

College Curriculum Committee Meeting Agenda
Tuesday, November 6, 2012
2:00 p.m. - 3:30 p.m.
President's Conference Room

| Item | Action | Attachment | Presenter/Time |
|--|--------------------------|---|--|
| 1. Minutes: October 16, 2012 | Action | 11/6/12-1 | Holcroft - 3 min |
| 2. Announcements a. New Course Proposals b. Division CC Form c. ASCCC Fall Session Resolutions d. Smarter Balance * e. Implementation of Common Core Standards f. Professional Development opportunities | Information | 11/6/12-2 thru 25 11/6/12-26 11/6/12-27 11/6/12-28 11/6/12-29 | Holcroft - 3 min Nuñez - 2 min Holcroft - 10 min Holcroft - 2 min |
| 3. Report out from Divisions | Information | | Curr Reps - 7 min |
| 4. Consent Calendar: a. Stand Alone Applications | Action | 11/6/12-30 & 31 | |
| 5. Minimum Competencies Resolution | 1st Read | 11/6/12-32 | Armstrong - 3 min |
| 6. Families of Courses a. Kinesiology & Athletics b. Fine Arts | Discussion Discussion | 11/6/12-33 11/6/12-34 | Shewfelt - 5 min Pennington - 5 min |
| 7. Equivalent Courses | Discussion | 11/6/12-35 | Holcroft - 3 min |
| 8. C-ID Update | Information | | Day - 10 min |
| 9. AA-T/AS-T Update | Information | | Day - 5 min |
| 10. GE Resolution | 1st Read | 11/6/12-36 | Escoto - 3 min |

Consent Calendar

FH General Education:
none

Stand Alone: (attachments #30 & 31)
• ENGL 24, MUS 35A

Attachment List:

11/6/12-1 Draft Minutes: October 16, 2012
11/6/12-2 New Course Proposal-AHS 55
11/6/12-3 New Course Proposal-ANTH 14
11/6/12-4 New Course Proposal-ART 19E
11/6/12-5 New Course Proposal-ART 19F
11/6/12-6 New Course Proposal-ART 45
11/6/12-7 New Course Proposal-C S 31A
11/6/12-8 New Course Proposal-C S 83A
11/6/12-9 New Course Proposal-GEOG 11
11/6/12-10 New Course Proposal-GEOG 53
11/6/12-11 New Course Proposal-GID 57
11/6/12-12 New Course Proposal-GID 58
11/6/12-13 New Course Proposal-GID 77
11/6/12-14 New Course Proposal-GID 78
11/6/12-15 New Course Proposal-HORT 91A
11/6/12-16 New Course Proposal-HORT 91B
11/6/12-17 New Course Proposal-KINS 8B
11/6/12-18 New Course Proposal-KINS 11

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| 11/6/12-19 | New Course Proposal-KINS 12 |
| 11/6/12-20 | New Course Proposal-MDIA 3 |
| 11/6/12-21 | New Course Proposal-MUS 82H |
| 11/6/12-22 | New Course Proposal-MUS 82I |
| 11/6/12-23 | New Course Proposal-NANO |
| 11/6/12-24 | New Course Proposal-PHYS-BIOL |
| 11/6/12-25 | New Course Proposal-THTR 12A |
| 11/6/12-26 | Division Curriculum Committee Form |
| 11/6/12-27 | 44th Fall Session Resolutions |
| 11/6/12-28 | Smarter Balanced & Higher Education: Preparing Young People for Postsecondary Success |
| 11/6/12-29 | Implementing the Common Core State Standards |
| 11/6/12-32 | Minimum Competencies for Foothill College Certificates of Achievement |
| 11/6/12-33 | Kinesiology & Athletics - Families of Activity Courses |
| 11/6/12-34 | Fine Arts Families by Department |
| 11/6/12-35 | FH/DA Equivalent Course List |
| 11/6/12-36 | Permit Student to Use AA/AS GE Courses from Previous Catalog Years |

2012 -2013 Curriculum Committee Meetings

| <u>Fall 2012 Quarter:</u> | <u>Winter 2013 Quarter</u> | <u>Spring 2013 Quarter</u> |
|---------------------------|----------------------------|----------------------------|
| 10/2/12 | 1/15/13 | 4/16/13 |
| 10/16/12 | 1/29/13 | 4/30/13 |
| 11/6/12 | 2/5/13 | 5/7/13 |
| 11/20/12 | 2/19/13 | 5/21/13 |
| 12/4/12 | 3/5/13 | 6/4/13 |
| | 3/19/13 | 6/18/13 |

* Standing reminder: items for inclusion on the CCC agenda are due no later than Wednesday, one week before the meeting

2012-2013 Curriculum Deadlines

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|---------|--|
| 12/1/12 | Deadline to submit courses to CSU for CSU GE approval. |
| 12/1/12 | Deadline to submit courses to UC/CSU for IGETC approval. |
| 12/7/12 | COR/Title 5 Updates for Fall 2013. |
| 3/1/13 | Curriculum Sheet Updates for 2013-14. |
| 6/1/13 | Deadline to submit new/revised courses to UCOP for UC transferability |
| Ongoing | Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities. |

2012-2013 Professional Development Opportunities & Conferences of Interest

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|-------------|---|
| 11/8-10/12 | Next Generation STEM Learning: Investigate, Innovate, Inspire , Kansas, MO. |
| 11/8-10/12 | ASCCC Fall Plenary Session - Irvine Marriott Hotel. |
| 2/8/12 | Global Citizenship Pathway - SJSU/WVC curriculum collaboration model. President's Conference Room, 12-1 p.m. (Compass II Networking Grant) |
| 2/28-3/2/13 | General Education & Assessment: A Sea Change in Student Learning , Boston Park Plaza, Boston, MA. |
| 4/4-6/13 | Student Success & the Quality Agenda , Miami, FL. |
| 4/18-20/13 | ASCCC Spring Plenary , location TBA, Southern California. |
| 6/13-15/13 | ASCCC Faculty Leadership Institute , location TBA, Northern California. |
| 7/11-13/13 | ASCCC Curriculum Institute , location TBA, Southern California. |

Distribution:

Kathy Armstrong (PSME), Falk Cammin (LA), Bea Cashmore (ALD), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Kate Jordahl (F A), Marc Knobel (PSME), Don MacNeil (P E), Kimberlee Messina (VP, Instruction, Administrator co-chair), John Mummert (VP, Workforce), Peter Murray (Dean, PSME), Joe Ragey (F A), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A), Voltaire Villanueva (CNSL)

COLLEGE CURRICULUM COMMITTEE

Committee Members - Fall 12-13

Meeting Date: 11/6/12Co-Chairs (2)

| | | | | |
|---|-------------------|------|--|------------------------------------|
| ✓ | Carolyn Holcroft | 7429 | Vice President, Academic Senate (tiebreaker vote only) | holcrofthburnscarolyn@foothill.edu |
| ✓ | Kimberlee Messina | 7209 | Vice President, Instruction | messinakimberlee@foothill.edu |

Voting Membership-12 total; 1 vote per division

| | | | | |
|---|-----------------------|------|--------------|-------------------------------|
| ✓ | Kathy Armstrong | 7487 | PSME | armstrongkathy@foothill.edu |
| ✓ | Falk Cammin | 7442 | L A | camminfalk@foothill.edu |
| ✓ | Rachelle Campbell (S) | 7469 | BH | campbellrachelle@foothill.edu |
| ✓ | Bea Cashmore | 7094 | ALD | cashmorebeatrice@foothill.edu |
| ✓ | Jerry Cellilo | 7224 | CNSL | cellilojerry@fhda.edu |
| ✓ | Bernie Day | 7225 | Articulation | daybernie@foothill.edu |
| ✓ | Isaac Escoto | 7350 | CNSL | escotoisaac@foothill.edu |
| ✓ | John Fox | 7419 | BSS | foxjohn@fhda.edu |
| ✓ | Marnie Francisco | 7420 | PSME | franciscomarnie@foothill.edu |
| ✓ | Patricia Gibbs | 7474 | BSS | gibbspatricia@foothill.edu |
| ✓ | Brenda Hanning | 7466 | BH | hanningbrenda@foothill.edu |
| | Kay Jones | 7602 | LIBR | joneskay@foothill.edu |
| | Kate Jordahl | 7318 | F A | jordahlkate@foothill.edu |
| ✓ | Marc Knobel | 7049 | PSME | knobelmarc@foothill.edu |
| ✓ | Don MacNeil | 6967 | P E | macneildan@foothill.edu |
| ✓ | Simon Pennington | 7015 | F A | penningtonsimon@fhda.edu |
| ✓ | Barbara Shewfelt | 7658 | P E | shewfeltbarbara@foothill.edu |
| | Kella Svetich | 7924 | L A | svetichkella@foothill.edu |
| | Mary Thomas | 7522 | LIBR | thomasmary@foothill.edu |
| ✓ | Judy Baker | 7388 | Dean | bakerjudy@foothill.edu |
| ✓ | Peter Murray | 7472 | Dean | murraypeter@foothill.edu |
| ✓ | Paul Starer | 7227 | Dean | starerpaul@foothill.edu |

Non-Voting Members (4)

| | | | | |
|---|-------------------|------|------------------------|------------------------------|
| | Teresa de la Cruz | 7638 | Articulation Assistant | delacruzteresa@foothill.edu |
| ✓ | Stephanie Franco | 7231 | Evaluations | francostephanie@foothill.edu |
| ✓ | Jean McCarron | 7371 | Curr/Schedule Asst. | mccarronjean@fhda.edu |
| ✓ | Cori Nuñez | 7439 | Curr Coordinator | nunezcori@foothill.edu |

ASFC

Visitors:

Janis Stevenson (FA) Nancy Jones (FA)
Robert Martingell (FA) Keith Lee (FA)
Tom Gough (FA)

**College Curriculum Committee
Meeting Minutes
Tuesday, October 16, 2012
2:01 p.m. - 3:29 p.m.
President's Conference Room**

| <u>Item</u> | <u>Discussion</u> |
|---|--|
| 1. Minutes: October 2, 2012 | Minutes approved as written. M/S/C (Armstrong, Fox) |
| 2. Announcements a. Course Compliance Update Reminder b. New Course Proposal c. Succession Planning d. GE Subcommittees | Speaker: Holcroft a. Curr reps requested that the list of courses due for Title 5 compliance review go out again. Nunez will send. b. Introduced a new C S course. Murray commented that the computer science faculty are working on a number of certificates. c. As promised last spring, Holcroft will resign as CCC chair at the end of this academic year. She opined that many current and past CCC reps would be excellent CCC chairs. Please consider this opportunity, and contact Holcroft for more information or questions. d. GE subcommittees: We are in need of volunteers. Reminder that the area realignment project was completed last year so this year, members will be reviewing courses new to GE only (very light workload). Armstrong reminded that Fraknoi volunteered to serve on the Natural Sciences subcommittee. Reps were asked to solicit constituents for volunteers, and they may contact Holcroft, Messina or Nuñez. |
| 3. Report out from Divisions | Speakers: Fox, Hanning, Shewfelt, Armstrong, Pennington, Escoto, Starer BSS: New accounting courses being developed; Title 5 compliance updates are ongoing; Anthropology TMC has been put on hold as Connell is on PDL; Day working with discipline faculty on several other TMC-aligned AA-T degree proposals. BH: Title 5 compliance updates are ongoing; BIOL 8 being proposed to BH curriculum committee for GE area VII, and new course proposal will be coming forward from HORT KA: faculty are leveling courses, creating new courses, KINS AA-T proposal is with Day/Nuñez, Personal Trainer program proposal is progressing. PSME: C S course development progressing, multiple certificates in the pipeline FA: Theatre degree and certificate program in progress; AA-T Studio Art proposal is w/Day/Nuñez; discussions to establish "families" is scheduled; they have initiated conversations w/DA faculty. CN: CNSL 50 is now UC-transferable so they will change the number. Will report to CCC when finalized. LA: preparing non-credit curriculum; Title 5 compliance updates ongoing. |
| 4. Consent Calendar: a. Stand Alone Applications | Speaker: Holcroft MATH 217, VART 51 M/S/C (Starer, MacNeil) approved. |
| 5. Defining Families for Activity Courses across District | Speaker: Holcroft Title 5 defines activity courses as physical education, or visual or performing arts, music and dance. A student may take no more than six courses within any family (and this DOES include withdrawals). The State originally proposed |

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| | <p>defining families very conservatively, such as “all physical ed courses”, “all dance” or “all theatre” and the ASCCC fought hard to have the right to determine families at a local level. Although we currently have this privilege, we need to exercise reason and caution when establishing families. If the State perceives that we are abusing this privilege by creating families too liberally, it will be taken away.</p> <p>After much conversation, CCC decided that the affected discipline faculty (KA and FA) will collaborate with DA faculty to recommend family definitions, and bring them to CCC for discussion and approval at our next meeting on November 6.</p> <p>Cashmore asked for clarification regarding repeatability for disabled students. Courses cannot be “repeatable” but by statute, individual disabled students have the right to repeat courses based on three exceptions. We do allow auditing but the rules are that you had to have taken and passed the class previously and the instructor must give permission.</p> <p>We recognize that this is going to cause issues for students and faculty. Ongoing issue: how is this information going to be publicized to the students? Potentially, they could be shut out of a degree or certificate.</p> |
| 6. Determining Equivalent Courses across District | <p>Speaker: Holcroft, Messina</p> <p>The State has recently adopted new, restrictive rules that limit course repetition within each community college district. We must collaborate to develop a list of “equivalent” Foothill and De Anza courses for the purpose of complying with these limitations. After thoughtful discussion, reps agreed to:</p> <ul style="list-style-type: none"> • Facilitate getting FH discipline faculty to sit down and look at De Anza's course catalog/CORs, and compile a list of DA courses that look potentially equivalent to Foothill courses. • The FH reps/discipline faculty will contact the discipline faculty at De Anza, and send them the FH-proposed equivalency list for feedback/discussion. They can do this via email or face-to-face, whatever is easiest for each group. • The CCC reps will facilitate discussions through which the FH and DA discipline faculty can reach consensus. • The FH CCC reps will report back to FH CCC at the November 6 meeting with a progress update, and hopefully give a final report out at the November 20 CCC meeting, by which time we are hopeful that everyone will have reached consensus. <p>Reminder that “equivalence” is not the same as families, reciprocity for general education or majors requirements, etc.</p> |
| 7. Minimum Proficiencies for Certificates of Achievement | <p>Speaker: Holcroft</p> <p>PS: Responses from the faculty indicated preference that min competencies should be determined by the faculty responsible for the certificates. They would strongly encourage faculty to consult with the math and English faculty to decide on most appropriate course(s).</p> <p>AL: Cashmore expressed the concern that putting a math or English proficiency will stop students from</p> |

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| | <p>continuing. It appears to be another hurdle for some students. She would like to caution against a blanket requirement.</p> <p>ALL: Consensus was reached that Holcroft will write resolution directing discipline faculty to determine the minimum competencies for each certificate on an individual basis, strongly encourage consultation with the Math and English faculty, and direct faculty to update certificate program sheets no later than March 2, 2013. The Resolution will be presented for a first read at November 6, 2012 CCC meeting.</p> |
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Attendees:

Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Brenda Hanning (BH), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A)

Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Date Proposal Given to Division CCC Rep: October 22, 2012

Faculty Author: Phyllis Spragge

Proposed Number: AHS 55

Proposed Title: Community Health Promotion

Proposed Catalog Description: Introduction to community approaches to disease prevention and health promotion with an emphasis on a holistic approach, risk and resilience, social capital, and social change to promote community health. Supervised field experience in an official health care facility or voluntary health agency: short-term projects, observation of agency or facility dynamics and individual skills development.

Pre-requisite: currently enrolled in a Foothill College allied health program, or a pre-med student.

Proposed Discipline: Health Care Services (with the possibility of cross listing)

Proposed Need/Justification Statement:

Didactic and field experience with an emphasis is on identifying and utilizing community resources to facilitate wellness in a community who are underserved. The skills that would be taught include: (1) holistic approaches to disease & health, (2) basic patient assessment procedures, (3) multicultural issues in health. This course would allow students participating in Medical/Dental brigades to receive credit for their project.

To which Degree(s) or Certificate(s) would this course potentially be added?

Any allied health program, a health sciences degree and it would be beneficial for pre-med students.

Comments & Other Relevant Information for Discussion:

Impact of cultural variables (including communication methods, socioeconomic status and traditional beliefs) on health and illness.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 29, 2012
Faculty Author: Kathryn Maurer/Samuel Connell

Proposed Number: ANTH 14

Proposed Title: Introduction to Linguistic Anthropology

Proposed Catalog Description:

A cross-cultural investigation into the relationship between language and culture: language as a human attribute; language structure, historical origins, diversification, and change; gender and cultural variations in language usage; comparative analysis and classification of world languages; the origins and development of writing; microelectronics and the advent of the information age; globalization and language.

Proposed Discipline: Anthropology

Proposed Need/Justification Statement:

This course is a restricted support course for the AA degree in Anthropology.

To which Degree(s) or Certificate(s) would this course potentially be added?

This course will be added to the upcoming TMC degree and to the Foothill AA Degree in Anthropology

Comments & Other Relevant Information for Discussion:

American anthropology has traditionally been viewed as having Four-Fields: Sociocultural, Physical (Biological), Archaeology and Linguistic Anthropology. The new state-wide guidelines for TMC degrees strongly emphasize the inclusion of this course for degrees. We see it as an imperative that it is offered at least twice a year, in particular because it is being emphasized by the state wide Anthropology TMC.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: Hilary Gomes

Proposed Number: ART 19E
Proposed Title: Oil Painting III

Proposed Catalog Description:
A continuation of Oil painting II with emphasis on processes rather than techniques. Primary concerns include shaped canvasses, glazing techniques, ideas, expression, and aesthetics relating to the oil medium.

Proposed Discipline: ART

Proposed Need/Justification Statement: This course is a restricted support course for the AA degrees in Art Survey and ART: Studio Art Emphasis

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Degree in Art: Studio Art Emphasis and Art Survey

Comments & Other Relevant Information for Discussion: The class will be aligned with De Anza's ARTS 16C Oil Painting III. The Foothill College Art department would like to have the same courses in our Painting Family with De Anza.

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: Hilary Gomes

Proposed Number: ART 19F
Proposed Title: Acrylic Painting III

Proposed Catalog Description:
Continuation of Acrylic Painting II with emphasis on processes rather than techniques. Problems in class will relate to aesthetic concerns of idea, content and expression within the acrylic medium.

Proposed Discipline: ART

Proposed Need/Justification Statement: This course is a restricted support course for the AA degrees in Art Survey and ART: Studio Art Emphasis

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Degree in Art: Studio Art Emphasis and Art Survey

Comments & Other Relevant Information for Discussion:
The class will be aligned with De Anza's ARTS 15C Acrylic Painting III. The Foothill College Art department would like to have the same courses in our Painting Family with De Anza.

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: 10/22/12

Faculty Author: Andy Ruble

Proposed Number: ART 45

Proposed Title: Introduction to Ceramics

Proposed Catalog Description:

Introduction to ceramics materials, concepts, and processes including basic design principles, creative development, hand-building, throwing, glaze techniques, firing and ceramic terminology. The course covers aesthetics and creative development of clay objects examining historical, contemporary, and personal modes of expression across cultures.

Proposed Discipline:

Art

Proposed Need/Justification Statement:

This will be a core course for the Art Survey Degree

To which Degree(s) or Certificate(s) would this course potentially be added?

Art Survey

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: 22 Oct 2012

Faculty Author: Elaine Haight

Proposed Number: C S 31A

Proposed Title: Introduction to Database Management Systems

Proposed Catalog Description:

This course covers database design and use of database management systems for applications. Topics include database architecture, database comparison to precursor file-based systems, historical data models such as hierarchical and network models, conceptual model (entity-relationship, enhanced ER); integrity constraints and triggers; functional dependencies and normal forms; relational model, algebra, database processing and Structured Query Language (SQL), Database access from Applications-Embedded SQL (SQLJ), Cursors, Dynamic SQL, Stored Procedures. Emerging trends such as NoSQL databases, Internet & Databases and On-Line Analytical Processing (OLAP). On the practical side, a group project that builds a database application for a real-world scenario using Oracle/MySQL as the DBMS is an important element of the course.

Proposed Discipline: Computer Science

Proposed Need/Justification Statement:

This course is a restricted support course for the AS Degree in Computer Science

To which Degree(s) or Certificate(s) would this course potentially be added?

AS in Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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College Curriculum Committee
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Date Proposal Given to Division CCC Rep: Oct 24, 2012

Faculty Author: Michael Loceff

Proposed Number: CS 83A

Proposed Title: INTRODUCTION TO QUANTUM COMPUTING

Proposed Catalog Description: This course is an introduction to the theoretical, algorithmic and commercial aspects quantum computing. Topics include quantum algorithms, quantum error correction, quantum cryptography, how quantum computers break public key cryptosystems, the engineering challenges in building a physical quantum computing device, and the level of security assured by quantum cryptographic devices. Prior knowledge of quantum theory is not necessary.

Proposed Discipline: Computer Science

A. **Proposed Need/Justification Statement:** This course is a restricted support course for the AS Degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added? AS
Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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College Curriculum Committee
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Date Proposal Given to Division CCC Rep: 10/17/12

Faculty Author: K. Allison Lenkeit Meezan

Proposed Number: GEOG 11

Proposed Title: INTRODUCTION TO MAPPING & SPATIAL REASONING

Proposed Catalog Description:

Introduction to the fundamental concepts of GeoSpatial Technology, including Geographic Information Systems (GIS), Remote Sensing (RS) and Global Positioning Systems (GPS), map reading, and cartography. Exploration of how geospatial technologies are used in addressing human and environmental issues and can promote sustainability.

Proposed Discipline: Geography

Proposed Need/Justification Statement: This course is a restricted support course for AA degree in Geography. First course of transcriptable certificate sequence.

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in GIST (proposed), Certificate of Achievement in GIST (proposed)

Comments & Other Relevant Information for Discussion: Course based on national GeoTech Center model curriculum for the discipline.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/17/12

Faculty Author: K. Allison Lenkeit Meezan

Proposed Number: GEOG 53

Proposed Title: ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS

Proposed Catalog Description:

Introduction to problem-solving and decision making using geospatial analysis techniques, applicable to a range of disciplines.

Proposed Discipline: Geography or Drafting or Environmental Technologies or Forestry/Natural Resources

Proposed Need/Justification Statement: This course is a restricted support course for AA degree in Geography. First course of transcriptable certificate sequence.

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in GIST (proposed), Certificate of Achievement in GIST (proposed)

Comments & Other Relevant Information for Discussion: Course based on national GeoTech Center model curriculum for the discipline.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: October 31, 2012

Faculty Author: Paula Schales and Carolyn Brown

Proposed Number: GID 57

Proposed Title: Web Design and Development II

Proposed Catalog Description:

HTML, XML, and CSS are necessary markup languages for creating fully functional web sites and understanding the underlying structure of web pages, and web page design. No matter what new technology you're using to create and produce content online, the final output always relies on basic web markup languages. Knowing HTML, XML, and CSS coding practices enables you push your projects to be the best that they can be, and makes designing for the web an opportunity to stretch your creative limits.

Proposed Discipline: Graphic Arts and Computer Information Systems

Proposed Need/Justification Statement:

This course will be a support course for the AA degree in Graphic & Interactive Design, and Web Design Skills Certificate.

To which Degree(s) or Certificate(s) would this course potentially be added?

GID - Web Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Date Proposal Given to Division CCC Rep:

Faculty Author: Paula Schales and Carolyn Brown

Proposed Number: GID 58

Proposed Title: Web Design and Development III

Proposed Catalog Description:

Plan and develop complex professional quality web sites. Organize page content, produce dynamic pages, add rich media, and reusable elements. Take the foundations of digital imaging, HTML, XML, and CSS markup languages to the next level. Develop an understanding of site management. Explore issues in web page delivery across multiple platforms. Develop proficiency with web production and site management software Adobe Dreamweaver.

Proposed Discipline: Graphic Arts and Computer Information Systems

Proposed Need/Justification Statement:

This course will be a support course for the AA degree in Graphic & Interactive Design, and Web Design Skills Certificate.

To which Degree(s) or Certificate(s) would this course potentially be added?

GID - Web Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

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**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep:

Faculty Author: Paula Schales

Proposed Number: GID 77

Proposed Title: Advanced Web Design and Development

Proposed Catalog Description:

Introduction to HTML5 and CSS3 for advanced Web development and design. Prepares students and working professionals to use advanced tags and layout. Emphasis on writing well-formed markup using current Web standards and coding technologies, design concepts, usability, accessibility, and browser compatibility. Includes minor elements of JavaScript. Intended for students with a basic working knowledge of HTML/CSS and Web design.

Proposed Discipline: Graphic Arts and Computer Information Systems

Proposed Need/Justification Statement:

This course will be a support course for the AA degree in Graphic & Interactive Design, and Web Design Skills Certificate.

To which Degree(s) or Certificate(s) would this course potentially be added?

This course will be a support course for the AA degree in Graphic & Interactive Design, and Web Design Skills Certificate.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep:

Faculty Author: Paula Schales

Proposed Number: GID 78

Proposed Title: Rapid Website Development

Proposed Catalog Description:

Introduction to Drupal and WordPress for rapid website development. Prepares students and working professionals to use rapid development tools to create and customize websites for small and large applications, from blogs to commercial development. Emphasis on authoring, modules and architecture, CMS (Configuration Management System), and administrative tools.

Proposed Discipline: Graphic Arts and Computer Information Systems

Proposed Need/Justification Statement:

This course will be a support course for the AA degree in Graphic & Interactive Design, and Web Design Skills Certificate.

To which Degree(s) or Certificate(s) would this course potentially be added?

GID - Web Certificate

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/12/12
Faculty Author: Dan Svenson

Proposed Number: HORT 91A
Proposed Title: Composting Theory & Techniques

Proposed Catalog Description:

A comprehensive educational program of classroom instruction combined with demonstrations and hands-on experience teaching the principles and techniques of composting. Emphasis is on sustainable waste management fundamentals of recycling, backyard composting and vermicomposting. This course is intended for students in the horticulture program but members of the public and professional community are invited to enroll.

Proposed Discipline: Environmental Horticulture & Design

Proposed Need/Justification Statement:

This course is a support course for the AS degree in Environmental Horticulture.

To which Degree(s) or Certificate(s) would this course potentially be added?

A.S. & Certificate of Achievement in Environmental Horticulture

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/25/12
Faculty Author: David Sauter

Proposed Number: HORT 91B
Proposed Title: Sketchup for Landscape Designers

Proposed Catalog Description:

An overview and application of Google Sketchup to three-dimensional rendering for the landscape designer. Emphasizing the basics of drawing setup, creation and editing, this class will show landscape designers how to turn their 2D drawings into a presentation drawing that illustrates their ideas using photo-like rendering techniques. Importing and use of the three-dimensional tools available in the free Sketchup download will be included in the instruction.

Proposed Discipline: Ornamental Horticulture

Proposed Need/Justification Statement:

This course is a support course for the AS degree in Environmental Horticulture.

To which Degree(s) or Certificate(s) would this course potentially be added?

A.S. & Certificate of Achievement in Environmental Horticulture

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/31/12

Faculty Author: Barbara Shewfelt

Proposed Number: KINS 8B

Proposed Title: Theory and Concepts of Exercise Physiology II

Proposed Catalog Description:

An applied study of the fundamental principles of exercise physiology. Examines the impact of the external environment on physical performance, how athletes can optimize physical performance, unique considerations for specific populations, application of sport and exercise physiology to prevent and treat various diseases and the use of exercise for rehabilitation. Intended for students preparing to enter careers in personal training, athletic training, numerous allied health fields and fitness professions.

Proposed Discipline: Physical Education

Proposed Need/Justification Statement:

This course is a required core course for the Personal Trainer Certificate, and an elective course for the Physical Education AA.

To which Degree(s) or Certificate(s) would this course potentially be added?

Personal Trainer Certificate

Physical Education AA

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/30/2012

Faculty Author: Don Mac Neil

Proposed Number: KINS 11

Proposed Title: Strength Training/Fitness Assessment for Personal Trainers

Proposed Catalog Description:

This course covers the mechanics of fitness training, including strength, endurance and flexibility as well as provides students the necessary knowledge base to select appropriate fitness assessments. Discussion regarding training techniques, optimal workout environments, safety, contraindications, equipment and existing certification programs will prepare the student to work in the fitness industry. Students will evaluate existing standardized assessment batteries for cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition, blood pressure and cholesterol.

Proposed Discipline:

Physical Education/Kinesiology

Proposed Need/Justification Statement: This course will be a core courses for the Personal Training Certification.

To which Degree(s) or Certificate(s) would this course potentially be added?

Personal Trainers Cert

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/30/2012
Faculty Author: Don Mac Neil

Proposed Number: KINS 12

Proposed Title: Current Topics in Personal Trainer and National Credential examination Requirements

Proposed Catalog Description:

This course is designed for the student in the Personal Trainer certification program. Students will discuss current issues in the fitness field, insurance, liability, standard business practices and emphasis is placed on client assessment, program design, teaching strategies and professional responsibility. Students apply knowledge of basic anatomy, exercise physiology kinesiology, personal information gathering, and exercise testing .

Proposed Discipline:

Physical education/Kinesiology

Proposed Need/Justification Statement: This course will be a core course for the Personal Training Certification.

To which Degree(s) or Certificate(s) would this course potentially be added?
Personal Trainers Cert

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

Date Proposal Given to Division CCC Rep: 10/18/12 – corrected 11/1/12

Faculty Author: Kristin Tripp Caldwell

Proposed Number: MDIA 3

Proposed Title: Introduction to Media Criticism

Proposed Catalog Description:

This course is an introduction to the critical analysis of film, television, and internet media. Students in this course will explore and apply the core concepts and language of media theory including approaches through semiotics, post-structuralism, psychoanalysis, queer and feminist theory.

Proposed Disciplines:

Film Studies

Mass Communication

Communication Studies

Media Production

Broadcasting Technology

Proposed Need/Justification Statement:

This course will become part of the core course of study for the proposed Media Studies program.

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in Media Studies

Comments & Other Relevant Information for Discussion:

Media continues to evolve as a critical form of communication in our society, influencing areas as disparate as international conflict to the formation of our individual identities. This course provides students with the tools necessary to analyze and interpret the media landscape around them.

Notes: I tried to get the degree through last year and ran into trouble with articulation, after speaking with Bernie and thinking about it quite a bit I decided that we needed a core course in basic theory in order to give our students the tools necessary for analysis. Right now I have much of this content crowded into my 2C Current Trends in Film TV and the Internet course. That isn't the right place for it, but without that background I feel that the students are unable to address contemporary issues in media in anything other than a superficial way.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep:

Faculty Author: Eric Kuehn

Proposed Number: MUS 82H

Proposed Title: Advanced Sound Design for Games

Proposed Catalog Description:

Designing and implementing sound effects for games and interactive multimedia. Recording custom sound effects and working with commercial sound effects libraries. Advanced techniques for designing hard effects, foley sounds, and ambient backgrounds. Industry-standard workflows for sound effects implementation with audio middleware solutions. Hands-on experience with professional examples of game audio sound design on desktop, console, and mobile platforms.

Proposed Discipline:

Commercial Music

Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. in Music Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in Music Technology

Certificate of Achievement in Music Technology

Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep:
Faculty Author: Eric Kuehn

Proposed Number: MUS 82I
Proposed Title: Music Composition for Games

Proposed Catalog Description:

Composing, orchestrating, and implementing music for games and interactive multimedia. Fundamental composition and orchestration techniques for strings, brass, woodwinds, and percussion. Mixing and mastering finished compositions for optimal interactivity. Industry-standard workflows for interactive music implementation with sophisticated audio middleware solutions. Hands-on experience with professional examples of game music on desktop, console, and mobile platforms.

Proposed Discipline:

Commercial Music
Music

Proposed Need/Justification Statement:

This course is a support course for the A.A. in Music Technology

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in Music Technology
Certificate of Achievement in Music Technology
Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:
Number assigned:
Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: October 31, 2012
Faculty Author: Robert D. Cormia

Proposed Number: NANO 5x (unsure)
Proposed Title: Microscopy Techniques for Nanomaterials Engineering

Proposed Catalog Description:

Practical introduction to microscopy including optical microscopy, atomic force microscopy (AFM), Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM). Hands on use of AFM/SEM at Foothill College and FE-SEM/TEM at NASA-Ames (TBA). Provides knowledge and skills to operate each instrument supporting materials engineering and applications in nanoscience research.

Proposed Discipline: ENGR/NANO

Proposed Need/Justification Statement:

This course is a support course for the Certificate of Achievement in Nanomaterials Engineering.

To which Degree(s) or Certificate(s) would this course potentially be added?
Nanomaterials Engineering Certificate of Achievement

Comments & Other Relevant Information for Discussion:

We have no instruments at Foothill College (AFM/SEM) and partnerships at NASA-ASL (SEM/TEM) here we can offer a rigorous course in advanced microscopy techniques that are important for incumbent worker training.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 22, 2012

Faculty Author: Sarah Parikh

Proposed Number:

Proposed Title: Cooking the Earth

Proposed Catalog Description: Cooking the Earth presents the science behind the Climate Change headlines and will answer the question "How does climate change work?" This course will explore changes that are occurring in the atmosphere due to climate change and their affect on Earth's ecosystems. We will also explore the predicted changes in Earth's systems over the next century. This course does not require a background in physics or biology.

Proposed Discipline: Physics or Biology

Proposed Need/Justification Statement: This course meets the Natural Sciences Foothill GE requirement.

To which Degree(s) or Certificate(s) would this course potentially be added? This course would fulfill a GE requirement for non-science majors.

Comments & Other Relevant Information for Discussion: This course will be taught jointly by the Physics and Biology departments.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: Tom Gough

Proposed Number: THTR 12A
Proposed Title: Stage & Screen

Proposed Catalog Description: *An analysis of narrative and plot dissemination through an overview comparison between the popular mediums of live performance and film or video. Ranging from ancient civilizations to the contemporary, source material will be drawn from a broad perspective of culturally diverse works with a specific eye towards comparing the personal and audience impact, the advantages and disadvantages, inherent between the two mediums by analyzing the values and properties of both through shared works of origin.*

Proposed Discipline: THTR

Proposed Need/Justification Statement: *This course will be open to all students and be proposed to potentially fulfill a campus-wide, transfer track GE requirement.*

To which Degree(s) or Certificate(s) would this course potentially be added? *AA Degree in Theatre Arts*

Comments & Other Relevant Information for Discussion: *This course could potentially be cross-listed with Media Studies if the need were warranted.*

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

FOOTHILL COLLEGE
Division/Department Curriculum Committee Report

Division/Department:

Meeting Date:

Attendees:

I. Action Items:

Course Updates:

Please list the course ID and the type of change (revision, new, deactivation)

| |
|--|
| |
|--|

Online/Distance Learning Applications:

Please list the course ID and the quarter of activation.

| |
|--|
| |
|--|

Stand Alone Applications:

Please list course ID:

| |
|--|
| |
|--|

Content Review Forms:

Please list course ID and requisite type (prereq, coreq, advisory)

| |
|--|
| |
|--|

Degree or Certificate Changes:

Please list the title of the effected degree/certificate, the course ID, the type of action (added/removed/corrected).

Example: AA in Accounting & Certificate of Achievement in Accounting, ACTG 59 added.

| |
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II. Discussion Topics:

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| |
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44th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON THURSDAY

November 8, 2012

Disclaimer: The enclosed resolutions do not reflect the positions of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 8 - 10, 2012, in Irvine.

CONSENT CALENDAR RESOLUTIONS

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet this criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session* (Appendix A).

3.0 EQUITY AND DIVERSITY

- 3.01 F12 Student Progression and Achievement Rates (SPAR) and Social Economic Status
- 3.01.01 F12 Amend Resolution 3.01 F12

11.0 TECHNOLOGY

- 11.01 F12 Pursue State-wide Open Educational Resources for Student Success
- 11.01.01 F12 Amend Resolution 11.01 F12

17.0 LOCAL SENATES

- 17.01 F12 Approval of Grant Driven Projects
- 17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters
- 17.03 F12 Integration of Grants With College Planning and Budget Processes

18.0 MATRICULATION

- 18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment
- 18.01.01 F12 Amend Resolution 18.01 F12

The resolutions on the Consent Calendar are marked within the following packet by an asterisk (*).

Executive Committee Resolutions for Discussion at Area Meetings

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Executive Committee Resolutions for Discussion at Area Meetings

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1.0 ACADEMIC SENATE

1.01 F12 Support and Advocacy for Regulatory Mechanisms That Ensure Faculty Recommendations on Academic and Professional Matters are Given Their Fullest Consideration

Whereas, AB 1725 (Vasconcellos, 1988), the omnibus bill that created the modern framework for the California community college system, stated among its aims that

The people of California should have the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most.

and recognized the importance of faculty involvement as professionals in college governance and decision-making by asserting that

It is a general purpose of this act to improve academic quality, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties;

Whereas, Education Code §70901 guarantees “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration” and recognizes the special areas of faculty expertise by ensuring “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”;

Whereas, Title 5 §53200 operationalizes the primary recommending responsibility of faculty in the area of academic standards by requiring local governing boards to determine whether to “rely primarily upon” or “mutually agree with” the recommendations of the academic senate with respect to specified academic and professional matters, while Title 5 §53203 ensures that ultimate decision-making and responsibility remain with the elected governing board regarding all faculty recommendations; and

Whereas, The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, the gold standard by which colleges and universities are compared with respect to shared governance, states that

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty,

and the California community college system of participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent the AAUP statement;

Resolved, That the Academic Senate for California Community Colleges affirm its support for the current participatory governance structure defined by AB 1725;

Resolved, That the Academic Senate for California Community Colleges support ways to enhance shared decision-making and collective responsibility for improving student learning and success; and

Resolved, That the Academic Senate for California Community Colleges oppose modifications or amendments to Title 5, Education Code, or other directives that impede the primary authority of academic senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Contact: Phil Smith, American River College, Executive Committee

1.02 F12 Part-time Faculty Award

Whereas, In the Fall of 2010, the Academic Senate for California Community Colleges passed a resolution (01.05) creating a yearly award for a part-time faculty member “that recognizes excellence in teaching and outstanding contributions to the campus environment and to student success, and that the award amount and presentation be consistent with other comparable faculty awards given by the Academic Senate for California Community Colleges”;

Whereas, This resolution was addressed by the Academic Senate Foundation awarding a scholarship for part-time faculty specific to attendance at institutes and plenary sessions, and by the Academic Senate clarifying that part-time faculty are eligible for any of the Senate Awards; and

Whereas, The possibility of a part-time faculty member being awarded any of the existing Senate Awards is limited given that a full-time faculty member’s opportunities to serve professionally are much greater than those afforded by part-time faculty members;

Resolved, That the Academic Senate for California Community Colleges honor the original spirit and intent of the Fall 2010 resolution (01.05) and create a yearly award for part-time faculty that follows criteria for excellence in part-time faculty contributions, and that is similar to the Hayward Award.

Contact: Kenneth Bearden, Butte College, Area A

1.03 F12 Emeritus Status for Greg Gilbert

Whereas, The Bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus on individuals, and

Greg Gilbert has satisfied those requirements as a retired faculty member of the California Community College System having completed well more than the required five years of significant service to the Academic Senate:

- Member of Standards and Practices Committee 2002-2003
- Academic Senate Executive Committee member 2003-2007
- Served one term as Area D Representative
- Served two terms as Secretary
- Chaired Research, Curriculum, Resolutions, Accreditation Ad Hoc, Standards & Practices, and Educational Policies
- Served as founding chair and host of the Senate's first Accreditation Institute
- Hosted one Curriculum Institute, the first Senate institute to be organized around a theme, to offer college units, and to have its materials archived electronically and posted on the Senate website.
- Served as the Senate faculty liaison to ICAS, ACCJC, SACC (founding member), and VTEA.
- Authored a letter opposing the federalization of higher education that was adopted and signed by all ICAS leaders and sent to key elected officials; state and federal.
- Chaired the Compton Team (developed SLOs, helped with redrafting their course outlines, honored Compton at Plenary, championed Compton in *Rostrum*; each of the team members were honored by resolution as life-time members of their senate)
- Participated in the drafting of about 20 Senate papers.
- Represented the Senate, officially and now unofficially, at the AAUP National Committee on Curriculum from 2006 to the present, where he authored one article for *Academe* and for whom he has done several conference presentations supporting the role of faculty in accreditation.
- Brought President Bill Clinton's Secretary of Post-Secondary Education, A. Lee Fritschler, to speak at Plenary general session, November 2010.
- Arranged for CHEA's president, Judith Eaton, to speak at Plenary general session, spring 2011.
- Founder of his local senate at Copper Mountain College (CMC) where he served four terms as its president and three as its Vice President
- Awarded the Senate's Norbert Bischof Faculty Freedom Fighter Award June 2009
- Retired from CMC on June 10, 2011 as a full-professor of English, as SLO Coordinator, and as Division Chair of Communication and Fine Arts

Whereas, Greg Gilbert's quiet, thoughtful and profoundly passionate approach to examining issues, to guiding, leading and mentoring others, and to ensuring a deep and respectful dialog on many complex issues is both inspiring and has set the bar for those who follow him;

Whereas, Greg Gilbert blessed us with a remarkable capacity to take what was often discordant, 60-page compilations of incongruent ideas, flagrant venting, and first through seventh person temporally inconsistent constructs and in a mere few days would transform them into some of the best papers ever published by the Academic Senate; and

Whereas, In accord with his role as a state leader and his lack of proximity to any known habitation, living where rattlesnakes, coyotes and cacti dare not tread, Greg Gilbert earned the Wile E. Coyote Award for Accomplished Road Runners after traversing thousands of miles of California's diverse landscape on our behalf;

Resolved, That the Academic Senate for California Community Colleges convey its heartfelt thanks to Greg Gilbert for consistently identifying profound and important issues and then crafting elegant but hard-hitting responses to educate our colleagues and influence our adversaries;

Resolved, That the Academic Senate for California Community Colleges recognize Greg Gilbert's extraordinary and distinguished service by awarding him the status of Senator Emeritus with all the rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Greg Gilbert its slightly overdue congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact Person: Stephanie Dumont, Golden West College, Area D

3.0 EQUITY AND DIVERSITY

***3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status**

Whereas, All colleges will soon publish their Student Progress and Achievement Rates (SPAR)¹ on their "Scorecard" websites as part of the California Community College System response to the Student Success Task Force recommendations, and the biggest predictor of a college's SPAR rate is the zip code of students attending that college, with zip code acting as a proxy for socioeconomic status²;

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps, but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;

¹ Board of Governors Meeting 9/10 – 11, 2012 Update on the Implementation of Student Success Task Force Recommendations

² Personal Communication, Patrick Perry at meeting of Task Force for the Accountability Report Card for Community Colleges meetings, Spring 2012

³ More available upon request, see for example: Washington School Research Center, Technical Report #1, July 2001, *"The Relationship Among Achievement, Low Income and Ethnicity Across Six Groups of Washington State Students"*

⁴ ACCJC Visiting Team Training Materials, Powerpoint "Preparing For Educational Quality And Institutional Effectiveness Review", September 2012.

Whereas, Over a decade of research in K-12 indicates that if income is taken into account, achievement gaps are much smaller than indicated if just ethnicity is taken into account and that income is by far the biggest predictor of academic achievement³; and

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is also now requiring that colleges report data about enrolled students disaggregated by ethnicity and socioeconomic status⁴, although many colleges do not directly collect socioeconomic status information and therefore must use other data as a proxy;

Resolved, That Academic Senate for California Community Colleges encourage colleges to begin collecting socioeconomic status information directly on student applications in addition to zip code data; and

Resolved, That Academic Senate for California Community Colleges encourage colleges to report cross-tabulated data regarding ethnicity and socioeconomic status to the public and to faculty and staff in an effort to correctly identify true existing achievement gaps.

Contact: Katie Townsend-Merino, Palomar College, Standards, Equity, Access and Policies Committee

***3.01.01 F12 Amend Resolution 3.01 F12**

Amend second whereas:

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps; ~~but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;~~

Amend third whereas:

Whereas, Over a decade of research in K-12 indicates that if income is taken into-account along with ethnicity, ~~achievement gaps are much smaller than indicated if just ethnicity is taken into account and that~~ income is by far the biggest significantly bigger predictor of academic achievement; and

Contact: Jon Drinnon, Merritt College, Area B

9.0 CURRICULUM

9.01 F12 Program Discontinuance

Whereas, The Academic Senate for California Community Colleges adopted Resolution 9.02 F09 that called for the Academic Senate to “research the various changes regarding program

discontinuance and related issues that have occurred since the 1998 paper *Program Discontinuance: A Faculty Perspective* was written and update the paper as necessary”; and

Whereas, The paper *Program Discontinuance: A Faculty Perspective Revisited* details the changes regarding program discontinuance and related issues that have occurred since 1998;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Program Discontinuance: A Faculty Perspective Revisited*.

Contact: Lesley Kawaguchi, Santa Monica College, Executive Committee

Appendix A

9.02 F12 Protecting Local Degrees

Whereas, Many colleges have AA/AS degrees that are not applicable for transfer yet fulfill labor market demand and student educational goals;

Resolved, The Academic Senate for California Community Colleges continue to advocate for the maintenance and integrity of local degrees.

Contact: Jon Drinnon, Merritt College, Area B

9.03 F12 Support Innovations to Improve Under-prepared non-STEM Student Success in Mathematics

Whereas, The more levels of remedial math courses a community college student must go through, the less likely it is for that student to ever complete a college-level math course, or the requirements for a certificate or community college degree;

Whereas, Math course-taking patterns at many California community colleges suggest that the majority of students who want to transfer to a four-year institution are in non-STEM majors;

Whereas, The transfer policy described in the regulations of the Academic Senate for the University of California (UC) is mute on the issue of prerequisites for transferable college courses in Mathematical Concepts and Quantitative Reasoning [Regulations 476 and 478] and UC transfer course agreement guidelines allow for pre-requisites that are equivalent to intermediate algebra, and the CSU system is currently engaged in a study of statistics pathways that do not require intermediate algebra despite IGETC Standard for Subject Area 2A [1012 IGETC Standards, p.16]; and

Whereas, Completion of IGETC course requirements (including a transferable math course) is a powerful measure of college readiness for transfer applicants;

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of under-prepared non-STEM students in mathematics and increase their

likelihood of successful completion of transfer-level math including the establishment and rigorous evaluation of alternative math pathways.

Contact: Michael Norris, Los Medanos, Area B

9.04 F12 Support Innovations to Improve non-STEM Student Success in Mathematics

Whereas, The more levels of developmental math courses a community college student must advance through, the less likely it is for that student to ever complete a college-level math course, or the requirements for an associate degree;

Whereas, While the traditional developmental math sequence (or pipeline) is pertinent to calculus and other transferable math, science, and business courses taken by STEM (Science, Technology, Engineering and Math) and business students, the much of the content of the final course in that sequence, intermediate algebra, provides poor preparation for math courses designed for non-STEM students, such as statistics or math for liberal arts, and for courses designed for non-STEM students in other IGETC areas; and

Whereas, The Student Success Task Force Recommendations 5.1 and 8.3 encourages innovation in implementing flexible alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction;

Resolved, That the Academic Senate for California Community Colleges support innovations that better prepare non-STEM and business students for success in transfer-level math courses, such as statistics, including the establishment and rigorous evaluation of alternative math pathways.

Contact: Christina Gold and Chris Wells, El Camino College, Area C

9.05 F12 Application of C-ID Descriptors to General Education Areas and Courses

Whereas, One of the goals of the Course Identification Numbering (C-ID) System is to facilitate articulation for students when they need to attend multiple colleges;

Whereas, Currently C-ID course descriptors are primarily designed for articulation for major preparation courses and are not generally used in articulating California State University (CSU) general education areas or courses;

Whereas, Having C-ID descriptors developed and articulated for areas of CSU General Education Breadth patterns would assist students in completing their general education certifications at multiple colleges; and

Whereas, Common general education courses exist in disciplines that are not among the most popular transfer majors and therefore, do not currently have C-ID descriptors developed or planned;

Resolved, That the Academic Senate of California Community Colleges work with the Academic Senate of the California State University (ASCSU) to allow for Course Identification Numbering (C-ID) descriptor-based general education articulation; and

Resolved. That the Academic Senate for California Community Colleges work within the C-ID System to explore the development of descriptors for common general education courses in disciplines that do not have a transfer degree developed or planned.

Contact: Danielle Martino, Santiago Canyon College, Area D

9.06 F12 Ensuring Availability of Major Preparation

Whereas, The California community colleges are facing continuing budget reductions that may prevent them from offering all of the courses that students need to fulfill the requirements of their chosen majors;

Whereas, Meeting the transfer needs of students is a primary mission of the California community colleges;

Whereas, The University of California (UC) and the California State University (CSU) often require students to complete major preparation courses at a community college prior to transferring; and

Whereas, Community colleges can establish cooperative relationships with other colleges in their local areas to coordinate schedules in order to ensure that at least one college in the area is offering courses needed to meet major preparation requirements during any given term or year, thus granting students greater access to classes that may be scheduled less frequently at any one college due to budgetary or enrollment limitations;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to work with their articulation officers to educate faculty about the importance of major preparation and what the requirements are at the local UC/CSU campuses in their area;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that required major preparation courses are offered at least once in any two year period; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to assist their colleges in establishing cooperative relationships with the other colleges in their areas to coordinate schedules as necessary to ensure that courses required for major preparation are offered by at least one college in the area during any given term or year.

Contact: Craig Rutan, Santiago Canyon College, Area D

10.0 DISCIPLINES LIST

10.01 F12 Reconsideration for Adding Peace Studies to the Disciplines List

Whereas, The Academic Senate for California Community Colleges (Academic Senate) voted against a previous proposal for the creation of Peace Studies as a separate discipline on the 2010 Disciplines List and the current Academic Senate process requires that resubmitted proposals provide substantively different rationale and come forward either as a resolution from the Senate area meeting or as a resolution from the floor of the plenary session;

Whereas, The previous proposal failed because of the potential impact on smaller colleges in assigning disciplines; however, adding Peace Studies to the Disciplines List does not require local senates to assign any course to the new discipline but, rather, allows local colleges with larger programs in Peace Studies to assign courses to that discipline and to hire, retain, and promote qualified faculty to develop and teach courses and degrees in Peace Studies at a level commensurate with other systems of higher education where students are likely to transfer upon completion of lower division major transfer preparation at a community college;

Whereas, Peace Studies is a field that is recognized as an academic discipline around the world and one that has been in existence since 1948 in the United States; the Peace and Justice Studies Association, the primary professional and academic association for Peace Studies, reports that there are over four hundred universities offering Peace Studies around the world; and

Whereas, Qualified instructors are required to teach Peace Studies courses at the community college level and there are an increasing number of candidates to fulfill the requirements of a master degree in Peace Studies, Peace and Justice Studies, Peace and Conflict Studies or the equivalent including an average of twenty graduates each year from the master degree program offered at the Joan B. Kroc Institute of Peace and Justice Studies at the University of San Diego;

Resolved, That the Academic Senate for California Community Colleges include in its current Discipline List Revision process a recommendation to the Board of Governors to add Peace Studies as a separate discipline for inclusion in the Minimum Qualifications for Faculty and Administrators in California Community Colleges based on the rationale outlined in the attached proposal.

Contact: Catherine Harlow and Katie Zanoni, San Diego City College, Area D

Appendix B

11.0 TECHNOLOGY

***11.01 F12 Pursue State-wide Open Educational Resources for Student Success**

Whereas, The Academic Senate for California Community Colleges strongly supports and continues to engage in a multitude of student success efforts and initiatives;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are important elements in successful course completion by students, and students struggle to pay for

textbooks due to escalating prices, forcing many to either postpone or decline the purchase of a textbook altogether, which could have an impact on their success and course completion;

Whereas, A growing number of digital Open Educational Resources (OER) now exist, including textbooks and instructional materials that are readily available to educators at no-cost, which, if deemed appropriate and employed by faculty, would provide significant savings to our students; and

Whereas, Recent legislation requires the participation of community college faculty with other higher education faculty to create a library of OER materials for use in California;

Resolved, That the Academic Senate for California Community Colleges support the appropriately expanded use of Open Educational Resources (OER) resources and work with our education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” -licensed⁵ materials; and

Resolved, That the Academic Senate for California Community Colleges endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourages their wide-spread availability for adoption and use.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

***11.01.01 F12 Amend Resolution 11.01 F12**

Amend second whereas:

Whereas, Research has shown that access to and use of textbooks and ancillary materials are ~~important elements in~~ correlated to successful course completion by students, and students ~~struggle to pay for textbooks due to escalating prices, forcing many to either postpone or decline the fail to purchase of a textbooks altogether~~ due to escalating textbook prices and other educational costs, which could ~~have an impact on~~ their success and course completion;

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

13.0 GENERAL CONCERNS

13.01 F12 Automatic Awarding of Earned Degrees or Certificates

Whereas, Some California community colleges have suggested that colleges should award degrees or certificates to all students who complete all requirements for a degree or certificate, whether the student has applied for the degree or certificate or not;

⁵ Creative Commons Licensing website: <http://creativecommons.org/>

Whereas, The practice of automatically awarding degrees or certificates would not compromise academic standards since students would still be required to meet the same requirements as those who have applied for degrees or certificates; and

Whereas, Automatically awarding degrees or certificates could have various benefits for colleges in a time when they are increasingly asked to meet accountability standards involving degree and certificate completion but could create workload issues for colleges and might have negative effects on students;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including the methods through which such a practice could be facilitated, and report the results of this research by Fall 2013.

Contact: Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

13.01.01 F12 Amend Resolution 13.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including methods through which such a practice could be facilitated, and report the results of this research by Fall 2013~~4~~.

Contact: Don Gauthier, LACCD District, Area C

15.0 INTERSEGMENTAL ISSUES

15.01 F12 Endorse Common Core State Standards in Mathematics and English

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness;

Whereas, The Academic Senate for California Community Colleges endorsed the Intersegmental Committee of Academic Senates (ICAS) competency statements for both mathematics and English Language Arts, which set expectations for entering freshmen in these two critical content areas, and CCSS match nearly all expectations outlined by ICAS in both subject areas;

Whereas, The Senate has multiple resolutions calling for better preparation for high school students and more communication with K-12 partners, which is occurring through the implementation of the CCSS, and Student Success Task Force recommendation 1.1 calls for alignment of curriculum between K-12 and community colleges; and

Whereas, The Early Assessment Program (EAP), a college-readiness indicator developed by CSU and used by many community colleges in the state, grants entry into transfer-level courses

to students who score at a particular level, and the Senate has several resolutions endorsing the use of EAP solely to identify and place students who do not need remediation into transfer-level courses;

Resolved, The Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Resolved, The Academic Senate for California Community Colleges support the conditional premise of California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Beth Smith, Grossmont College, Executive Committee

For more information, please visit the following website: <http://www.corestandards.org/>

15.01.01 F12 Endorse Common Core State Standards in Mathematics and English

Amend the first resolve:

Resolved, The Academic Senate for California Community Colleges endorse ~~the intent of the~~ Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges support ~~the conditional premise of~~ California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Jon Drinnon, Merritt College, Area B

15.01.01 Amend Resolution 15.01 F12

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges conditionally support the conditional premise ~~of California's participation in the Common Core State Standards (CCSS)~~ that students who score at the level for college readiness on the yet to be determined CCSS indicated in new Common Core State Standards-related assessments are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Stephanie Dumont, Golden West College, Area D

17.0 LOCAL SENATES

***17.01 F12 Approval of Grant Driven Projects**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources such as grants with increasing urgency;

Whereas, Grants often include provisions for the creation and implementation of new educational programs and curricula that do not require the students to earn college credit;

Whereas, Local senates and curriculum committees have developed curriculum approval processes to ensure their colleges' offerings are of the highest quality for students, but grant-inspired curriculum not involving credit may not be required to go through these pathways of curriculum development and approval; and

Whereas, Circumvention of these processes may have unintended negative consequences on curricular quality and subsequently on students' preparedness for success in their lives and careers;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

Contacts: Craig Rutan, Santiago Canyon College, Curriculum Committee or
Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

***17.02 F12 Faculty Involvement in Grant-funded Efforts Related to Academic and Professional Matters**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants often include provisions for the creation and/or implementation of new policies, processes, and technologies that are within the purview of the local senate;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, Circumvention of these processes may have unintended negative consequences that eschew the 10+1 responsibilities of the local senate;

Resolved, That the Academic Senate for California Community Colleges urge local senates to collaborate with administrators to develop formal policies and procedures for the development and approval of grant-driven projects.

Contact: Michele Hester-Reyes, College of the Sequoias, Area A

***17.03 F12 Integration of Grants With College Planning and Budget Processes**

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants are increasingly a de facto part of college planning and budget processes and are used to maintain and/or expand new and existing programs; and

Whereas, Failure to integrate grants development into college planning and budget development processes circumvents, and thus disrupts, those college processes;

Resolved, That the Academic Senate for California Community Colleges affirm that grant development processes are processes for institutional planning and thus fall under the purview of academic senates in accordance with Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Contact: John Freitas, LA City College, Area C

18.0 MATRICULATION

***18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment**

Whereas, Current Title 5 requirements regarding eligibility for noncredit apportionment for supervised tutoring reference Education Code §84757 (a) (2) that limits apportionment to students enrolled in basic skills; and

Whereas, Current effective practice, identified in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course, while reducing the stigma and segregation associated with basic-skills-only support;

Resolved, That the Academic Senate for California Community Colleges explore with the Chancellor's Office what changes to code or regulation would be needed to collect noncredit apportionment for supervised tutoring regardless of student skill level.

Contact: Miya Squires, Butte College, Student Learning and Support Committee

***18.01.01 F12 Amend Resolution 18.01 F12**

Amend second whereas:

Whereas, Current effective practice, identified in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course, ~~while reducing the stigma and segregation associated with basic skills-only support;~~

Contact: Jon Drinnon, Merritt College, Area B

19.0 PROFESSIONAL STANDARDS

19.01 F12 Faculty Professional Development College Program

Whereas, The Student Success Task Force (SSTF) final report notes that “Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success” and recommends a “continuum of strategic professional development”;

Whereas, The Chancellor’s Office Professional Development Committee acknowledges the ever present need for professional development and is in the process of developing a vision statement regarding this issue, and the Academic Senate for California Community Colleges is the entity charged with addressing academic and professional matters, including faculty professional development (Title 5 §53200);

Whereas, In the current educational and economic climate, all faculty must be informed about, and able to navigate the intricacies of academic and professional matters, and Title 5 §53200 clearly indicates some of the areas in which faculty have expertise, but which may require ongoing faculty professional development; and

Whereas, A professional development program would provide a vehicle not only for providing, documenting, and substantiating faculty awareness and participation in academic and professional matters but also for supporting lifelong learning and academic achievement of faculty;

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor’s Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Dianna Chiabotti, Napa Valley College, Executive Committee

19.01.01 F12 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges ~~and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee~~, and promotes participatory governance in our colleges.

Contact: Tressa Tabares, American River College, Area A

19.01.02 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a Faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C

21.0 OCCUPATIONAL EDUCATION

21.01 F12 Explore the Transcription of Low-unit Career Technical Education Certificates

Whereas, Many career technical education (CTE) certificates consisting of 18 or more units may take two to three years for students to complete, a significant delay to students' entry into the workforce;

Whereas, Many certificates can be modularized into meaningful subsequences of courses that have both a focused set of learning objectives and are connected to desired skill sets; and

Whereas, Low-unit certificates of less than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, are not approved by the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.

Contact: Phil Smith, American River College, Leadership Development Committee

21.01.01 Amend Resolution 21.01 F12

Amend third whereas:

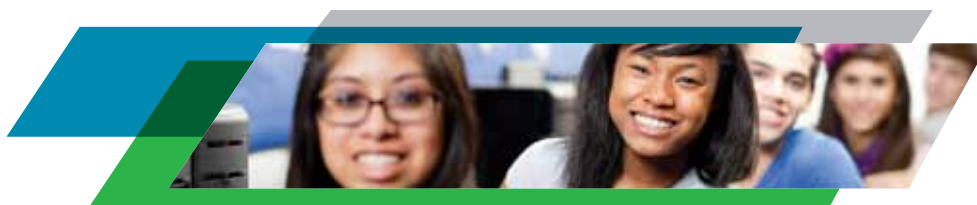
Whereas, Low-unit certificates of less than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, ~~are not approved by~~ cannot be submitted for approval to the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Replace resolve:

~~Resolved, That the Academic Senate for California Community Colleges explore the feasibility and value of transcribing CTE certificates of fewer than 12 semester units.~~

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of transcription of CTE certificates with less than 12 units, including methods through which such a practice could be facilitated, and report the results of this research by Spring, 2014.

Contact: Eric Kaljumagi, Mt. San Antonio College, Area C



Smarter Balanced and Higher Education: Preparing Young People for Postsecondary Success

The Smarter Balanced Assessment Consortium is creating next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics. With more than 40 states implementing the CCSS, the Smarter Balanced assessment system will allow states to certify that students have the knowledge and skills to meet the requirements of entry-level, credit-bearing postsecondary courses in these key subject areas.

Key Features of Smarter Balanced

- ▶ **A college- and career-ready evaluation** based on the CCSS with results that are comparable nationwide and internationally benchmarked.
- ▶ **High school scores indicate readiness** for credit-bearing postsecondary courses.
- ▶ **Extensive collaboration with higher education**, including representation from key higher education leaders on the Smarter Balanced Executive Committee and integration of representation of higher education in and across the advisory structure.
- ▶ **Innovative item types** go beyond multiple choice questions to include constructed response and performance tasks that measure critical thinking and problem solving needed in college-level courses.

students to demonstrate college-readiness. Representatives from higher education are involved in key design decisions—with the goal that colleges and universities across the Smarter Balanced member states will accept the assessment as evidence that high school students are ready for entry-level, credit-bearing coursework.

Each state is represented in the Consortium by a higher education lead. These leads coordinate engagement in their states and are assisted by the director of higher education collaboration and a cadre of regional senior consultants. Representatives from higher education hold two of nine seats on the Executive Committee and serve on key work groups.

Common Core State Standards

Developed by the Council of Chief State School Officers, the National Governors Association and 48 states—with significant input from higher education faculty—the CCSS define the knowledge and skills students need to know to succeed in college and the workplace. A recent survey of 1,800 higher education faculty found that the standards are sufficiently challenging to prepare students for entry-level postsecondary courses.

The Smarter Balanced assessment system—including summative and interim assessments and formative resources for teachers—will measure progress toward college- and career-readiness, providing accurate information about what students know before entering college.

Higher Education Involvement

Collaboration with higher education leaders and faculty is critical to ensuring the Smarter Balanced assessments allow

Assessment Implementation Timeline

- ▶ Fall 2011—Higher education leads established
- ▶ Winter/Spring 2013—Pilot testing of assessment items and performance tasks
- ▶ Spring 2014—Field testing of summative and interim assessments
- ▶ 2014-15 School Year—Implementation of assessment system
- ▶ August 2014—Proficiency standards for college/career readiness established

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Jacqueline King (Jacqueline.King@SmarterBalanced.org), director of higher education collaboration.

Higher Education State Leads

California

Monica Lin (monica.lin@ucop.edu), Associate Director of Undergraduate Admissions, University of California

Linda Michalowski (lmichalo@ccccc.edu), Vice Chancellor, Student Services and Special Programs Division, California Community Colleges

Beverly Young (byoung@calstate.edu), Assistant Vice Chancellor, Academic Affairs, California State University Executive Committee Higher Education Representative

Connecticut

Michael Meotti (meottim@ct.edu), Executive Vice President, Connecticut Board of Regents for Higher Education

Delaware

Carol Vukelich (vukelich@udel.edu), Professor, University of Delaware

Hawaii

Linda Johnsrud (johnsrud@hawaii.edu), Executive Vice President for Academic Affairs & Provost, University of Hawai'i System

Idaho

Selena Grace (selena.grace@osbe.idaho.gov), Chief Academic Officer, Idaho State Board of Education

Iowa

Diana Gonzalez (gonzalez@iastate.edu), Chief Academic Officer, Board of Regents

Kansas

Gary Alexander (galexander@ksbor.org), Vice President for Academic Affairs, Kansas Board of Regents

Maine

Richard Pattenau (pattenau@maine.edu), Chancellor, University of Maine System

Michigan

Patty Farrell (pfarrell@pcsum.org), Director, University Relations and Policy Research, Presidents Council, State Universities of Michigan

Missouri

Rusty Monhollon (rusty.monhollon@dhe.mo.gov), Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

Montana

Neil Moisey (nmoisey@montana.edu), Interim Deputy Commissioner, Academic, Research, & Student Affairs, Montana University System

Nevada

William Speer (william.speer@unlv.edu), Interim Dean, College of Education and Professor of Mathematics Education, University of Nevada Las Vegas

New Hampshire

Melinda Treadwell (mtreadwe@keene.edu), Provost, Keene State College

North Carolina

Suzanne Ortega (stortega@northcarolina.edu), Senior Vice President for Academic Affairs, University of North Carolina

North Dakota

Aimee Copas (aimee.copas@ndus.edu), Academic Affairs Associate, North Dakota University System

Oregon

Karen Marrongelle (karen_marrongelle@ous.edu), Assistant Vice Chancellor for Academic Standards and Collaborations, Oregon University System

Pennsylvania

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Vermont

Fayneese Miller (fayneese.miller@uvm.edu), Dean, College of Education and Socials Services, University of Vermont

Washington

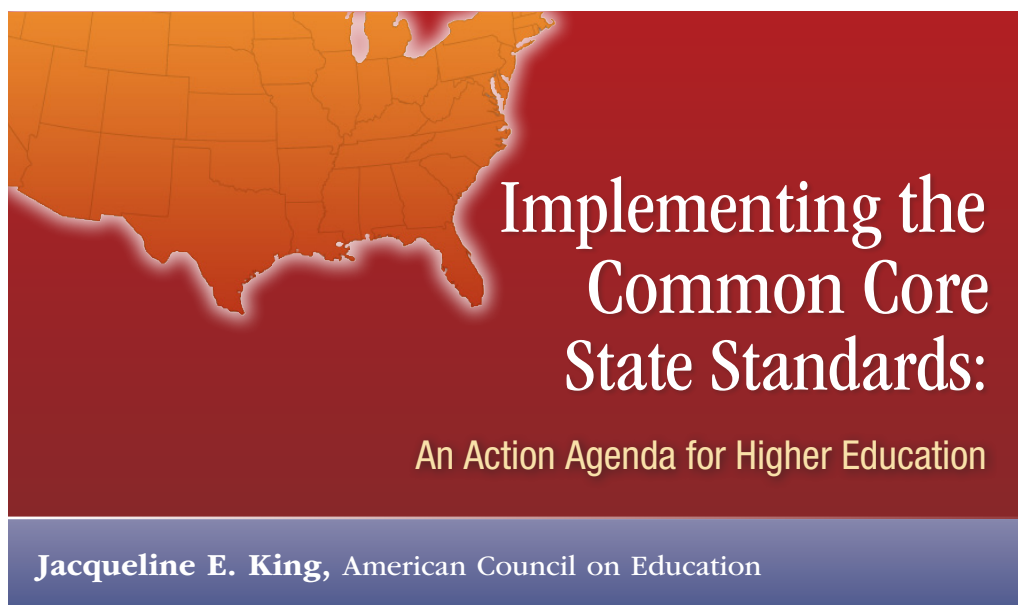
Randy Spaulding (randys@hecb.wa.gov), Director of Academic Affairs, Higher Education Coordinating Board

West Virginia

Kathy Butler (kbutler@hepc.wvnet.edu), Vice Chancellor of State Colleges and Senior Director of Academic Affairs, West Virginia Higher Education Policy Commission

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The Common Core State Standards

Recent years have seen the pace of change in education accelerate at all levels as educators and policy makers instigate reforms aimed at raising academic achievement in the United States to a world-class level. Perhaps nowhere has the pace and scale of change been more dramatic than in the realm of K–12 academic standards. In 2009, 48 states, two territories, and the District of Columbia signed a memorandum of agreement with the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO), committing to a state-led process—the Common Core State Standards Initiative—to produce a set of K–12 standards in the foundational subjects of English language arts and mathematics designed to prepare high school graduates to succeed in college and careers. On June 2, 2010, the

Common Core State Standards (CCSS) were released.

The standards are grounded in evidence, including: the best work of states and high-performing nations, frameworks developed for the National Assessment of Educational Progress (NAEP), the Benchmarks of the American Diploma Project, academic research, curriculum surveys, assessment data on college- and career-ready performance, and input from educators at all levels and on a variety of subjects. Based on research by Achieve, ACT, and others which found that the core knowledge and skills in mathematics and English language arts necessary for success in college and in good jobs have converged, the CCSS make no distinction between college and career readiness. As of December 2010, 41 states and the District of Columbia have formally adopted the CCSS. Most states will begin implementing the standards in schools in 2011–2012.

To develop the standards, CCSSO and NGA worked with representatives from participating states, as well as a wide range of educators, content experts, researchers, national organizations, and community groups. According to NGA and CCSSO, the standards were developed to achieve the following outcomes:

- To align with college and work expectations.
- To include rigorous content *and* application of knowledge through higher-order skills.
- To build upon strengths and lessons of current state standards.
- To reflect expectations of top-performing countries so that all U.S. students are prepared to succeed in our global economy.
- To be evidence and/or research-based.

Representative panels of postsecondary faculty, convened by leading scholarly societies in partnership with the American Council on Education, helped review and shape the standards. Within the states, college and university faculty were typically called upon to review the standards as well.

The CCSS, because they are anchored in college- and career-ready expectations, will ensure that students graduate from high school ready to enter and succeed in entry-level, credit-bearing college courses *without the need for remediation*. Improved academic preparation in high schools is expected to contribute to increasing college completion. For these outcomes to occur, states need a careful and thoughtful plan for implementing the CCSS, including the development of integrated and aligned K–12 and postsecondary policies and practices. As a

result, the higher education community must be not only informed about the CCSS, but also engaged as a full partner in their implementation. While public colleges and universities may be most fully engaged in implementing the CCSS, independent and for-profit institutions also have an important role to play and are encouraged to participate to the extent they choose to do so.

This issue brief describes key areas that will require active participation from higher education leaders and faculty from a broad array of disciplines, in the following areas:

- Defining college readiness and aligning key policies for the school-to-college transition.
- Developing K–12 assessments and aligning college placement policies with these assessments.
- Aligning K–12 and higher education curricula.
- Teacher preparation and in-service professional development.

The issue brief also suggests structures at the state and local levels that can help facilitate collaboration between K–12 and higher education. It concludes with links to detailed information about the standards and related assessments.

Key Areas for Higher Education Engagement

Aligning Key Policies for

College Readiness.

While the CCSS represent an important step, they are only one part of a broader agenda to align key policies for the school-to-college transition. For example, students and schools also need to understand college expectations in key academic areas beyond mathematics and English language arts, such as science, social studies, and foreign language. At the state level, K–12 and public higher education must fill in the gaps left by the CCSS by developing a more holistic definition of college readiness, including but not limited to mastery of the common standards. Such a definition may include establishing a model college-preparatory curriculum, defining standards in other academic areas, and specifying the other key skills students must develop to be college-ready. Statewide agreement on this definition will help frame subsequent discussions about key policies for the school-to-college transition, such as high school graduation requirements, course requirements for college admission, and college-level course placement standards, all of which send clear signals about expectations for college readiness.

It is important to note that, while the CCSS define the knowledge and skills that students must possess in mathematics and English language arts in order to be ready for college-level work, they do not set—or even suggest—minimum standards for college or university admission. Even if students are eventually unable to earn a high school diploma without meeting the CCSS benchmarks, there will still be considerable variation in student performance

above that minimum standard. It will be up to higher education leaders and faculty to determine the standards of performance that are necessary for admission, separate from placement requirements.

Development of K–12 Assessments and Alignment with College

Placement Policies. There is general agreement that the CCSS will not result in appreciable learning gains unless they are accompanied by state-of-the-art assessments, a means of holding students and schools accountable, and aligned curricula and instruction.

The U.S. Department of Education's Race to the Top grant competition included \$362 million to fund a new generation of common assessments tied to the CCSS. In order for these assessments to have credibility as measures of college readiness, they must be developed with the participation of, and have significant buy-in from, the higher education community. To signal the importance of having higher education present and involved, the Department of Education made agreement by colleges and universities to participate in the design and development of the new assessments, with the goal of using the new tests to measure students' readiness for credit-bearing coursework, a major criterion for the Race to the Top assessment competition.

Two multi-state consortia, the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium, were awarded grants in September 2010. As shown in the table on the next page, as of December 2010, 44 states and the District of Columbia had agreed to participate in at least one of the two

consortia. Work is just beginning to design new assessment systems for grades 3 through 8 and high school, with the mandate that these assessments become operational in 2014–15. To establish a consistent standard for adults who have left school and seek an equivalency credential such as that offered by passing the GED[®] tests, the American Council on Education plans

to align the next generation of the GED[®] assessment to the CCSS along a similar time frame.

Although each consortium will take a somewhat different approach to engaging higher education in its member states, a goal common to both consortia is that public colleges and universities will ultimately recognize an agreed-upon score on a summative 11th grade

Common Core State Standards: Assessment Consortia Participation (as of December 2010)

| | Partnership for the Assessment of Readiness for College and Careers (PARCC) | SMARTER Balanced Assessment Consortium |
|---|---|---|
| Governing States | Arizona Arkansas District of Columbia Florida Georgia Illinois Indiana Louisiana Maryland Massachusetts New York Rhode Island Tennessee | Connecticut Hawaii Idaho Kansas Maine Michigan Missouri Montana Nevada New Mexico North Carolina Oregon Utah Vermont Washington West Virginia Wisconsin |
| Participating/ Advisory States | Alabama California Colorado Delaware Kentucky Mississippi New Jersey North Dakota Ohio Oklahoma Pennsylvania South Carolina | Alabama Colorado Delaware Iowa Kentucky New Hampshire New Jersey North Dakota Ohio Oklahoma Pennsylvania South Carolina South Dakota |

Note: These lists reflect state participation as of December 2010; state-level participation, especially for participating/advisory states, will continue to evolve over time. Governing states may belong to only one consortium and commit to using the assessments in 2014–15. Participating/advisory states may join more than one consortium and make no firm commitment to use the assessments. See For More Information at the end of this paper for additional details.

assessment as indication that a student is ready for entry-level credit-bearing courses, and thereby exempt those students from remediation in mathematics and/or English. This approach is modeled on the Early Assessment Program in California, which exempts students who meet a set score on that state's 11th grade assessment from taking placement exams at either the California Community Colleges or California State University, and certifies that these students are ready for those institutions' entry-level, credit-bearing math and English courses. Importantly, this system gives an early warning to students if they are not ready for credit-bearing college coursework in English and math *while they are still in high school* and have an opportunity to correct deficiencies during their senior year, thereby decreasing the need for remediation.

Of course, placement is more complicated than just certifying that students are ready for a single course. Students who meet the standard in the 11th grade may be required to take additional courses in the 12th grade, and could still need to take an institutional placement exam in order to determine appropriate placement within that institution's array of credit-bearing courses. Institutions may debate the feasibility and even the advisability of standardizing placement policies at the system or state level. However, given the commitment many institutions have already made as part of the Race to the Top assessment competition, colleges and universities need to seriously consider creating consistent placement standards for similar entry-level courses, aligned with the new Common Core standards and K–12 assessments. Doing so will provide a clear, consistent,

and meaningful signal to school leaders, teachers, students, and parents about the expectations of higher education. Faculty, academic administrators, and registrars will need to be deeply involved in these discussions.

Perhaps the greatest benefit of the new assessments will accrue not to the students who are deemed college-ready, but rather to those students who are not yet ready and can access additional assistance during their senior year of high school. Here too, higher education faculty can work closely with their K–12 colleagues to design interventions that help struggling students reach the college-ready level while still in high school.

Development and Alignment of Curricula and Instructional Materials.

Just as states will be working hard to develop new assessments aligned to Common Core State Standards, there will be a tremendous need for new curricula and instructional materials aligned to the new standards. Already, textbook publishers and other content providers are rushing to update their materials. Higher education faculty can play a valuable role by collaborating with teachers as they develop new instructional materials, and by helping states and school districts evaluate curricula and instructional materials for alignment with the CCSS.

As high schools align their curricula to the CCSS, higher education institutions will face questions about their own courses. Will students who successfully complete a college-ready curriculum transition seamlessly into first-year college courses? Do those courses assume mathematics or English language arts knowledge and skills that are not part of the CCSS? Do curricula for relevant remedial and adult

education courses align to the common core? The CCSS thus opens up two types of exciting opportunities for higher education faculty: to work in collaboration with K–12 educators to create seamless transitions between sectors, and to reassess their own curricula for adult, developmental, and general education in light of these new common state benchmarks.

Teacher Preparation and In-Service Professional Development. As states move toward implementation of the CCSS, perhaps no issue looms larger for higher education than teacher preparation and professional development. Will current and new teachers be ready to teach to the new higher standards? What must colleges and universities do—both in their colleges of education and in their schools of arts and sciences—to prepare teachers to be effective?

In reaction to or parallel with the CCSS, there has been recent national activity on teacher preparation and professional development. In October 2010, the Council of Chief State School Officers (CCSSO) released a draft of new model teaching standards that are aligned to the CCSS to guide state policy in areas such as program approval and teacher certification and licensure. The American Association of Colleges of Teacher Education (AACTE) has called for the creation of teacher performance assessments and professional development programs linked to the CCSS. At the discipline level, the Conference Board on the Mathematical Sciences (CBMS) recently held a national conference on content-based professional development for teachers of mathematics. Clearly, K–12 and higher education will have to collaborate closely—with support from national organizations

like these—in order to help current and future teachers succeed.

Avenues for Collaboration

Many states have mechanisms in place that can facilitate collaboration across K–12 and higher education on the agenda described. The most common of these are state or regional P–20 councils. While some of these bodies are very effective, many lack a clear action agenda, do not enjoy active support from key stakeholders such as the governor or business leaders, and operate under a model of passive information-sharing rather than engaged collaboration and shared decision making. The CCSS present the opportunity to invigorate or restructure these councils around a clear and urgent action agenda.

Whether or not a state chooses to utilize the structure of a P–20 council for this work, the professionals who typically staff these councils can play a crucial role as hubs of information, conveners, and catalysts for action. Existing—or newly developed—collaborative relationships between state agency leaders in higher education (SHEEOs) and K–12 education (Chief State School Officers) may be leveraged as another setting for cross-sector dialogue and action. Regardless of the venue that leaders use, the CCSS present higher education and K–12 leaders with the opportunity to forge consensus on key policies and set expectations for collaboration that can then filter throughout both education systems.

Another important structure for collaboration is statewide groups in the academic disciplines. For example, Maryland has a statewide mathematics group that includes faculty from all types of institutions as well as K–12

teachers. Such groups will be invaluable as states wrestle with implementation in the areas such as assessment, curriculum, and teacher preparation and professional development. Likewise, state- or system-wide groups that bring together chief academic officers and/or deans can be important vehicles for disseminating information and engaging campus participation.

Finally, a number of cities, such as El Paso and San Diego, have already developed close partnerships among colleges, universities, and school districts. These existing partnerships can take implementation of Common Core to the local level, ensuring that the right teachers and faculty are engaged in key conversations.

Conclusion

In a recent speech to the Conference Board on the Mathematical Sciences, University System of Maryland Chancellor William “Brit” Kirwan said:

Closing the gap between high school completion requirements and college entrance expectations is arguably the single most important thing to fix, if we are to address our college completion problem. I feel strongly that higher education must step forward and exercise leadership at this moment in time . . . A lot is at stake for our nation and the well-being of future generations. Much will depend on how we in higher education respond to the challenge and this moment of opportunity.

Clearly, the Common Core State Standards present a great opportunity for education in general—and for higher education in particular. It is incumbent on faculty and administrators at institutions across the nation to seize this historic moment.

Acknowledgments

Colleagues who helped craft this document include Paul Lingenfelter, Sharmila Basu Conger, Charlie Lenth, and Julie Carnahan at SHEEO; Margaret Horn, Sandy Boyd, and Allison Jones at Achieve; and Mikyung Ryu at ACE. The author also is grateful to ACE’s designers and editors for their production assistance.



For More Information

The following sites provide access to the standards documents, assessment plans, and an array of additional information:

www.corestandards.org: Official Common Core site, with access to the full standards documents and a map tracking state adoption.

www.achieve.org: A wealth of supplemental information, including comparison of the CCSS to American Diploma Project benchmarks.

www.achieve.org/PARCC/: Information on the Partnership for the Assessment of Readiness for College and Careers (PARCC), one of two state consortia awarded Race to the Top funds to create assessments linked to the CCSS. Achieve was chosen by the PARCC states as its project management partner.

www.k12.wa.us/smarter/: Information on the SMARTER Balanced Assessment Consortium, the second Race to the Top grant recipient.

www.acenet.edu/programs/policy: Materials from two webinars on CCSS for the higher education community.

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FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ENGL 24

Division: Language Arts

Course Title: UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL

Catalog Description:

In *Unmasking Comics, The Dawn of the Graphic Novel*, students are introduced to the history of graphic communication, emphasizing the burgeoning and dynamic form of contemporary graphic narrative: from memoir writing, to crime fiction, to the superhero, to socio-political writing. We will explore how the history and evolution of this distinct literary genre has made it a relevant form of expression for artists and writers across the world. We also see how reading comics challenges traditional modes of reading, asking the reader to take in the story in nontraditional and post-modern ways. Because this form of storytelling is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

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:

This class offers "academic instruction at the lower division level for both younger and older students, including those persons returning to school." The course contributes to the general education experience of students and will when the AA-T in English is active be a part of the transfer degree.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

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

It is a transfer level course which satisfies the Humanities general education requirement. It will also contribute to the critical thinking and reasoning skills of students which, in turn, will help students to sustain a democratic society.

Criteria B. -- Need (Explain)

The course may be used to fulfill the English AA degree and satisfies the Foothill GE Requirement for Area I, Humanities.

Criteria C. -- Curriculum Standards (please initial as appropriate)

- ☒ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- ☒ 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 (please initial as appropriate)

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

Criteria E. -- Compliance (please initial as appropriate)

11/2/09

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

Faculty Requestor: Brian Lewis

Date: 9/27/12

Division Curriculum Representative:

Date: 10/12/12

College Curriculum Co-Chairman:

Date:

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MUS 35ADivision: Fine Arts & CommunicationCourse Title: Special Projects In Music**Catalog Description:**

A laboratory course involving an approved student project in traditional music such as theory, history and literature, or applied music. Performances or music productions for community musical events may be planned and executed in this class.

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:

Is a transfer course to both UC and CSU.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

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

This course transfers to both UC and CSU in Music.

Criteria B. -- Need (Explain)

This course is necessary for one-on-one projects such as large scale compositions, large scale concerts, and special events.

Criteria C. -- Curriculum Standards (please initial as appropriate)

BT The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ 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 (please initial as appropriate)

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

Criteria E. -- Compliance (please initial as appropriate)

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

Faculty Requestor: Bruce TamblingDate: 7/26/12Division Curriculum Representative: Date: 7/27/12

College Curriculum Co-Chairman: _____

Date: _____

“Minimum Competencies for Foothill College Certificates of Achievement”

Whereas, Title 5 §55070 specifies that requirements for certificates of achievement are determined by local curriculum committees;

Whereas, Title 5 §55070 also specifies completion of a certificate of achievement is meant to represent more than an accumulation of units, rather, it “symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education”;

Whereas, Foothill College faculty assert that students completing a certificate of achievement at Foothill College must demonstrate proficiency in mathematics and English at a level deemed essential for making meaningful contributions to the relevant field to which the certificate applies;

Whereas, Foothill College certificate of achievement programs are developed by faculty experts in the field for which that certificate is designed;

Resolved, that the faculty discipline experts for each certificate of achievement program consult with math and English faculty to determine the appropriate minimum math and English competencies, if any, for their certificate program; and,

Resolved, that as of March 3, 2013, each certificate of achievement program sheet must include a statement specifically addressing the presence or absence of mathematics and English minimum competency requirements, and that our catalog be modified to clarify the requirement(s) for each certificate of achievement program.

KINESIOLOGY AND ATHLETICS
Families of Activity Courses

AQUATICS

PHED 10A
PHED 10B
PHED 10C
PHED 11A
PHED 11B
PHED 11C

Representative Courses

AQUATICS: LEVEL I, BEGINNING SWIMMING
AQUATICS: LEVEL II, INTERMEDIATE SWIMMING
AQUATICS: LEVEL III, MASTERS SWIMMING/ADV SWIM TRAINING
WATER EXERCISE
AQUATIC FITNESS
INTRODUCTION TO WATER ACTIVITY

COMBATIVES

PHED 18A
PHED 18B
PHED 18C
PHED 19B
PHED 19C
PHED 19D

Representative Courses

BEGINNING TAI CHI
INTERMEDIATE TAI CHI
ADVANCED TAI CHI
BEGINNING KICKBOXING
INTERMEDIATE KICKBOXING
ADVANCED KICKBOXING

TEAM SPORTS

PHED 13
PHED 28
PHED 31
PHED 32
PHED 38A
PHED 40

Representative Courses

BEGINNING WATER POLO
SLOW PITCH SOFTBALL
BEGINNING FUTSAL - INDOOR SOCCER
BEGINNING SOCCER
BASKETBALL FUNDAMENTALS
BEGINNING VOLLEYBALL

INDIVIDUAL SPORTS

PHED 24
PHED 24A
PHED 26
PHED 26C
PHED 36
PHED 37

Representative Courses

INTRODUCTION TO GOLF
SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER
BEGINNING SINGLES TENNIS
BEGINNING DOUBLES TENNIS
INDOOR ARCHERY
BEGINNING BADMINTON

FITNESS (YOGA/FLEX)

PHED 21
PHED 21A
PHED 21D
PHED 22

Representative Courses

FOUNDATIONS OF YOGA
BEGINNING YOGA
VINYASA FLOW YOGA
FULL BODY FLEXIBILITY

FITNESS (CORE FIT)

PHED 20A
PHED 47B
PHED 49A
PHED 49B

Representative Courses

BEGINNING MAT PILATES
THIGHS, ABS & GLUTES (TAG)
SURVIVOR TRAINING
BOOT CAMP TRAINING

FITNESS (HLTH & WELL)

PHED 14
PHED 45
PHED 46

Representative Courses

NUTRITIONAL ASSESSMENT & FITNESS
FITNESS FOR LIFE
BEGINNING WEIGHT TRAINING FOR HEALTH & FITNESS

FITNESS (CARDIO)

PHED 23A
PHED 27

Representative Courses

TRAIL HIKING
WALK FOR HEALTH

KINESIOLOGY AND ATHLETICS
Families of Activity Courses

PHED 27A
PHED 41
PHED 41A

RUN FOR FITNESS
BEGINNING INDOOR CYCLING - SPIN
BEGINNING CARDIO INTERVALS - HILLS & SPRINTS

DANCE (BALLET)

DANC 1A
DANC 1A
DANC 1A
DANC 1A

Representative Courses

FUNDAMENTALS OF BALLET I
FUNDAMENTALS OF BALLET II
FUNDAMENTALS OF BALLET III
FUNDAMENTALS OF BALLET IV

DANCE (CONTEMPORARY)

DANC 2
DANC 13

Representative Courses

BEGINNING MODERN DANCE
THEORY AND TECHNIQUE OF CONTEMPORARY DANCE

DANCE (JAZZ)

DANC 3A
DANC 3B
DANC 16

Representative Courses

BEGINNING JAZZ DANCE
INTERMEDIATE JAZZ DANCE
INTERMEDIATE LYRICAL JAZZ DANCE

DANCE (PERFORM)

DANC 7
DANC 8
DANC 9
DANC 11A
DANC 11B
DANC 11C
DANC 17

Representative Courses

CHOREOGRAPHY
DANCE PRODUCTION: REHEARSAL & PERFORMANCE
MOVEMENT FOR ACTORS
FOOTHILL REPERTORY DANCE TOURING
CHOREOGRAPHY FOR PERFORMANCE
DANCE PRODUCTION
THEORY OF DANCE COMPOSITION

DANCE (RECREATIONAL)

DANC 4
DANC 5
DANC 6
DANC 12

Representative Courses

BALLROOM & SOCIAL DANCE
WORLD DANCE
BEGINNING COUNTRY-WESTERN LINE DANCING
INTRODUCTION TO HIP HOP

Fine Arts & Communication Division
Families by Department

Photography

Digital:

PHOT 4A-Digital Photography I
PHOT 4B-Digital Photography II
PHOT 4C-Digital Photography III
PHOT 20-Intro to Color Photography
PHOT 68B-Digital Topics in Photography
PHOT 72-Digital Camera Techniques
PHOT 78E-Techniques Field Study in Photography

Analog:

PHOT 1-Black & White Photography I
PHOT 2-Black & White Photography II
PHOT 3-Black & White Photography III
PHOT 13-Experimental Photography
PHOT 51-Zone System Photography
PHOT 68A-Darkroom Topics in Photography
PHOT 68D-Experimental Topics in Photography

Professional Practices:

PHOT 22-Photojournalism
PHOT 55-Special Projects in Photography
PHOT 68F-Exhibition Topics in Photography
PHOT 71-The Photographic Book
PHOT 74-Studio Photography Techniques
PHOT 78D-Museum/Gallery Field Study in Photography

Theory and non-activity courses (exempt):

PHOT 5-Intro to Photography
PHOT 8-Photography of Multi-Cultural America
PHOT 8H-Honors Photography of Multi-Cultural America
PHOT 10-History of Photography
PHOT 10H-Honors History of Photography
PHOT 11-Contemporary Issues in Photography
PHOT 11H-Honors Contemporary Issues in Photography
PHOT 57A-Photographic Portfolio Development
PHOT 57B-Professional Practices in Photography

To be Deactivated:

PHOT 150-Photography Production Lab
PHOT 180-Photographic Practices
PHOT 190-Directed Study

Music

Piano/Keyboard

MUS 12A Beginning Class Piano
MUS 12B Intermediate Class Piano
MUS 12C Advanced Class Piano

Guitar

MUS 14A Beginning Classical Guitar
MUS 14B Intermediate Classical Guitar
MUS 14C Advanced Classical Guitar
MUS 15A Beginning Acoustic Guitar Techniques
MUS 15B Intermediate Acoustic Guitar Techniques
MUS 15C Advanced Acoustic Guitar Techniques

Voice

MUS 13A Class Voice I
MUS 13B Class Voice II
MUS 13C Class Voice III

Art

Foundation Art Fundamentals

ART 5A Basic Two-Dimensional Design
ART 5B Three-Dimensional Design
ART 20A Color I
ART 20B Color II

Drawing

ART 4A Drawing I
ART 4B Drawing II
ART 4C Drawing III
ART 4D Figure Drawing
ART 4E Portrait Drawing

Painting

ART 19A Painting I (chg to Oil Painting I)
ART 19B Painting II (chg to Acrylic Painting I)
ART 19C Painting III (chg to Oil Painting II)
ART 19D Acrylic Painting II
ART 19E Oil Painting III
ART 19F Acrylic Painting III
ART 47A Watercolor I
ART 47B Watercolor II
ART 47C Watercolor III

Printmaking

ART 38 Relief Printing
ART 39 Screenprinting
ART 40 Print Arts I
ART 49 Monoprinting
ART 75 Etching & Intaglio

Ceramic Construction

ART 35X Special Projects in Art
ART 44 Ceramic Sculpture
ART 44L Ceramics Laboratory
ART 45 Introduction to Ceramics
ART 45A Beginning Ceramic Hand-building
ART 45B Beginning Ceramic Potter's Wheel
ART 45BL Ceramics Laboratory
ART 45C Advanced Ceramics
ART 45CL Ceramics Laboratory
ART 77 Potter's Wheel II

Ceramic Surface

ART 45F Low-Temperature Ceramic Firing & Glazing
ART 45FL Laboratory

Book Arts

ART 6 Collage & Composition
ART 73 Paper Arts
ART 96/GID 90 Book Arts I
GID 91 Book Art II
GID 94 Book Arts Professional Practice

Professional Practice

ART 4G Mural Making: Community Projects
ART 83 Service Learning Projects
ART 72 Studio Art Portfolio Preparation

Voice

THTR 47A - Introduction To Musical Theatre Production
THTR 47B - Intermediate Music Theatre Production Workshop
THTR 47C - Advanced Music Theatre Production Workshop
THTR 48A - Vocal Production & Speech
THTR 48B - Singing Technique For Musical Theatre
THTR 48C - Musical Theatre Repertoire For Singers

Production - Performance

THTR 44A - Directing Practicum I
THTR 44B - Directing Practicum II
THTR 46A - Theatre Development Workshop I
THTR 46B - Theatre Development Workshop II
THTR 46C - Theatre Development Workshop III
THTR 46D - Theatre Development Workshop IV
THTR 49A - Performance Production I
THTR 49B - Performance Production II
THTR 49C - Performance Production III
THTR 49D - Performance Production IV

Production - Technical

THTR 41A - Technical Production I
THTR 41B - Technical Production II
THTR 41C - Technical Production III
THTR 41D - Technical Production IV
THTR 41E - Technical Production V
THTR 41F - Technical Production VI

Theatre

Acting

THTR 20A - Acting I
THTR 20B - Acting II
THTR 20C - Acting III
THTR 20D - Acting IV
THTR 20E - Acting V
THTR 43C - Foundations In Classical Acting
THTR 43E - Improvisation
THTR 56 - Characterization
THTR63A - Film & Television Acting Workshop

Fine Arts & Communication Division
Families by Department

Photography

Digital:

PHOT 4A-Digital Photography I
PHOT 4B-Digital Photography II
PHOT 4C-Digital Photography III
PHOT 20-Intro to Color Photography
PHOT 68B-Digital Topics in Photography
PHOT 72-Digital Camera Techniques
PHOT 78E-Techniques Field Study in Photography

Analog:

PHOT 1-Black & White Photography I
PHOT 2-Black & White Photography II
PHOT 3-Black & White Photography III
PHOT 13-Experimental Photography
PHOT 51-Zone System Photography
PHOT 68A-Darkroom Topics in Photography
PHOT 68D-Experimental Topics in Photography

Professional Practices:

PHOT 22-Photojournalism
PHOT 55-Special Projects in Photography
PHOT 68F-Exhibition Topics in Photography
PHOT 71-The Photographic Book
PHOT 74-Studio Photography Techniques
PHOT 78D-Museum/Gallery Field Study in Photography

Theory and non-activity courses (exempt):

PHOT 5-Intro to Photography
PHOT 8-Photography of Multi-Cultural America
PHOT 8H-Honors Photography of Multi-Cultural America
PHOT 10-History of Photography
PHOT 10H-Honors History of Photography
PHOT 11-Contemporary Issues in Photography
PHOT 11H-Honors Contemporary Issues in Photography
PHOT 57A-Photographic Portfolio Development
PHOT 57B-Professional Practices in Photography

To be Deactivated:

PHOT 150-Photography Production Lab
PHOT 180-Photographic Practices
PHOT 190-Directed Study

Music

Piano/Keyboard

MUS 12A Beginning Class Piano
MUS 12B Intermediate Class Piano
MUS 12C Advanced Class Piano

Guitar

MUS 14A Beginning Classical Guitar
MUS 14B Intermediate Classical Guitar
MUS 14C Advanced Classical Guitar
MUS 15A Beginning Acoustic Guitar Techniques
MUS 15B Intermediate Acoustic Guitar Techniques
MUS 15C Advanced Acoustic Guitar Techniques

Voice

MUS 13A Class Voice I
MUS 13B Class Voice II
MUS 13C Class Voice III

Art

Foundation Art Fundamentals

ART 5A Basic Two-Dimensional Design
ART 5B Three-Dimensional Design
ART 20A Color I
ART 20B Color II

Drawing

ART 4A Drawing I
ART 4B Drawing II
ART 4C Drawing III
ART 4D Figure Drawing
ART 4E Portrait Drawing

Painting

ART 19A Painting I (chg to Oil Painting I)
ART 19B Painting II (chg to Acrylic Painting I)
ART 19C Painting III (chg to Oil Painting II)
ART 19D Acrylic Painting II
ART 19E Oil Painting III
ART 19F Acrylic Painting III
ART 47A Watercolor I
ART 47B Watercolor II
ART 47C Watercolor III

Printmaking

ART 38 Relief Printing
ART 39 Screenprinting
ART 40 Print Arts I
ART 49 Monoprinting
ART 75 Etching & Intaglio

Ceramic Construction

ART 35X Special Projects in Art
ART 44 Ceramic Sculpture
ART 44L Ceramics Laboratory
ART 45 Introduction to Ceramics
ART 45A Beginning Ceramic Hand-building
ART 45B Beginning Ceramic Potter's Wheel
ART 45BL Ceramics Laboratory
ART 45C Advanced Ceramics
ART 45CL Ceramics Laboratory
ART 77 Potter's Wheel II

Ceramic Surface

ART 45F Low-Temperature Ceramic Firing & Glazing
ART 45FL Laboratory

Book Arts

ART 6 Collage & Composition
ART 73 Paper Arts
ART 96/GID 90 Book Arts I
GID 91 Book Art II
GID 94 Book Arts Professional Practice

Professional Practice

ART 4G Mural Making: Community Projects
ART 83 Service Learning Projects
ART 72 Studio Art Portfolio Preparation

Voice

THTR 47A - Introduction To Musical Theatre Production
THTR 47B - Intermediate Music Theatre Production Workshop
THTR 47C - Advanced Music Theatre Production Workshop
THTR 48A - Vocal Production & Speech
THTR 48B - Singing Technique For Musical Theatre
THTR 48C - Musical Theatre Repertoire For Singers

Production - Performance

THTR 44A - (Title Being Re-Worked)
THTR 44B - (Title Being Re-Worked)
THTR 46A - (Title Being Re-Worked)
THTR 46B - (Title Being Re-Worked)
THTR 46C - (Title Being Re-Worked)
THTR 46D - (Title Being Re-Worked)
THTR 49A - Performance Production I
THTR 49B - Performance Production II
THTR 49C - Performance Production III
THTR 49D - Performance Production IV

Production - Technical

THTR 41A - Technical Production I
THTR 41B - Technical Production II
THTR 41C - Technical Production III
THTR 41D - Technical Production IV
THTR 41E - Technical Production V
THTR 41F - Technical Production VI

Theatre

Acting

THTR 20A - Acting I
THTR 20B - Acting II
THTR 20C - Acting III
THTR 20D - Acting IV
THTR 20E - Acting V
THTR 43C - Foundations In Classical Acting
THTR 43E - Improvisation
THTR 56 - Characterization
THTR63A - Film & Television Acting Workshop

FH/DA Equivalent Course List

| | Foothill | | | | De Anza | | |
|---------|------------|---|-------|--|-----------|---|-------|
| Confirm | Course # | Course Title | Units | | Course # | Course Title | Units |
| B | GEOG 2 | Human Geography | 4 | | GEO 4 | Cultural Geography | 4 |
| B | GEOG 9 | California Geography | 4 | | GEO 5 | A Geography of California | 4 |
| B | GEOG 10 | World Regional Geography | 4 | | GEO 10 | World Regional Geography | 4 |
| | | | | | | | |
| F | CNSL 5(50) | Introduction to College | 1 | | COUN 200X | Orientation to College | 1 |
| F | CRLP 70 | Self-Assessment | 3 | | CLP 70 | Self-Assessment | 4 |
| | | | | | | | |
| B | ART 4A | Drawing I (chg'ing to Fundamentals in Drawing) | 4 | | ARTS 4A | Beginning Drawing | 3 |
| B | ART 4B | Drawing II (chg'ing to Intermediate Drawing) | 4 | | ARTS 4B | Intermediate Drawing | 3 |
| B | ART 4C | Drawing III (Representational Drawing) | 4 | | ARTS 4D | Representational Drawing | 3 |
| B | ART 4D | Figure Drawing | 4 | | ARTS 4C | Life Drawing | 3 |
| B | ART 4G | Mural Making: Community Projects | 3 | | ARTS 17 | Introduction to Muralism: Democracy in Action | 3 |
| B | ART 5A | Basic Two-Dimensional Design (chg'ing to 2-D Foundations) | 4 | | ARTS 8 | Two-Dimensional Design | 3 |
| B | ART 5B | Three Dimensional Design (chg'ing to 3-D Foundations) | 3 | | ARTS 10A | Three-Dimensional Design | 3 |
| B | ART 19A | Painting I (chg to Oil Painting I) | 4 | | ARTS 16A | Oil Painting I | 3 |
| B | ART 19B | Painting II (chg to Acrylic Painting I) | 4 | | ARTS 15A | Acrylic Painting I | 3 |
| B | ART 19C | Painting III (chg to Oil Painting II) | 4 | | ARTS 16B | Oil Painting II | 3 |
| B | ART 19D | Acrylic Painting II | | | ARTS 15B | Acrylic Painting II | 3 |
| B | ART 19E | Oil Painting III | | | ARTS 16C | Oil Painting III | 3 |
| B | ART 19F | Acrylic Painting III | | | ARTS 15C | Acrylic Painting III | 3 |
| B | ART 20A | Color I | 3 | | ARTS 12 | Design & Color | 3 |
| B | ART 44 | Ceramic Sculpture | 3 | | ARTS 19L | Ceramic Sculpture | |
| B | ART 44L | Ceramics Laboratory | 0.5 | | ARTS 20 | Ceramics Individual Laboratory | 2 |
| B | ART 45 | Introduction to Ceramics | | | ARTS 18A | Ceramics | 3 |
| B | ART 45A | Beginning Ceramic Hand-building | 4 | | ARTS 18D | Ceramic Handbuilding | 3 |
| B | ART 45B | Beginning Ceramic Potter's Wheel | 4 | | ARTS 18B | Ceramics (Beginning Wheel Throwing) | 3 |
| B | ART 45F | Low-Temperature Ceramic Firing & Glazing | 3 | | ARTS 19M | Ceramics Low Fire | 3 |
| B | ART 47A | Watercolor I | | | ARTS 14A | Watercolor I | 3 |
| B | ART 47B | Watercolor II | | | ARTS 14B | Watercolor II | 3 |
| B | ART 47C | Watercolor III | | | ARTS 14C | Watercolor III | 3 |
| B | ART 77 | Potter's Wheel II | 3 | | ARTS 18C | Ceramics (Intermediate Wheel Throwing) | 3 |

"Permit Students to Use AA/AS General Education Courses from Previous Catalog Years"

Isaac Escoto/Counseling Division

Whereas, student mobility is common due to course reductions and personal impediments-necessitating breaks in enrollment or attendance at other institutions;

Whereas, continuous enrollment is not required for the application of previously approved IGETC, CSU GE, reciprocity agreements, or pass-along courses from other institutions toward satisfaction of the Foothill General Education requirements;

Whereas, requiring students to complete additional General Education courses solely on the basis of non-continuous enrollment results in unnecessary repetition of classes and increases college costs;

Resolved, that Foothill College eliminate barriers for students to earning an associate's degree by permitting the application of approved Foothill General Education courses without the requirement of continuous enrollment.