

## College Curriculum Committee

### Meeting Agenda

Tuesday, June 2, 2009

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

Toyon Room

<u>Item</u>	<u>Action</u>	<u>Attachment</u>	<u>Presenter</u>
1. Draft Minutes: May 19, 2009	Action	#6/2/09-1	Holcroft
2. General Information: a. BSS Curriculum Minutes	Information	#6/2/09-2	Ziegenhorn
3. Non-credit: NCEL 400	Discussion	#6/2/09-3	Wong, Swett
4. Distance Ed Info Report Back*	Discussion		Holcroft
5. GE Breadth Statement	Action	#6/2/09-4	Holcroft
6. Limitation of Number of GE Areas a Course May Satisfy	Discussion	#6/2/09-5	Holcroft
7. Reports from CCC Reps	Information		All

\* Reps were asked to review the courses that were on the Distance Ed list and check for accuracy.

#### Attachment List:

- #6/2/09-1 Draft Minutes, May 19, 2009
- #6/2/09-2 BSSCC Minutes
- #6/2/09-3 NCEL 400.pdf
- #6/2/09-4 GE Breadth Statement
- #6/2/09-5 Limitation of GE wording (from previous minutes)

**Distribution:** Rosemary Arca (SLO Coordinator), Laureen Balducci (CNSL), Elizabeth Barkley (F A), Bea Cashmore (ALD), Sam Connell (BSS), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Kathleen Duncan (B H), Kelly Edwards (P E), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Carolyn Holcroft (Faculty co-chair), Marc Knobel, (PSME), Peter Murray (Dean, PSME), Verley O'Neal (CTIS), Eloise Orrell (Dean, BH), Simon Pennington (F A), Denise Perez (Scheduling), Katy Ripp (P E), Lucy Rodriguez (Project Coord.), Leticia Serna (CNSL), Barbara Shewfelt (P E), Kella Svetich (L A), Mary Thomas (LIBR), Katie Townsend-Merino (Admin co-chair), Diane Uyeda (L A), Tim Woods (Dean, CTIS), Bill Ziegenhorn (BSS)

**College Curriculum Committee  
Meeting Minutes  
Tuesday, May 19, 2009  
1:32 p.m. - 3:50 p.m.  
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: May 5, 2009	<b>Speaker: Carolyn Holcroft</b> Minutes approved as written. ( M/S/C, Franco/Thomas, 1 abstention)
2. Non-Credit Course Approval	<b>Speaker: Carolyn Holcroft</b> Final review of the non-credit courses in Parenting, Basic Skills and Workforce Development. All WP courses reflect the changes that were discussed at the last meeting. Move to approve these course (M/S/C, Woods/Serna). NC certificates must fall into the 4 identified areas. All these courses will be part of a certificate, except the Parenting courses. We will discuss the Parenting courses in regard to building a program in the Fall.
3. CSU/IGETC Approval	<b>Speaker: Bernie Day</b> Informational item. Day presented the newly approved courses list. Day distributes this list to all the Division Deans. Our curriculum deadlines are not alligned with those for the UC's and CSU's and that's why it seems that we've gotten this list late. Serna pointed out a significant change in the ENGL area approval. Additional: Day provided a list of courses that are not in keeping with our own numbering policy. (See distributed attachment) FH's numbering policy is #'s 1-49 are UC transferable and 1-99 are CSU transferable (on page 55 in our current Catalog). Since we have some numbering that does not follow the guidelines, it can be very confusing to students. The Instruction Office intends to add wording in the Catalog (2010-11) to each course to inform students which courses are transferable, IGETC and GE applicable.
4. Individual Studies: Transfer Preparation Programs	<b>Speaker: Katie Townsend-Merino</b> FH was notified that we are unable to confer those two associate degrees. It was suggest that next Fall, FH develop a degree. Although it was immensely popular at FH, the State determined that the requirements need to be much more definitive to a specific area. Counseling division will be having an in-service to possibly rewrite/rebuild these degrees. Departments that might be interested in developing this should let them know and will be invited to participate. Assembly Bill 440 is demanding that there be a transfer degree at every community college. The State's wish at this point is that they be very similar to the Minnesota model in that the state will determine the "appropriate" courses in that area, therefore limiting the courses that will be taken. Townsend-Merino suggests discussions amongst faculty to look at 4-year institutions to which we transfer students to see what they're offering to see what we need to offer. Day would be willing to map all the information for your divisions to promote discussions.
5. Distance Ed	<b>Speaker: Carolyn Holcroft</b> The form CCC developed has been approved by Academic Senate. There are some courses that have approved previously but have not used the official form. The form is

	<p>going to be put online, attached to the C3MS. Check this list (distribution) to see what courses are being taught online. Hybrid courses will need this approval eventually but we are not focusing on those courses first. Do not wait for the new form to be attached to the C3MS, do it hard copy. We will take the hard copy forms now but come fall we will input the info for you. Some reps made comments that the list didn't appear to be correct. Holcroft asked that reps try to clean up the list for the next curriculum meeting.</p>
<p>6. Non-Credit Courses- ALLD, ALTW &amp; Older Adults</p>	<p><b>Speaker: Carolyn Holcroft</b>                  Completion of empty fields, no measurable outcomes, no text, no methods of instruction. Perhaps send an example to the Division faculty for ideas. Please review the COR handbook. These must be approved by the CCC, Board approval and to the State for approval before we can teach them. Townsend-Merino is going to send out an email w/the workbook, power point and examples. No action today.                  OTHER: is there an actual age in the State regs required for "older adult" courses?</p>
<p>7. GE Breadth Statement</p>	<p><b>Speaker: Carolyn Holcroft/Katie Townsend-Merino</b>                  Significant changes after the last meeting. Only received a few comments. #2- PS was concerned that every course would need a research component. The wording about "all courses must include objective, measurable". Maybe what we need is C1 thru C4. The lower portion is what causes some issues. Perhaps as people request approval for courses, the faculty might need to identify the C1, C2, C3, or C4 that is met by the course? Possibly create a C5? Math dept. would like to include wording to indicate that only college level courses can be used as GE courses.                  Townsend-Merino intends to bring information in the Fall to show success rates and grades by course to see how advisories/prereqs affect the courses. FH has a General Education Repriciosity agreement with all community colleges in the area, so that if the student has completed their entire GE at another college, we would accept that "validation". So the idea of approving a proficiency is different than agreeing to approve it for general ed.                  A motion was made to accept the document with the changes discussed as follows "Information competency: the ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way." Holcroft will send the document out for a consensus. Approval at the next mtg. Horowitz asked that health and wellness be in the GE statements.                  Holcroft was asked to bring back a conversation regarding a limitation of how many areas a course may be in (see distributed attachment). Please review and be prepared for discussion next mtg.</p>
<p>8. Reports from Reps</p>	<p><b>BH:</b> nothing to report.  <b>LA:</b> deactivated KORE; FREN will be faded out; CHIN, JAPN &amp; SPAN reduction in stand alone courses. Working on some new courses for the alternative courses in ESL.  <b>PS:</b> Considering increasing prereq's for MATH 22 to MATH 1A; changed the loads from lab loads to lecture loads for some PHYS, CHEM, ENGR and ASTR courses.  <b>CTIS:</b> working on certificates to be transcriptable;</p>

	<p>Business Office Tech program will possibly redone to create a new degree. <b>PE:</b> nothing to report. <b>CNSL:</b> nothing to report. <b>FA:</b> nothing to report. <b>LIBR:</b> nothing to report. <b>AL:</b> working on developing a Gerontology certificate into a degree. <b>BSS:</b> working on a revision of American Studies program to change to American Cultures.</p>
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**Attendees:** L. Balducci, A. Cartier, B. Cashmore, B. Day, T. de la Cruz, M. Francisco, S. Franco, C. Holcroft, K. Jones, P. Murray, B. Nikolchev, V. O'Neal, E. Orrell, S. Pennington, G. Schultz, L. Serna, K. Svetich, D. Swett, M. Thomas, K. Townsend-Merino, D. Uyeda, T. Woods, B. Ziegenhorn

**Minutes recorded by:** C. Nuñez

DATE: April 15, 2009  
TO: BSS Faculty & Administrators  
FROM: Samuel Connell  
RE: Minutes from April 15, 2009 Curriculum Meeting

1. Meeting opened at 1:00 pm by William Ziegenhorn (Chair)
  - a. Present: Konnilyn Feig, Eta Lin, Jeanne Thomas, Joe Toretto, Sam Connell, John Mummert, Mari Huerta (visitor)
2. Item #5 discussed first: U.S. Cultures curriculum sheet.
  - a. Huerta proposed changes to sheet re-emphasizing the original intent of the American Studies program which has lost its way in the last decade or so. The new name will be U.S. Cultures and Communities. It will be more multidisciplinary and more up to speed with what other colleges and universities are doing. These programs have strong student support in many settings and are proven at retaining underserved community members in college. It will also parallel GE revisions and provide a major at Foothill which will directly support students who are interested in multicultural studies. It has a built in programmatic basis.
  - b. Committee discussed what to change. Suggested dropping of elective courses and only having Core and Support.
  - c. Connell suggested moving Anth2A up to Core course.
  - d. Discussion about who will take it over when Huerta leaves. Her committee needs to have someone step up and carry this into 2009-2010 school year.
  - e. All agreed it is a vital and important part of curriculum.
  - f. Proposal approved with revisions that are at discretion of Huerta.
3. Minutes were approved from March 17, 2009. Thank you Tapia.
4. Chair noted that all old minutes have been submitted to Nunez. Also that he expressed a need for a list of deadlines that all faculty can follow.
5. Chair made suggested changes to SOS37 and pushed it up the chain.
6. Chair explained that distance learning approvals are almost done and thanked the division. Some incomplete areas were noted with his excellent spreadsheet.
7. Skipped to Item 4 on the agenda. Title V updates. BUSI classes were gone over in detail. The others were addressed. Another discussion Area 12 was carried out with the same results. We will fill it in using a standardized format that is more detailed than Area 6.
8. CCC Update was brief because Chair was sick and could not attend previous meeting.
9. Meeting adjourned at 2:30pm

## C<sup>3</sup> MANAGEMENT SYSTEM

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## Non-Credit

### NCEL 400 BRIDGE TO COLLEGE

[Edit Course Outline](#)

<b>NCEL 400</b>	<b>BRIDGE TO COLLEGE</b>	<b>Fall 2009</b>
<b>60 hours total.</b>		<b>0 Units</b>
<b>Repeatability:</b>	unlimited	
<b>Grading System:</b>	no-credit	
<b>GE Status:</b>	Non-GE applicable	
<b>Degree Status:</b>	Non-Applicable	<b>Credit Status:</b> Non-Credit
<b>Course Status:</b>	Active	<b>Outline Status:</b> Deans Review
<b>Transferability:</b>	None	
<b>Honors Course:</b>		<b>Distance Learning:</b> None
<b>FSA Code:</b>		
<b>C.A.N:</b>		
<b>T-CSU:</b>		
<b>Seat Count:</b>	35	<b>Load Factor:</b> .0758
		<b>Budget Code:</b> 143301

#### 1. Description -

This is a bridge to college course for non-native speakers of English that focuses on the development of English language skills within the context of:

- (1) the culture of the college classroom: selecting and registering for classes, reading and understanding the syllabus, completing assignments and meeting deadlines, taking quizzes and test, and classroom communication skills;
- (2) the assessment of skills, exploration of life paths and the resources offered by the community college,
- (3) the development of basic digital literacy skills to access information on the Internet.

Prerequisites: Completion of the adult education course sequence or test score above 247 on the CASAS Level C Reading test.

#### 2. Expected Outcomes -

Students will be able to:

- A. demonstrate understanding of listening tasks
- B. demonstrate interactive speaking skills
- C. make short oral presentations
- D. demonstrate understanding of edited and unedited readings
- E. write clear paragraphs
- F. use information in a college schedule
- G. use information in a syllabus
- H. assess personal and career-related skills
- I. identify relevant resources at Foothill College
- J. use the Foothill College website

#### 3. Special Facilities and/or Equipment Needed -

Access to PC or MAC computers.

#### 4. Expanded Description of Course Content -

- A. Listening skills
  - 1. identify the main idea and supporting points of an oral presentation
  - 2. ask questions about an oral presentation
  - 3. write a brief summary of an oral presentation
- B. participate in class discussions
  - 1. ask questions for information
  - 2. ask questions for clarification
  - 3. make comments about topics of discussion
- C. make short oral presentations
  - 1. introduce someone
  - 2. report on mini research project
- D. demonstrate understanding of edited and unedited readings
  - 1. read college schedule
  - 2. read course syllabus
  - 3. read about careers
  - 4. read about people in different careers
- E. write clear paragraphs
  - 1. write about class sessions
  - 2. write about guest speaker presentations
  - 3. write about self-assessment
  - 4. write about report on mini research projects
- F. use information in a college schedule
  - 1. locate relevant courses
  - 2. explain information given about courses (e.g., Call No., Course ID, Time, Days, Instructor, Location, Units, Advisory, Prerequisites, Credit)
  - 3. calculate the cost of taking courses
- G. use information in a syllabus
  - 1. locate information about course requirements
  - 2. locate information about materials required
  - 3. locate information about exams and grading
  - 4. explain what an office hour is
- H. assess their personal and career-related skills
  - 1. assess their personal skills
  - 2. describe a possible career path
  - 3. describe the skills necessary for that career path
  - 4. identify the steps necessary to complete that career path
- I. identify relevant resources at Foothill College
  - 1. describe resources at the library
  - 2. summarize information from an allied health career counselor or handouts
  - 3. describe counseling and financial aid resources
- J. use the Foothill College website
  - 1. find courses on the course schedule
  - 2. find listing of important dates
  - 3. find bookstore and library hours
  - 4. get information about counselors and making appointments
  - 5. explain how to apply and register

#### 5. Repeatability Criteria -

Unlimited

#### 6. Methods of Evaluation -

- A. In-class assignments
- B. Short, homework assignments
- C. Quizzes

#### 7. Text(s) -

Foothill College Class Schedule - The Heights (Current Version)  
 Foothill Student Handbook - Beyond the Classroom (Current Version)  
 Real Training for Real Careers - Foothill College Career and Vocational Programs Guide (Current Version)

**8. Disciplines -**

Noncredit English as a Second Language (NCEL)

**9. Method of Instruction -**

Lecture	Discussion	Oral presentations	Demonstration
Field trips	Other:		

**10. Lab Content -**

None

**11. Honors Description -** No content

**12. Examples of Required Reading and Writing Assignments -**

- A. Readings from the Class Schedule
- B. Readings from the Student Handbook
- C. Readings from Real Training for Real Careers and handouts about career paths
- D. Readings from handouts about people and careers
- E. Journal writing about class activities, guest speakers, field trips
- F. Writing about student self-assessment, potential career paths, and courses identified leading to these paths

**Course status:** *Active*

**Development status:** Deans Review

**Owner-Editor:** [wongrita@fhda.edu](mailto:wongrita@fhda.edu)

**Edit History:** User: Administrator - ID: nunezcori@foothill.edu - Modified: 2009-05-28 13:52:38  
 User: Editor/Owner ID: wongrita@fhda.edu Modified: 2009-05-28 10:36:42  
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 User: Dean - ID: swett Denise@fhda.edu - Modified: 2009-05-27 19:44:17  
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 User: Editor/Owner ID: wongrita@fhda.edu Modified: 2009-05-18 08:37:43

**Development Comments:** swett Denise@fhda.edu wrote: 5/27: Referred back to Rita with suggestions from the NCCC.

**Last updated:** 2009-05-28 13:52:38

**NCEL 400 BRIDGE TO COLLEGE**

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**FOOTHILL COLLEGE**  
**GENERAL EDUCATION BREADTH REQUIREMENTS**  
Revised May 20 2009

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provide students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- C1. Communication (analytical reading, writing, and listening skills including evaluation, synthesis, and research).
- C2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- C3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- C4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- C5. Information literacy (ability to identify and information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital competence.

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- Jim # 7

Thomas asked that the subcommittee consider including wording to include computer competency. A discussion ensued regarding the need to make a specific requirement for computer competency or whether the curriculum in general has been made to include computer competency without specific reference to it in each outline. This discussion led to the question regarding the rewriting to the remaining two areas: American Cultures and Lifelong Learning and if their requirement should be made more rigorous/narrow /specific. Should the computer competency be made more obviously integrated in the outlines or a separate requirement?

### \* 3. Limit Courses to One GE Area:

The suggestion was made to limit the number of areas a course may represent. A possible limit of 2 areas per course was discussed. Also discussed was the possibility to 1 area of the 5 "main" areas plus Lifelong Learning. The following ideas should be discussed with the rep's constituency groups and CCC Discussion will be agendaized for the June 3<sup>rd</sup> meeting.

- a. Adding the stipulation that the student must fulfill their GE degree requirements by taking classes from at least 5 different departments.
- b. Adding the stipulation that the student may use only ONE course from their major area of study in order to satisfy their GE requirements. and
- c. Adding the stipulation that a particular course may only be approved for one GE area (e.g. if BIOL 8 is approved for Lifelong Learning, it could not also be approved for American cultures). **IMPORTANT POINT OF CLARIFICATION:** as it currently stands, courses may be approved for multiple GE areas BUT a student may only count a particular course for ONE area. E.g. BIOL 10 is approved for both Natural Sciences and Lifelong Learning, however, a student can count BIOL 10 towards ONE but not both of these areas for their degree.

In addition, Kathleen Duncan would also like us to consider exempting students from the requirement of taking a GE course in their major area (i.e. a biology major would not be required to take a natural sciences + lab course).

### 4. Advanced Placement:

Day gave an overview to the committee of the Foothill policy regarding Advanced Placement courses and how it is different at the UC and CSU's. Day suggested that our policy should be published in the Catalog. Foothill currently grants SP credit for 20 of the 37 test areas represented by the College Board tests. She also pointed out that in some instances, Foothill's handling of AP courses were more rigorous than some 4-year institutions. Some of the AP tests meet the requirement for IGETC but not Foothill's GE