.westga.edu/~distance/roblyer32.html>

ⁱⁱⁱ Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998. <<http://www.flaguide.org/cat/portfolios/portfolios7.php>>

**FOOTHILL COLLEGE
STAND ALONE COURSE APPROVAL REQUEST**

Course: _____

Title: _____

Catalog Description:

For stand alone courses, explain briefly to the committee how your proposed course fits the following five areas:

Criteria A. Appropriateness to Mission

1. The objectives of this course as defined in the course outline are consistent with the mission of the 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

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 degree application or transferable. ("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 (see appendix), 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.

APPENDIX – BLANKET APPROVAL

The Chancellor's Office hereby waives individual approval of new stand-alone courses in the following categories only, and authorizes all colleges in the system to add such courses without individual course approval:

1. Courses which are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval. When a new community college course has been identified as similar to a specific course offered for general education or major purposes at a CSU or UC campus, and the community college curriculum committee has applied for the course to be accepted for general education or major purposes at CSU or UC, or for the Intersegmental General Education Transfer Curriculum (IGETC), the community college shall automatically be entitled to offer the course for a period of no more than fifteen months from the date of approval by the curriculum committee, without separate course approval from the Chancellor's Office, while the course is evaluated by CSU or UC for articulation. After that period, if the course is accepted by CSU or UC, or for IGETC, it is authorized under the permanent blanket approval for such courses. If it is not accepted by CSU or UC, the course may not continue to be offered except with individual stand-alone approval from the Chancellor's Office. This automatic limited-duration approval applies only to courses that have been identified as similar to courses offered for general education or major purposes at CSU or UC. Other stand-alone courses, even if intended for general education or major purposes, must either actually be accepted by CSU or UC, or be individually approved by the Chancellor's Office, before they are offered (unless one of the other blanket approval categories applies).

2. Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units or 18 quarter units of stand-alone coursework in the same T.O.P. code. When the number of units of stand-alone coursework offered in a single vocational T.O.P. code reaches or exceeds 12 semester units or 18 quarter units, all stand-alone courses in that T.O.P. code must be submitted for approval to the Chancellor's Office. (If the college has courses in the same T.O.P. code that are part of an approved program, those courses are not counted for this rule.)

3. Cooperative work experience courses (both occupational work experience and general work experience), provided that the district operates its work experience program in accordance with its cooperative work experience plan, as approved by the Chancellor's Office. (See "Cooperative Work Experience Education," p. 51.)

4. Experimental courses, special topics courses, and special study courses. These courses may be offered without individual Chancellor's Office approval, provided that a course outline of record for the category is on file locally, all regular local curriculum approval processes are followed, and the categories are used for the purposes intended. In general, an experimental course is one for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is actually offered on a trial basis. An experimental course should generally be submitted for approval as a regular course, or discontinued, within one year. A special topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term. An example is a special topics literature course in which the focus is on a different author each term. If a particular topic is offered regularly, it should be approved as a separate course. A special study course is one that involves an individual student or small group of students in study, research, or activities beyond the scope

of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).

5. Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System, provided such courses are conducted according to the curricula and standards approved and disseminated by those agencies. While this blanket approval shall apply to stand-alone courses of this type, the establishment of a public safety training academy requiring a sequence of coursework totaling 18 semester or 27 quarter units or more shall continue to be considered establishment of an occupational program, subject to Chancellor's Office program approval.

Courses that are part of a program that has been disapproved by the Chancellor's Office are not included in the blanket approval, even if they otherwise fit one of the above criteria. Such courses may be submitted for consideration of individual stand-alone approval.

The curriculum committee should review each new course to see that it meets the standards of Title 5 regulations, and should also determine whether the course falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

The Chancellor's Office may from time to time review a sample of stand-alone courses added to the curriculum under the conditions of this blanket approval. If unusual problems are found, the Chancellor's Office may cancel this authorization with respect to an individual college.

DRAFT 2-20-09 United States Cultures and Communities

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical 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 who has suffered a history of systematic oppression and discrimination
2. critically **analyze the degree of (or dynamics of) the interaction between** at least one marginalized culture or community **and** the dominant U.S. culture, or **between** two marginalized communities or cultures.
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 aspect of United States culture.
2. evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture
3. evaluate and **analyze** the interaction between 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

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Explanation of changes:

NAME CHANGE:

The committee felt this name was more consistent with the intent of this GE area and with the language used on campus when discussing this GE area.

PREAMBLE TO CRITERIA:

The CCC requested that we include an explanation of the importance of this GE area in the criteria statement. Since this is not present in any of the other GE areas, the request felt inconsistent and awkward. The following is an explanation of the importance of the area. We would like your feed back on how much, if any of this should be included in the final criteria statement.

The original intent of the lifelong learning category was to provide students with the skills needed to continue learning after they leave college. Being able to apply knowledge and skills mastered in one discipline to a second discipline is uniquely suited to evaluating this goal. Full understanding of a topic usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Thus the courses in the lifelong learning GE area should bridge multiple disciplines providing opportunities to integrate diverse information and apply that understanding to different situations.

One of the challenges facing us in the 21st century is to deal with the declining health of our population. For the first time in over a century, life expectancy in the United States is predicted to decline for the current generation. According to the World Health Organization (WHO), "at least 18 countries with a population of 1 million or more have life expectancies greater than the United States for both men and women". Current speculation is that inactivity and poor diet will replace tobacco use as the leading cause of death in the United States. Further more, there are huge disparities in the health status of different segments of our population. As noted by the WHO, "the greatest opportunities for reducing health disparities are in empowering individuals to make informed health care decisions and in promoting community wide safety, education and access to health care." With all this in mind, one of the goals of the lifelong learning GE area is to address the urgent need for general education regarding preventative health care. Central to this mission is an emphasis in basic health, nutrition and the importance of regular physical activity. We believe that as an institute of higher learning we have an obligation to take a leadership role in promoting both health education and physical fitness.

Question – should we have another SLO for developing a multidisciplinary approach to acquire the skills and understanding needed to assess and help maintain the health of our planet? Since this is one of our core competencies, it seems appropriate to include it in our GE package. If I remember correctly, there is a SLO listed in the GE Natural Sciences area regarding this issue.

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Lifelong Learning
(General Education, Area VII)

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Per the standard set by the CSU GE criteria "Physical activity courses (except for special-topics or directed studies courses) are acceptable, as long as students move and are instructed/supervised/coached by the faculty member (or designee) when doing so. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study.**
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations.**
- L3. Identify current issues and concerns that influence health, communication or learning.**
- L4. Comprehend and apply health and well-being issues to the individual and to society.**
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.**

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

- L6. 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.**
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society.**
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health.**
- L9. Use technology to analyze problems and create solutions.**

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Non-Credit

NCBS 400	LANGUAGE & LIFE SKILLS LITERACY	Fall 2008
Six hours lecture-laboratory .		0 Units
Lecture Hours:	0	Unloaded Hours:
Lecture/Lab Hours:	6	Lab Hours:

If Lab hours are specified, item 10. *Lab Content*, must also appear.

Repeatability:
Grading System: no-credit

GE Status: Non-GE

Degree Status: Non-Applicable

Course Status: Active **Credit Status:** Non-Credit

Distance Learning: None **Distance Approval:**

Honors Course:

C.A.N. Notation:
TCSU Notation:
FSA Code:

Related ID:

Transferability: None **Validation**

Seat Count: 50
Load Factor: .0912
Budget Code: 143301

Cross Listed as:

1. Description -

Provides elementary and secondary level instruction for students working to improve communication, reading and writing. Learn use of computer based Rosetta Stone software to increase basic knowledge and skills in preparation for work or continued studies.

2. Expected Outcomes -

After completing the course the student will:

- A. Be more fluent in spoken English
- B. Be more confident in their ability to communicate
- C. Be more successful in reading and writing
- D. Be able to develop additional job skills

3. Special Facilities and/or Equipment Needed -

This is a lecture/laboratory class and requires the use of a PC or Mac computer. Rosetta Stone software is required.

4. Expanded Description of Course Content -

This course will encompass several basic skill areas:

- A. Introduction to computer usage
 - 1. Learn to log on
 - 2. Learn to access computer software
 - 3. Learn to manage computer software
- B. Using Rosetta Stone software to progress from elementary and secondary level literacy skills
 - 1. Individualized instruction in placement within the program and strategies to raise skills
 - 2. Tutorial assistance to support skills improvement
 - 3. Self-paced learning for each student
 - 4. Time management strategies for goal accomplishment
- C. Introduce students to requirements of college level coursework

5. Repeatability Criteria -

When the course is repeated, individual student goals will be reinforced and skills increased.

6. Methods of Evaluation -

- A. Interaction between student and instructor to monitor and assess progress
- B. Student log-in hours as tracked within the software program

7. Text(s) -

None

8. Disciplines -

Non-Credit Basic Skills

9. Method of Instruction -

Other: Computer based instruction built into software

10. Lab Content -

All work is lab-based in a computer lab. Student's progress at their own pace.

Course status: Active

Current status: Proof

Last updated: 2009-02-25 16:30:29

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Non-Credit

NCP 400 **STRONG START FOR CHILDREN** **Fall 2008**
One hour lecture-laboratory. **0 Units**

Lecture Hours: **Unloaded Hours:**
Lecture/Lab Hours: 1 **Lab Hours:**
If Lab hours are specified, item 10. *Lab Content*, must also appear.

Repeatability:
Grading System: no-credit

GE Status: Non-GE

Degree Status: Non-Applicable

Course Status: Active **Credit Status:** Non-Credit

Distance Learning: None **Distance Approval:**

Honors Course:

C.A.N. Notation:
TCSU Notation:
FSA Code:

Related ID:

Transferability: None **Validation**

Seat Count: 35
Load Factor: .0152
Budget Code: 143201

Cross Listed as:

1. Description -

Provide education to underserved families and caregivers in the community. Introduce best practices in parenting, child development and pre-natal care. Emphasis placed on school readiness, child development and effective discipline.

2. Expected Outcomes -

After completing the course the student will be able to:

- A. Recognize the process of child development
- B. Apply good parenting skills
- C. Demonstrate effective methods of communication with children

3. Special Facilities and/or Equipment Needed -

none

4. Expanded Description of Course Content -

This course will encompass several parenting education areas:

- A. Areas of children's growth and development
 - 1. Cognitive-language, social, emotional and physical
 - 2. Fundamentals of brain development and the effect on early learning
- B. Developmentally appropriate practices in relation to education and quality care
- C. Identifying and understanding the importance of developmental assets for healthy growth and development
- D. Learning techniques to establish developmentally appropriate limit setting
- E. Increase awareness of positive parental role modeling
- F. Applying appropriate disciplinary techniques for positive development

5. Repeatability Criteria -

When the course is repeated, individual student goals will be reinforced and skills increased.

6. Methods of Evaluation -

- A. Attendance
- B. Class participation and involvement, sharing experiences, small group activities

7. Text(s) -

Handouts, articles, teacher-developed materials, videos, DVD's, newsletters

8. Disciplines -

Non-Credit Parenting Education

9. Method of Instruction -

Other: Group work

10. Lab Content -

None

Course status: Active

Current status: Proof

Last updated: 2009-02-25 16:31:01

Foothill College Submission Course Outlines

For Faculty and Staff use only

Non-Credit

NCP 401 **NURTURING HEALTHY CHOICES** **Fall 2008**
One hour lecture-laboratory. **0 Units**

Lecture Hours: **Unloaded Hours:**
Lecture/Lab Hours: 1 **Lab Hours:**
If Lab hours are specified, item 10. *Lab Content*, must also appear.

Repeatability:
Grading System: no-credit

GE Status: Non-GE

Degree Status: Non-Applicable

Course Status: Active **Credit Status:** Non-Credit

Distance Learning: None **Distance Approval:**

Honors Course:

C.A.N. Notation:
TCSU Notation:
FSA Code:

Related ID:

Transferability: None **Validation**

Seat Count: 35
Load Factor: ,0152
Budget Code: 143201

Cross Listed as:

1. Description -

Provide education to underserved families and caregivers in the community. Introduce best practices in parenting, child development and pre-natal care. Emphasis placed on children's safety, nutrition, wellness and affordable food choices.

2. Expected Outcomes -

After completing the course the student will be able to:

- A. Recognize the process of child development
- B. Apply good parenting skills
- C. Demonstrate ability to make informed decisions about safety, health and wellness

3. Special Facilities and/or Equipment Needed -

None

4. Expanded Description of Course Content -

This course will encompass several parenting education areas:

- A. Learning how to foster good health among family members
- B. Identifying healthy, affordable and culturally appropriate eating choices
- C. Understanding food labels and portion sizes
- D. Increasing the knowledge of good nutrition and health for all stages of child development
- E. Understanding the importance of physical exercise in daily routines
- F. Recognizing the importance of a healthy breakfast
- G. Understanding healthy feeding and eating practices through understanding the division of family responsibilities
- H. Understanding the importance of immunizations and schedules
- I. Learning the major components of family safety
- J. Creating a safe and supportive home and school environment

5. Repeatability Criteria -

When course is repeated, individual student goals will be reinforced and skills increased.

6. Methods of Evaluation -

- A. Attendance
- B. Class participation and involvement, sharing experiences, small group activities
- C. In class journaling

7. Text(s) -

handouts, articles, teacher-developed materials, videos, DVD's newsletters.

8. Disciplines -

Non-Credit Parenting Education

9. Method of Instruction -

Other: Group work

10. Lab Content -

No lab work.

Course status: Active

Current status: Proof

Last updated: 2009-02-25 16:31:28

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Non-Credit

NCP 402 CHILDREN & FAMILY RESOURCES **Fall 2008**
One hour lecture-laboratory. **0 Units**

Lecture Hours: **Unloaded Hours:**
Lecture/Lab Hours: 1 **Lab Hours:**
If Lab hours are specified, item 10. *Lab Content*, must also appear.

Repeatability: May be taken six times for credit.
Grading System: no-credit

GE Status: Non-GE

Degree Status: Non-Applicable

Course Status: Active **Credit Status:** Non-Credit

Distance Learning: None **Distance Approval:**

Honors Course:

C.A.N. Notation:
TCSU Notation:
FSA Code:

Related ID:

Transferability: None **Validation**

Seat Count: 35
Load Factor: .0152
Budget Code: 143201

Cross Listed as:

1. Description -

Provide education to underserved families and caregivers in the community. Introduce best practices in parenting, child development and pre-natal care. Emphasis placed on identifying and managing family, community and educational resources, providing for safety, security and nutrition.

2. Expected Outcomes -

After completing the course the student will be able to:

- A. Recognize the process of child development
- B. Apply good parenting skills
- C. Give examples of family, community and educational resources

3. Special Facilities and/or Equipment Needed -

None

4. Expanded Description of Course Content -

This course will encompass several parenting education areas:

- A. Accessing local resources for families and parents
- B. Accessing health services for children
- C. Accessing literacy resources and social services
- D. Fostering and strengthening support networks for parents and families
- E. Accessing educational opportunities, family events and parent resource centers
- F. Identifying and utilizing services for children with special needs
- G. Understanding domestic violence prevention and support networks for battered women

5. Repeatability Criteria -

When course is repeated, individual student goals will be reinforced and skills increased.

6. Methods of Evaluation -

- A. Attendance
- B. Class participation and involvement, sharing experiences, small group activities

7. Text(s) -

Handouts, articles, teacher-developed materials, videos, DVD's, newsletters.

8. Disciplines -

Non-Credit Parenting Education

9. Method of Instruction -

Other: Group work

Course status: Active

Current status: Proof

Last updated: 2009-02-25 16:31:57

Foothill College Submission Course Outlines

For Faculty and Staff use only

Non-Credit

NCP 403 **BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY
HEALTHY CHILDREN** **Winter
2009
0 Units**

Three hours lecture-laboratory.

Lecture Hours:

Unloaded Hours:

Lecture/Lab Hours: 3

Lab Hours:

If Lab hours are specified, item 10. *Lab Content*, must also appear.

Repeatability:

Grading System: no-credit

GE Status: Non-GE

Degree Status: Non-Applicable

Course Status: Active

Credit Status: Non-Credit

Distance Learning: None

Distance Approval:

Honors Course:

C.A.N. Notation:

TCSU Notation:

FSA Code:

Related ID:

Transferability: None

Validation

Seat Count: 35

Load Factor: .0456

Budget Code: 143201

Cross Listed as:

1. Description -

Parents as Partners Series targeted to underserved families and caregivers, providers and educators serving these families. Importance of meeting emotional needs in raising healthy children through parenting and child development, pre-natal through adolescence.

2. Expected Outcomes -

Students will be able to:

- A. Know the 5 Critical Needs of Children
- B. Identify supportive and non-supportive behaviors
- C. Demonstrate methods of intentional, systemized strategies for raising emotionally healthy children
- D. Explain the connection between emotionally healthy parents, caregivers and emotionally healthy children

- E. Identify community resources and events
- F. Identify educational resources and events

3. Special Facilities and/or Equipment Needed -

None

4. Expanded Description of Course Content -

- A. 5 Critical Needs of Children
 - 1. 5 critical needs: respect; importance; acceptance; inclusion; security
 - 2. Learn developmentally appropriate methods of applying the principals of the 5 emotional needs
 - 3. Understand emotional well-being as a foundation for success in school, work and life
- B. Parenting skills: identifying supportive and non-supportive behaviors
 - 1. Identify and understand the difference between reactive and intentional parenting
 - 2. Learn effective parenting techniques by examining case studies of actual family situations
 - 3. Learn to approach discipline as an opportunity to teach, learn and connect
 - 4. Increase awareness of positive parental role modeling through self-reflection
- C. Strategies for raising emotionally healthy children
 - 1. Learn techniques and guidelines for conscious decision-making
 - 2. Create game plans that best meet family needs
 - 3. Identify elements of respectful communication
 - 4. Establish incremental steps in making behavioral changes
- D. Emotionally healthy parents, caregivers and emotionally healthy children
 - 1. Understand the influence of family memories and experiences on our interactions with children
 - 2. Examine values and set priorities
 - 3. Create a safe and supportive home and school environment
 - 4. Examine ways to maintain a balance between, work, family and self-care
 - 5. Create and extend a sense of community
- E. Community resources and events
 - 1. Learn about local resources for parents in Santa Clara County
 - 2. Learn about FIRST 5 Family Partners, System of Care
 - 3. Learn about local Health Services
 - 4. Learn about social service agencies
 - 5. Learn about Domestic Violence prevention and the Support Network for Battered Women
 - 6. Learn about Family Resource Centers and Provider Resources
 - 7. Learn about Upcoming Family Events
- F. Educational resources and events
 - 1. Learn about Foothill College ESL lab/classes
 - 2. Learn about opportunities in the field of early education and childcare through Foothill College Child Development Department
 - 3. Learn about CARES
 - 4. Learn about career and professional growth opportunities
 - 5. Learn about Services for Children with Special Needs
 - 6. Learn about navigating the California Education System through Foothill College Outreach and Community Liaison

5. Repeatability Criteria -

When the course is repeated, individual student goals will be reinforced and skills increased.

6. Methods of Evaluation -

- A. Participation in class discussions, activities, individualized, small group and teamwork
- B. In class writing assignments, journaling
- C. Attendance
- D. Demonstration, role modeling and practice

7. Text(s) -

- A. Text; How To Raise Emotionally Healthy Children, Gerald Newmark, Ph.D; NMI Publishers, 1999
- B. Text; Cómo Criar Niños Emocionalmente Sanos, Gerald Newmark, Ph.D; NMI Publishers, 2001
- C. Handouts
- D. Articles
- E. Teacher developed materials
- F. FIRST 5, Santa Clara County materials
- G. Videos, DVDs
- H. Guest speakers

8. Disciplines -

Non-Credit Parenting

9. Method of Instruction -

Other: Group work

10. Lab Content -

Course status: Active

Current status: Proof

Last updated: 2009-02-25 16:24:14