College Curriculum Committee Meeting Agenda
Tuesday, May 21, 2013
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: April 30, 2013	Action	#5/21/13-1	Holcroft – 3 min

2. Announcements
   a. New Course Proposal
   b. Report out from Divisions
   c. Upcoming events (Curriculum Institute!)
	Information	#5/21/13-2	Curr Reps - 5 min
			Holcroft – 3 min

3. Consent Calendar:
   a. General Education Application
   b. Stand Alone Applications
	Approval	#5/21/13-3
		#5/21/13-4
			Holcroft – 3 min

4. Prerequisite Implementation Plan & forms Feedback	Discussion	#5/21/13-5	Holcroft - 15 min
5. Resolution: Certificate Descriptions	2nd Read/Action	#5/21/13-6	Holcroft - 10 min
6. Units in Residence Requirement for Degree/Certificate	Discussion	#5/21/13-7	Escoto/Cellilo - 10 min
7. Articulation Process	Information	#5/21/13-8, 9 & 10	Day - 10 min
8. Community Service Offerings	Discussion	#5/21/13-11	Holcroft – 10 min

Consent Calendar
   FH General Education:
   • *Area VI - United States Cultures & Communities* (attachment #3): THTR 8
   Stand Alone: (attachment #4)
   • GERN 54

Attachment List:
#5/21/13-1   Draft Minutes: April 30, 2013
#5/21/13-2   New Course Proposal - NCBH 400
#5/21/13-5   Prerequisite Implementation Plan 5-15-13
#5/21/13-6   Resolution: Add Descriptions for Certificates of Achievement
#5/21/13-7   Background Information for Units in Residence Discussion
#5/21/13-8   Variations in Course Articulation 2013
#5/21/13-9   Course Articulation Flow Chart 2013
#5/21/13-10   Many Layers of Articulation 5-2013
#5/21/13-11   Community Services Course Approval: Should Senates Have a Role? (ASCCC)

==2012 -2013 Curriculum Committee Meetings==

Fall 2012 Quarter:	Winter 2013 Quarter	Spring 2013 Quarter
~~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 one week before the meeting

2012-2013 Curriculum Deadlines

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

~~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.~~
~~4/11/13~~ ~~CCC Course Outline Workshop, KCI Rm 4008, 12:00 p.m. - 1:30 p.m.~~
~~4/18-20/13~~ ~~ASCCC Spring Plenary, Westin San Francisco Airport.~~
~~4/22/13~~ ~~CCC Course Outline Workshop, KCI Rm 4008, 1:00 p.m. - 2:30 p.m.~~
~~5/1/13~~ ~~CCC Course Outline Workshop, KCI Rm 4008, 12:00 p.m. - 1:30 p.m.~~
~~5/17/13~~ ~~CCC Course Outline Workshop, KCI Rm 4008, 11:00 a.m. - 12:30 p.m.~~
6/13-15/13 ASCCC Faculty Leadership Institute, Sheraton Grand, Sacramento.
7/11-13/13 ASCCC Curriculum Institute, Sheraton Park Hotel, Anaheim.

Distribution:
Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Celillo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), 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), Kella Svetich (L A)

COLLEGE CURRICULUM COMMITTEE
Committee Members – Win/Spr 12-13

Meeting Date: 5/21/13

Co-Chairs (2)

✓	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only) holcroftburnscarolyn@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
F	Falk Cammin (F)	7442	L A	camminfalk@foothill.edu
✓	Rachelle Campbell (S)	7469	BH	campbellrachelle@foothill.edu
✓	Bea Cashmore	7094	ALD	cashmorebeatrix@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
✓	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@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
✓	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:

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_____

_____

College Curriculum Committee
Meeting Minutes
Tuesday, April 30, 2013
2:07 p.m. – 3:19 p.m.
President's Conference Room

Item	Discussion
1. Minutes: April 16, 2013	One typo. Approved as written **M/S** (Armstrong/Starer)
2. Announcements a. New Course Proposal b. Report out from Divisions c. Upcoming events d. Curriculum Activity e. Petition Records	**Speaker: Carolyn Holcroft** a. HORT 60H introduced. b. **BSS** – ACTG 64A, Computerized Accounting will be changing units (increase to 4 units) as of Summer 2014. c. Upcoming Events: • COR workshops – one tomorrow at 12:00, May 17th. • Brown Bag on Wednesday for Student Success. Flyer distributed. • There are a number of Faculty Professional Development opportunities coming up. d. Curriculum activity for the May 13th FHDA Board meeting attached. e. Petition form reviewed. Reminder that petitions for course substitution for a GE area go to GE faculty then CCC Co-chair and back to Counseling. Petitions for majors/certificates go to the discipline faculty in major for approval. Escoto asked that there be some tracking records kept at the division so that if there is the need trace, we have dates and comments regarding the particular application. Holcroft commented that since CCC passed the resolution to accept IGETC or CSU GE for our degrees and certificates, the number of GE substitution petitions has dropped considerably.
3. Consent Calendar: a. General Education Application b. Stand Alone Applications	**Speaker: Carolyn Holcroft** a. GE Application: • SPAN 10A – Lankford/GE subcommittee rep unable to attend. Committee concerns re: same COR criteria used for multiple areas probably based on the set up of the form. This is a GE course. Armstrong concerned that COR keeps referring to the student as a Latino/a and it doesn't appear to be culturally sensitive (not all students in class will be Latino). Perhaps the content should be modified at the earliest convenience. **M/S** (who?) **Approved.** b. Stand Alone Applications: • Pull for discussion LINC 56 & 94. • GIST 53: need statement looked great with the statistical info. Please spell out what GIST means in the course description. Motion to approve GEOG/GIST 53, LINC 57, 59, 67, 68, 87, 88, 89, 97. **M/S** (Murray/Starer) **Approved.** • LINC 56 is still under discussion with faculty and will be brought back at a later date. • LINC 94: Discrepancy in the need and the appropriateness to mission. This was designed for the Year-Up program geared to a unique population. KCI will do the training for the first year while those that will perpetuate the training after the year. We would like to conditionally approve **M/S** (Murray/Knobel) pending clarification of wording on application. **Approved.**

4. Certificate of Achievement, CPA Exam Prep	**Speaker: Jose Nava** Nava explained that this is first in series of certificates the department intends to develop that will address each section of the requirements for the CPA Exams (there are 4 exams total) that lead to the professional certification. Motion to approve as written **M/S** (Cellilo/Fox) **Approved.**
5. Prerequisite Implementation Plan & Content Review Forms	**Speaker: Carolyn Holcroft** The committee has no further modifications to the prereq implementation plan. It will be forwarded to constituents and Academic Senate for feedback. Requisite Form: Knobel commented that list of math skills is correct but asked that the course numbers be removed. Content review process seems onerous for an advisory, is it possible to have another tool for them? Holcroft to investigate options. Curriculum Team will clean up the highlighting and send the form with the Communiqué for review by the faculty.
6. Resolution: Add Certificate Descriptions	**Speaker: Carolyn Holcroft** 1st read. Resolution was written after previous CCC discussion regarding the accounting certificate of achievement application. Cashmore: students need the information, descriptions would assist with "buy in" by identifying potential benefits of certificates. Cellilo would like to see all certificates have descriptions (not just transcriptable). Escoto will take these back to the counselors for discussion, want to avoid miscommunicating with students re: expectations. Knobel suggested perhaps there be a standard statement to identify for the students that some certificates will not show on their transcripts.
7. GE Forms Feedback	**Speaker: Carolyn Holcroft** The following suggestions were voiced: Limit amount of characters allowed in each field; can forms be rolled into C3MS rather than another doc, easier to track and feedback is recorded; clearer/more instructions; sample document be provided; formatting unclear; the outline should be attached to application rather than requiring reader to locate; reason/explanation would be attached to each section of the document. Suggested best practice would be for review subcommittees to meet face-to-face to review the applications.
8. Stand Alone Form Draft	**Speaker: Carolyn Holcroft** Discussed draft of revised form. Timeline for keeping temporary stand alone status was discussed – due date for filing a state application for appropriate program should be end of academic year in which the course was proposed. Motion to adopt revised form **M/S** (Armstrong/Escoto) **Approved.**

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), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), 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)
Minutes 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: 5/1/13
Faculty Author: Rachelle Campbell

Proposed Number: NCBH 400
Proposed Transferability: None
Proposed Title: Supplemental Instruction: Radiologic Technology

Proposed Catalog Description:
An open-entry, open-exit course for students admitted into the Radiologic Technology Program who seek academic support through supplemental instruction to fill in missing fundamental knowledge and strengthen skills developed in a referring course or courses as follows: R T 53A, R T 53AL, R T 53B, R T 53BL, R T 53C, R T 53CL.

Proposed Discipline: Radiologic Technology

Proposed Need/Justification Statement:
This course will potentially increase the success rate for all first year clinical and laboratory courses required for the AS in Radiologic Technology.

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Comments & Other Relevant Information for Discussion:
Accreditation review by JRCERT (Joint Review Committee on Education in Radiologic Technology) suggested that adding a supplemental instructional opportunity for students would possibly increase student success.

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

Course Number & Title: THTR 8 Multicultural

Performing Arts in America_____

Breadth Criteria:

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

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

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

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

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area VI –United States Cultures & Communities:

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

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

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

U7. Explain culture as a concept and how it can unite or divide people into various groups;

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

U9. Analyze and interpret how culture shapes human development and behavior.

Course Number & Title: <u>THTR 8 Multicultural Performing Arts in America</u>

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

Depth Map: <u>Must</u> include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):
From Course Objectives, Section 2:
    A. compare and contrast at least 4 major theatrical traditions within the limits of the assigned time frame
From Course Content Section 4:
    A. 1. Multicultural diversity and the global influence of performance in post-WWII America to the present (focus on theatre and dance theatre)

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s): From Course Objectives, Section 2: G. assess the effects of art and performance as a vehicle for cultural assimilation and change

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s): From Course Objectives, Section 2: C. correlate contemporary American performance with appropriate cultural specific performance foundations

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):
From Course Objectives, Section 2:
    B. compare and contrast at least 4 major theatrical traditions within the limits of the assigned time frame
From Course Content Section 4:
    A. 1. Multicultural diversity and the global influence of performance in post-WWII America to the present (focus on theatre and dance theatre)

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s): From Course Objectives, Section 2:

G. assess the effects of art and performance as a vehicle for cultural assimilation and change

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):
From Course Objectives, Section 2:
C. correlate contemporary American performance with appropriate cultural specific performance foundations

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):
From Course Objectives, Section 2:
    G. assess the effects of art and performance as a vehicle for cultural
    assimilation and change

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course objective(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):
From Course Objectives, Section 2:
    A. identify the roots of performance and use the language of global theatre
From Course Content Section 4:
    2. The language of the theatre and specific vocabulary essential for
    understanding the evolving nature of modern multicultural performances

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):
From Course Objectives, Section 2:
G. assess the effects of art and performance as a vehicle for cultural assimilation and change

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):
From Course Objectives, Section 2:
A. identify the roots of performance and speak the language of global theatre
From Course Content Section 4:
2. The language of the theatre and specific vocabulary essential for understanding the evolving nature of modern multicultural performances
a. Related to play production (including style, setting, lighting, costume, special effects) and the personnel involved (director, actors, producers, designers)
b. Terms used in examining dramatic literature (including style, climax, rising action, character, dialogue)
c. Terms used in relation to any type of public presentation (including performance space, marketing, demographics)

Requesting Faculty: Bruce McLeod   Date:11-18-11and 02/27/13__

Division Curr Rep: Simon Pennington and Robert Hartwell   Date: 3.3.13

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Scott Lankford, Milissa Carey

Comments:

Recommend approval May 2, 2013

Approved:_____   Denied:_____   CCC Co-Chair Signature:_____   Date:_____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: GERN 54   **Division:** BSS

Course Title: Continuum of Care Options

Catalog Description:

An overview of the types of care options available to serve independent and dependent elders; including senior centers, adult day care programs, assisted living and nursing homes. Regulations and management issues will be explored. Role of ombudsmen and advocacy organizations are discussed.

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 course is CSU transferable and would be a part of a re-established Gerontology program at Foothill College.

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:

Offers a skills-based approach to meeting the health and human service needs of frail and at risk seniors in the community and their families. The course prepares students with essential knowledge of the aging-network, assessment and care management abilities required in the field of Gerontology, thus sustaining and enhancing a democratic society. This course is CSU transferable and would be a part of a re-established Gerontology program at Foothill College.

Criteria B. -- Need (Explain)

The population of older adults and elders in need of human services is growing dramatically. Gerontology is one of the fastest growing career paths in the health and human services according to the Association for Gerontology in Higher Education. Within the field, there is a growing emphasis on geriatric care management and the offering of community-based health and human services, rather than hospitalization vastly more expensive skilled nursing. This CSU transferable course is also part of the required standards and guidelines of the Association for Gerontology and Higher Education and would support students entering the field of Gerontology.

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

   <u>X</u>   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: Anabel Pelham   **Date: 3/19/2013**

Division Curriculum Representative: John Fox   **Date: 4/26/13**

College Curriculum Co-Chairman: _____   **Date:** _____

Foothill College Prerequisite/Co-requisite Implementation Plan

1. Method of identification of courses that may need a pre- or co-requisite
   a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
      i. content review of the proposed COR,
      ii. comparison with similar courses at other schools or within the C-ID system
      iii. review of requirements in statute or regulation*
      iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)*
      v. *further content review is not required in these two cases
      vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
   b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
      i. past experiences teaching the course
      ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
      iii. comparison with similar courses at other schools or within the C-ID system
      iv. examination of tutorial center data re: use of services/type of tutoring requested/received
2. Once faculty identify a course (the "target course") that may need a new pre- or co-requisite, a rigorous content review process is used:
   a. At least two discipline* faculty review the target course's Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course. *In the event that there is only one discipline faculty member at Foothill, the second reviewer(s) may be from another related discipline in the division.
   b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
   c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
   d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether another alternative might be viable. Such alternatives may include small unit "booster" courses, designating a short period of class time for math or English faculty to teach the concepts, etc.
   e. Once an appropriate interdisciplinary (math or English) pre- or co-requisite course has been identified, the discipline faculty will consult with the

institutional researcher to collect and analyze data comparing success rates for students who have vs. have not completed the prerequisite

    f. Once the appropriate pre- or co-requisite course has been identified and supported by institutional research, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.

    g. Once an appropriate <u>interdisciplinary</u> (math or English) pre- or co-requisite course has been identified, the division curriculum committee rep will notify the CCC of the **proposal** to implement the interdisciplinary requisite at the next CCC meeting. ==This is to ensure faculty in other divisions/departments are made aware of the proposed requisite and have time to register feedback/concerns BEFORE the requisite is fully adopted==.

    h. All of the above steps must be documented on the "Pre- or Co-requisite Content Review Addendum" for review and approval by the appropriate Division Curriculum Committee

3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:

    a. the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction, and Institutional Researcher to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites

    b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting

4. Faculty serving on their Division Curriculum Committee and/or College Curriculum Committee will complete a face-to-face training about pre/co-requisite content review implementation at least once per academic year. Additional training resources will be available on the college website for access on demand.

5. ==Monitoring for Disproportionate Impact from a NEW requisite: If a newly established pre- or co-requisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220) during the third year after the new requisite was implemented.==

    i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.

    ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include but are not limited to:

        1. Directing students to appropriate support/tutorial services

        2. Removing the prerequisite

6. **Ongoing** content review

a. Each time faculty review a course during the regular, established five-year compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
    i. Review of the target course's Course Outline of Record, at least 10% of the course syllabi from all sections taught in the last year*, exams, assignments, and grading criteria to verify that previously identified requisite skills and knowledge remain evident and are being taught across all sections of the course offerings *instead, propose to look at one syllabus from each different instructor who has taught a section of the course in the past two years
b. If the prerequisite is interdisciplinary (reading, writing or mathematics), the discipline faculty shall work with the Institutional Researcher to evaluate student success data and monitor for disproportionate impact on particular groups of students (§Title 5 54220).
    i. Data collected and analyzed must include student success rates disaggregated according to race, ethnicity, gender, age, economic circumstances, and disability.
    ii. If an interdisciplinary prerequisite is found to be causing disproportionate impact the discipline faculty, interdisciplinary faculty (and VPI? Chair of campus equity committee/taskforce?) will meet promptly to plan the most appropriate course of action, which may include but is not limited to:
        1. Directing students to appropriate support/tutorial services
        2. Removing the prerequisite

Add Descriptions for Certificates of Achievement

Contact: Carolyn Holcroft, CCC Co-Chair and Biology faculty member

Whereas, Foothill College faculty take great care to design certificates to meet specific student needs and employer demands;

Whereas, program descriptions can help counselors attract students to pursue certificates, as well as communicate to students, lawmakers and the public the quality and value of our certificate programs; and

Whereas, many students do not see a counselor in a timely manner if at all, and the online program descriptions are their primary sources of information about the certificates we offer and in absence of a specific description it may not be readily apparent to the student why the certificate is valuable;

Resolved, that Foothill College faculty write distinct descriptions for certificates of achievement; and

Resolved, the online certificate descriptions will include at minimum a statement of intended student audience and a statement identifying the intended outcomes and values of certificate completion.

Background Info to Inform CCC Discussion of Units in Residency Requirements

In recent months, two questions have arisen regarding units in residency (UIR) requirements:

1. Q: Foothill College requires students to complete a minimum of 24 units "in residence" (i.e. at Foothill) in order to earn an associate's degree from us. However, our catalog does not specify any UIR for certificates of achievement, so do we still hold students to any minimum number of UIR if they want a certificate?
   - A: No, we cannot. If we wish to impose a minimum UIR requirement for any/all certificate(s) of achievement we would need to explicitly communicate this in the catalog.
   - What now? CCC to consider pros and cons and then foster informed discussion with constituents.
     i. In future can consider a resolution to impose a campus-wide minimum units in residence requirement, or a resolution clarifying that we do NOT want any minimum UIR on any certificate of achievement, OR resolution requiring program faculty to make determination on individual certificate basis and clearly state on program sheet. Or…?
2. Q: Title 5 only specifies a minimum 24 UIR at Foothill, but does not say any/all of these have to be taken in the major. On several occasions students have earned a Foothill associate's degree by taking the 24 UIR in general education courses and zero courses in the major. Doesn't this seem a little odd?
   - A: Editorial answer from Chair: Yes, it does. ☺ Politically correct answer: whether it is appropriate is for the CCC and Foothill faculty to determine.
   - What now? CCC to consider pros and cons and then foster informed discussion with constituents.
     i. In future can consider resolution to impose requirement that some of the minimum UIR be taken in the major?

Regulations and Policies that Inform Our Discussion:

Title 5 §55063 Minimum Requirements for the Associate's Degree – Note that it specifies a MINIMUM residency requirement:
> "The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

Title 5 §55070 Credit Certificates – Note that it does NOT specify any unit requirement:
> "(a) Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation

of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain capabilities that may be oriented to career or general education; provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses. For purposes of this subdivision, the term "general education" includes coursework taken to satisfy transfer patterns established by the University of California, the California State University, or accredited public postsecondary institutions in adjacent states which award the baccalaureate degree."

Foothill – De Anza CCD Board Policy: There are no explicit residency requirements for either degrees or certificates, only mention that we adhere to the regulations in Title 5.
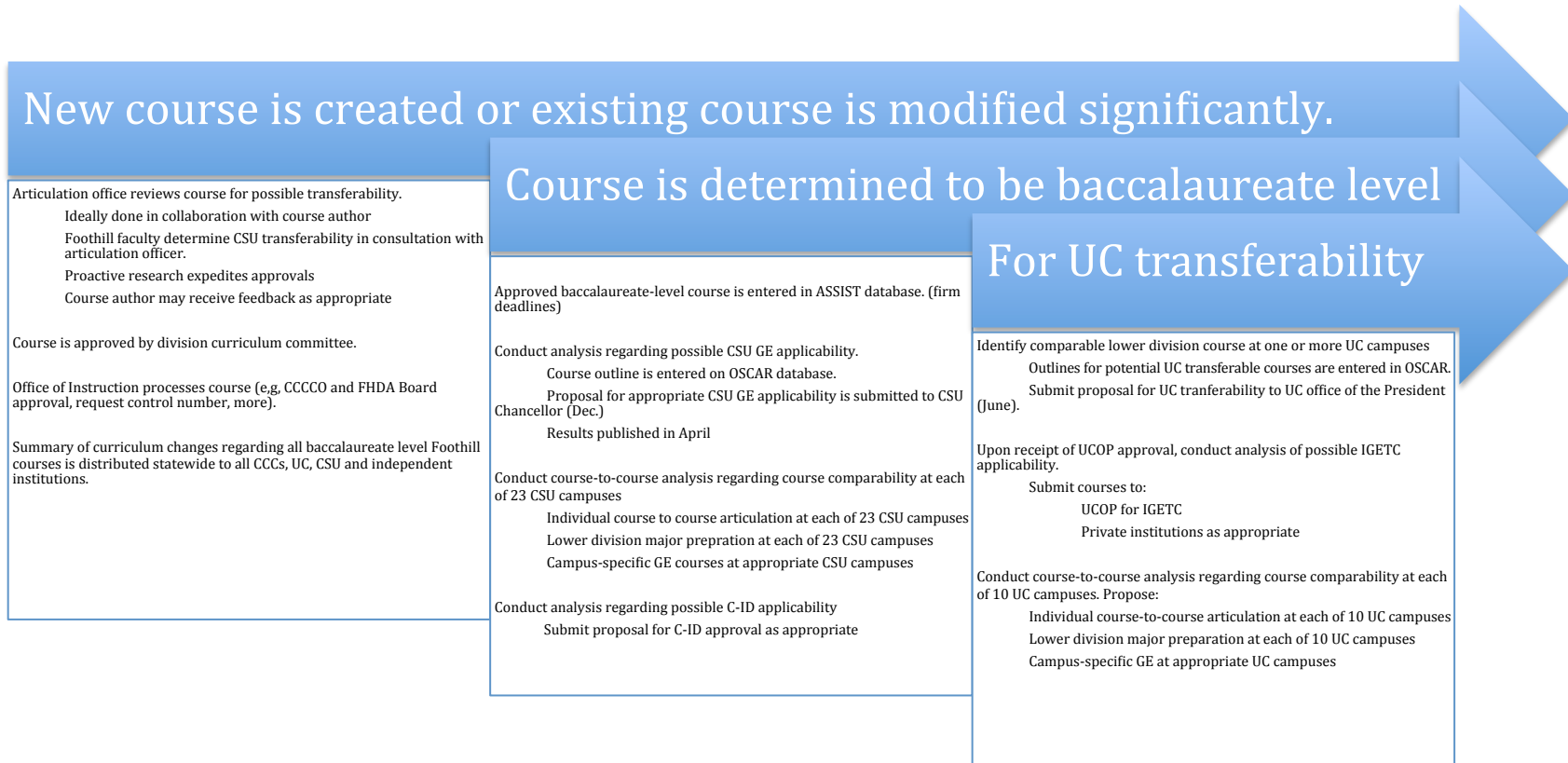
Variations in Course Articulation

This chart illustrates some of the types of articulation that exist for three randomly selected courses. Note that it is advisable to engage in broad discussion about potential changes for courses where there is a great deal of articulation as the potential for impact is greater.

Course Prefix and Number	ECON 1A	HORT 10	PSYC 7
CSU Transferable	Yes	Yes	Yes
UC Transferable	Yes	Yes	Yes
CSU GE	AREA D-Social Science	AREA B-2 Life Science	AREA B-4 Math
IGETC	AREA 4-Social & Behavioral Science	AREA 5-Biological Science	AREA 2-Quantitative Reasoning
C-ID	ECON 202-under review	AG EH-104L-under review	SOC 125-approved
Bakersfield	ECON 202 Articulated for 8 majors	No course articulation	Course not articulated
Channel Islands	ECON 111 Articulated for 3 majors	No course articulation	Course not articulated
Chico	ECON 102 Articulated for 20 majors Articulated for GE at Chico	No course articulation	MATH 105 Articulated for 32 majors
Dominguez Hills	ECO 211 Articulated for 2 majors	No course articulation	PSY 230 Articulated for 2 majors
East Bay	ECON 2302 Articulated for 3 majors	No course articulation	Course not articulated
Fresno	Course not articulated	No course articulation	Course not articulated
Fullerton	ECON 202 Articulated for 5 majors	No course articulation	PSYC 201 Articulated for 2 majors
Humboldt	ECON 210 Articulated for 2 majors	No course articulation	PSYC 241 Articulated for 3 majors.
Long Beach	ECON 100 Articulated for 18 majors	No course articulation	C/LA 250 or SOC 250 or PSY 210 or HDEV 250 Articulated for 20 majors

Course Prefix and Number	ECON 1A	HORT 10	PSYC 7
Los Angeles	ECON 202 Articulated for 4 majors	No course articulation	PSY 202 Articulated for 1 major
Maritime	No articulation	No articulation	No articulation
Monterey Bay	BUS 201 Articulated for 8 majors	No course articulation	BUS 204 Not articulated for any majors.
Northridge	ECON 161 Articulated for 8 majors	No course articulation	Nor equivalent to any course but articulated for 2 majors
Pomona	EC 202 Articulated for16 majors	LA 102 & 102L Articulated for 1 major	Course not articulated
Sacramento	ECON 1A Articulated for 6 majors	No course articulation	No course articulation
San Bernardino	ECON 202 Articulated for 9 majors	No course articulation	PSYC 210 Articulated for 9 majors
San Diego	ECON 101 Articulated for 52 majors	No course articulation	Course not articulated.
San Francisco State	ECON 102 Articulated for 5 majors	No course articulation	PSY 171 Articulated for 1 major.
San Jose State	ECON 1A Articulated for 6 majors	No course articulation	BUS 90 or SOC 15 or STAT 95 or HS 67 Articulated for 46 majors
San Luis Obispo	ECON 222 Articulated for 8 majors	No course articulation	STAT 217 or STAT 218 Articulated for 31 majors.
San Marcos	ECON 202 Articulated for 6 majors	No course articulation	No course articulation
Sonoma State	ECON 204 Articulated for 3 majors	No course articulation	MATH 165 Articulated for 7 majors
Stanislaus	ECON 2500 Articulated for 5 majors	No course articulation	MATH 1610 or 1600 Articulated for 12 majors
Berkeley	ECON 1 Articulated for 19 majors Articulated for UCB GE	No course articulation	Not articulated with any specific course. Articulated for 2 majors.

Course Prefix and Number	ECON 1A	HORT 10	PSYC 7
Davis	ECON 1B Articulated for 22 majors Articulated for 3 GE patterns	ENVHORT 1 Articulated for 2 majors. Articulated for 3 GE patterns.	STATIST 13 Articulated for 44 majors. Articulated for GE
Irvine	ECON 1 or ECON 20B Articulated for 17 majors Articulated for GE	No course articulation	SOCECOL 13 or STATS 7 or STATS 8 or STATS 67 or Articulated for 24 majors
UCLA	ECON 2 Articulated for 6 majors	No course articulation	STATS 13 or PST 10 or STATS 10 or ECON 41 or STATS 12 Articulated for 21 majors
Merced	ECON 1 Articulated for 5 majors	No course articulation	PSY 10 Articulated for 6 majors
Riverside	ECON 2 Articulated for 15 majors	No course articulation	PSYC 11 Articulated for 4 majors
San Diego	ECON 3 Articulated for 6 majors.	No course articulation	COGS 14B or PSYC 60 Articulated for 14 majors
San Francisco	Articulated for Pharm D	No course articulation	No course articulation
Santa Barbara	ECON 2 Articulated for GE Articulated for 15 majors	No course articulation	PSTAT 5A or PSY 5 or COMM 87 Articulated for 5 majors Articulated for GE
Santa Cruz	ECON 2 Articulated for 1 major	No course articulation	PSYC 2 Articulated for 2 majors

Course Articulation Process Flow Chart (B. Day 5-2013)

New course is created or existing course is modified significantly.

Course is determined to be baccalaureate level

For UC transferability

Articulation office reviews course for possible transferability.
  Ideally done in collaboration with course author
  Foothill faculty determine CSU transferability in consultation with articulation officer.
  Proactive research expedites approvals
  Course author may receive feedback as appropriate

Course is approved by division curriculum committee.

Office of Instruction processes course (e,g, CCCCO and FHDA Board approval, request control number, more).

Summary of curriculum changes regarding all baccalaureate level Foothill courses is distributed statewide to all CCCs, UC, CSU and independent institutions.

Approved baccalaureate-level course is entered in ASSIST database. (firm deadlines)

Conduct analysis regarding possible CSU GE applicability.
  Course outline is entered on OSCAR database.
  Proposal for appropriate CSU GE applicability is submitted to CSU Chancellor (Dec.)
  Results published in April

Conduct course-to-course analysis regarding course comparability at each of 23 CSU campuses
  Individual course to course articulation at each of 23 CSU campuses
  Lower division major preparation at each of 23 CSU campuses
  Campus-specific GE courses at appropriate CSU campuses

Conduct analysis regarding possible C-ID applicability
  Submit proposal for C-ID approval as appropriate

Identify comparable lower division course at one or more UC campuses
  Outlines for potential UC transferable courses are entered in OSCAR.
  Submit proposal for UC tranferability to UC office of the President (June).

Upon receipt of UCOP approval, conduct analysis of possible IGETC applicability.
  Submit courses to:
    UCOP for IGETC
    Private institutions as appropriate

Conduct course-to-course analysis regarding course comparability at each of 10 UC campuses. Propose:
  Individual course-to-course articulation at each of 10 UC campuses
  Lower division major preparation at each of 10 UC campuses
  Campus-specific GE at appropriate UC campuses

CSU Campuses

Bakersfield	Northridge
Channel Islands	Pomona
Chico	Sacramento
Dominguez Hills	San Bernardino
East Bay	San Diego
Fresno	San Francisco State
Fullerton	San Jose State
Humboldt	San Luis Obispo
Long Beach	San Marcos
Long Beach	Sonoma State
Los Angeles	Stanislaus
Maritime	
Monterey Bay	

UC Campuses
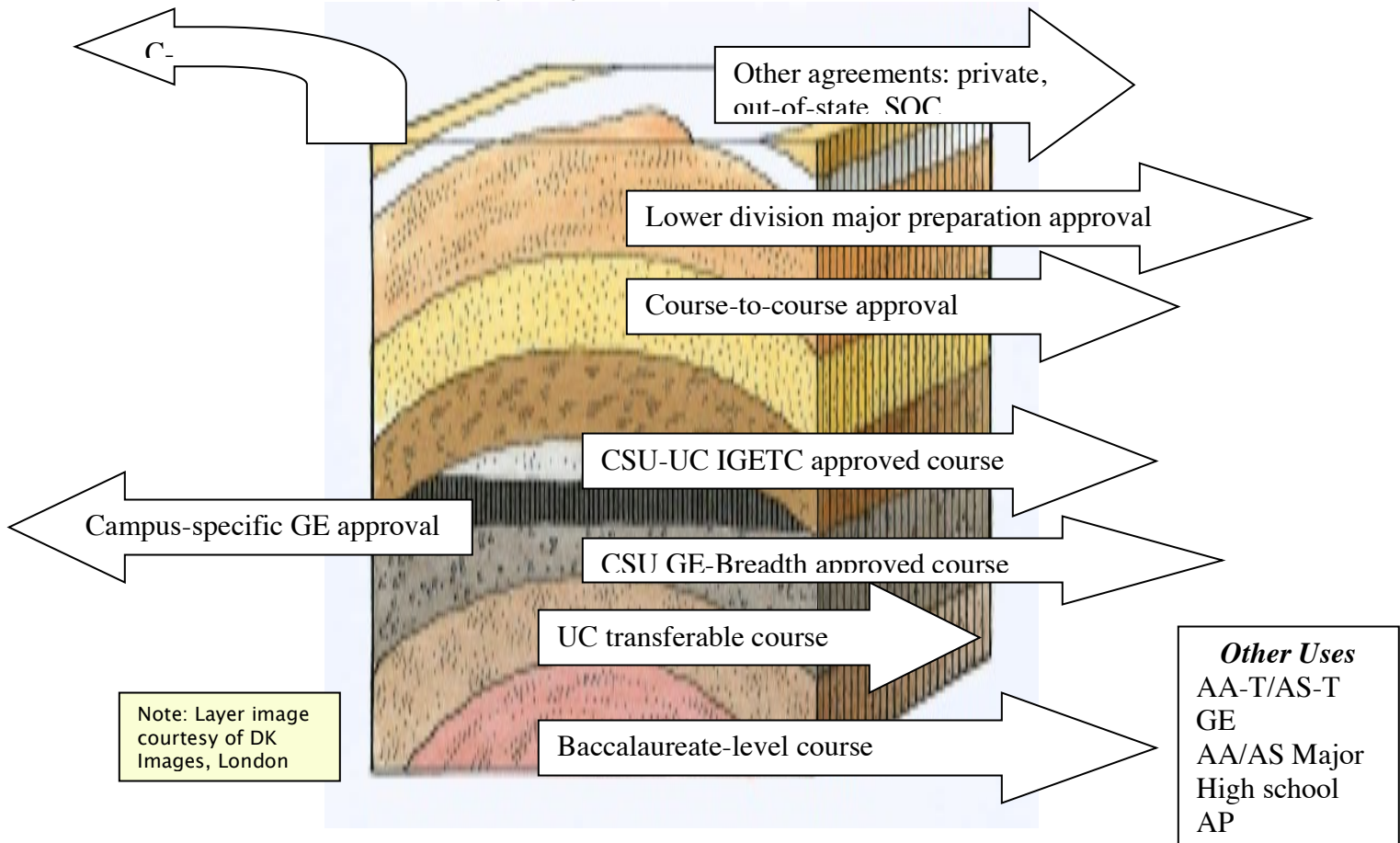
Berkeley
Davis
Irvine
UCLA
Merced
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

Sampling of Independent Institutions

American University in Paris	Mills
Arizona State	National Hispanic University
Azusa Pacific	Notre Dame de Namur
Biola University	Palo Alto University
Cornell	Santa Clara
Golden Gate University	St. Mary's
Loyola Marymount	UOP
Menlo College	USC
	USF

Is My Course is "Transferable"?

The Many Layers of Course Articulation

C-

Other agreements: private, out-of-state, SOC

Lower division major preparation approval

Course-to-course approval

CSU-UC IGETC approved course

Campus-specific GE approval

CSU GE-Breadth approved course

UC transferable course

Baccalaureate-level course

Note: Layer image courtesy of DK Images, London

Other Uses
AA-T/AS-T
GE
AA/AS Major
High school
AP

The question of whether a course is transferable usually generates a follow-up inquiry because course transferability depends largely upon the intended application of the course. Following is a brief overview of some of the different types of articulation.

Baccalaureate-level Courses:
The first and most basic level of articulation identifies courses that are baccalaureate level and therefore acceptable by a receiving institution (or postsecondary system) to fulfill both unit requirements for admission and baccalaureate elective credit. This type of course transferability does not indicate whether courses are acceptable for satisfying General Education-Breadth requirements or Major Preparation requirements at a receiving four-year institution. Courses accepted for baccalaureate credit are the first level of articulation and comprise the basic "pool" of transferable courses from which subsequent articulation agreements are developed. At Foothill College, baccalaureate level courses are numbered 1-99. To view Foothill's current baccalaureate list, access http://www.assist.org/web-assist/prompt.do?ia=FOOTHILL&ay=11-12

CSU Transferable Courses:
For the campuses in the CSU System, Executive Order 167 authorizes California Community Colleges to identify courses that are baccalaureate level and appropriate for transfer to the CSU. This decision is generally made in concert with the principal course author and the articulation officer. This articulation agreement is commonly known as the CSU Baccalaureate List or the "Bacc" list. At Foothill College, CSU transferable courses are numbered 1-99. At Foothill College, baccalaureate level courses are numbered 1-99. To view Foothill's current baccalaureate

Is My Course is "Transferable"?

list, access http://web1.assist.org/web-assist/tcaAgreement.do?type=csuBacc&ia=FOOTHILL&ay=13-14

UC Transferable Courses:
In the UC System, the Office of the President (UCOP) initiates the articulation agreement. This is referred to as the Transferable Course Agreement (UC TCA) for community colleges. Approved courses are acceptable for credit to all UC campuses. Community Colleges may propose courses for inclusion on this list once annually (generally in June or July). At Foothill College, UC transferable courses should be numbered 1-49, although there are currents many exceptions to this course numbering rule. The current criteria for UC transferability are available from the articulation officer. To view Foothill's current list of UC transferable courses, access http://web1.assist.org/web-assist/tcaAgreement.do?type=ucop&ia=FOOTHILL&ay=13-14

CSU General Education-Breadth Approved Courses:
Community colleges courses are reviewed by CSU faculty and approved for one or more specific areas of the CSU GE requirements. Students may complete these courses at a community college in lieu of the general education at the CSU. Community colleges, through the articulation office, propose courses for inclusion on this list once per year (December). Faculty are encouraged to review the CSU GE criteria, available at http://www.foothill.edu/articulation/csu.php . To view Foothill's current list of approved CSU GE-Breadth courses, access http://web1.assist.org/web-assist/prompt.do?ia=FOOTHILL&ay=13-14

UC and CSU Intersegmental General Education Transfer Curriculum (IGETC):
The IGETC is accepted at both CSU and UC, although some UC majors and colleges within the UC do not accept IGETC. The criteria for IGETC was developed though consultation with ICAS (UC, CSU and CCC Academic Senates). Courses may be proposed for IGETC certification through the articulation office once per year (generally in December) and are reviewed by both CSU an UC faculty for satisfaction of one or more areas of the IGETC curriculum. Courses must be previously approved for UC transferability prior to submitting them for IGETC approval. To view Foothill's current list of UC transferable courses, access http://web1.assist.org/web-assist/prompt.do?ia=FOOTHILL&ay=13-14 To view the criteria for IGETC courses, access http://icas-ca.org/igetc .

C-ID
C-ID is a supranumber, a faculty-driven system to assign that number to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and the Universities of California and the California State Universities, as well as with many of California's independent colleges and universities. While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. All courses submitted for inclusion on an Associate Degree for Transfer application must be submitted for C-ID, if a descriptor is indicated on the Transfer Model Curriculum.
http://www.c-id.net/index.html

Transferability to Independent and Out-of-State Colleges and Universities (e.g. Santa Clara University, USC, Cornell):
There are no system-wide transferable course agreements or baccalaureate lists within the independent segment, although Foothill has established many agreements with independent and out-of-state colleges and universities. Some universities will honor the CSU Bacc List, the UC TCA list, and/or the IGETC and CSU GE-Breadth lists as a guideline for determining transfer

Is My Course is "Transferable"?

credit. Each articulation agreement is developed individually. To learn more about Foothill's articulation with independent, out-of-state colleges and universities, access
http://www.foothill.edu/transfer/articulation.php

Course-to-Course Articulation:
Course-to-course articulation agreements identify a particular course at a sending institution that is comparable to, or "acceptable in lieu of," a corresponding course at a receiving institution. It is also common to articulate "clusters" or "blocks" of courses. As with General Education-Breadth agreements, course-to-course agreements are developed from the basic pool of transferable courses accepted for baccalaureate credit. Course outlines are submitted to individual universities for review and approval. Courses must be approved by UCOP for UC transferability prior to submitting them to individual UC campuses. To learn more about course-to-course articulation with CSU and UC campuses, access http://www.assist.org/web-assist/FOOTHILL.html

Lower Division Major Preparation Articulation:
Lower-Division Major Preparation Agreements specify those courses at a sending institution that fulfill lower-division requirements for a specific major at a receiving institution. Catalog descriptions, course outlines, and baccalaureate lists are used in the development of these articulation agreements. In addition, special requirements relating to major preparation may be included, such as: pre-major requirements, supplementary admission requirements for selected majors, and information pertinent to impacted or over-subscribed majors. As with G.E.-Breadth and Course-to-Course Agreements, Lower-Division Major Preparation Agreements are usually developed from the list of courses accepted for baccalaureate credit. Course outlines are submitted to individual universities for review and approval. To view how Foothill courses transfer toward majors at CSU and UC campuses, access http://www.assist.org/web-assist/welcome.html

Pass-along Articulation:
Counselors and/or discipline faculty may certify courses completed at other accredited institutions as comparable to ours and "pass along" the articulation for transfer students. This pass-along is also acceptable for use on the IGETC and CSU certification, as well as for the AA/AS general education and/or major requirements.

AP/IB/CLEP Course Credit
The Intersegmental General Education Transfer Certification (IGETC) policy standards outline how AP/IB course credit may be certified by community colleges for transfer credit, regardless of the community college's local policy for awarding AP credit. The Foothill Curriculum Committee is currently reviewing the International Baccalaureate program for possible acceptance. Foothill offers credit for select CLEP exams. In The IGETC Policy is available online at http://www.foothill.edu/staff/irs/Articulation/csu.html

Career Pathways Articulation (High School to College):
An articulation process for high school and community college courses. High school and community college faculty meet to discuss curriculum and create articulation pathways. Originally designed primarily for vocational majors, the career pathways articulation may include some majors with CSU and/or UC transferable courses, which may necessitate further CCC dialogue. To learn more about this type of articulation, access http://www.statewidepathways.org/

Is My Course is "Transferable"?

Most Common Reasons for Course Articulation Denial

1. The course outline appears to be too old (should not be more than five years old). Some courses with Title 5 updates still appear out-of-date for the content indicated.
2. Textbook problems: no textbooks listed, textbooks were outdated (5+ years w/no rationale), required reading was not considered college level or was inappropriate for the subject matter.
3. Course did not meet specific transfer criteria.

   Baccalaureate-level Course Expectations
   The course, in general, did not meet the criteria for baccalaureate level. Refer to the Academic Senate of the California State University document (from a report dated November 7, 1986) "Considerations Involved in What Constitutes a Baccalaureate Level Course" and the University of California Transfer Course Agreement Guidelines.

   CSU General Education-Breadth Requirements
   The course did not meet the criteria for the general education area requested. Refer to CSU Executive Order No. 595. See IGETC reasons also.

   Intersegmental General Education Transfer Curriculum (IGETC)
   A. A majority of courses are denied because they are not appropriate for general education. They are either considered too narrow in scope or too personal, practical or applied. In particular, science courses are denied if they lack hypothesis testing or scientific methodology. They are also denied if the focus is too narrow.
   B. Courses that are not first approved transferable either to CSU or to UC may not be submitted for IGETC.
   C. Variable topic courses are not accepted for IGETC.
   D. Courses may be denied if they have an insufficient prerequisite.
   E. For Area 1B (Critical Thinking, English Composition): courses are often denied because there appears to be no instruction in writing such as drafts, peer review, pre-writes, instructor readings of student essays, etc., listed in the outline. The IGETC review committee will not assume that a course with "composition" listed teaches composition. Course outlines must provide specific details regarding content and objectives for area 1B approval.
   F. Area 1C (Oral Communication): courses must indicate that the student is giving oral presentations with appropriate instructor feedback. A live audience is required.
   G. Skills-based courses are not approved for IGETC (e.g. drawing, painting, ceramics, music fundamentals).
   H. Approved courses must be a minimum of four quarter units, with the exception of science labs that require a lecture course as a corequisite.
   I. Courses are focused on personal, practical, or applied aspects. Content taught in courses applicable to IGETC shall be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Beginning Drawing, News Writing, Physical Education, College Success, Library Science or Child Development: Implications for Child Guidance are examples of courses that focus on personal, practical, or applied aspects and therefore do not meet the IGETC criteria.
   J. Introductory Courses to Professional Programs
      Courses such as Introduction to Business, Set Design for Theater, and Writing for Commercial Markets and other introductory professional courses are not

Is My Course is "Transferable"?

considered to have breadth sufficient to meet general education requirements and are therefore excluded from IGETC.

K. Summary of Non-Applicable Courses, including but not limited to the following:
- Courses not transferable to the CSU and UC
- Pre-baccalaureate courses *(including remedial English composition)*
- Variable Topics
- Directed Study
- Independent Study
- Foreign coursework from non-United States regionally accredited institutions *(Except LOTE)*
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science
- Trigonometry, unless combined with college algebra or pre-calculus
- Strictly online Oral Communication courses, Area 1C. Hybrid courses may be acceptable.
- Courses with fewer than 3 semester or 4 quarter units
- Course outlines written in a language other than English

Community Services Course Approval: Should Senates Have a Role?

Published: December 2012

Author:

Bruno, Julie, Curriculum Committee Chair and Rutan, Craig, Curriculum Committee Member

Have you ever watched a romantic comedy where two lonely individuals meet at a community center art class? As the movie unfolds, love blossoms over shared paint palettes and muddy water. Hilarity ensues as the individuals must overcome obstacles, real or imagined, to the relationship, but nothing will keep the fated lovers apart, and in the end love conquers all. You might think that you too should take an art class; it will allow you to explore your untapped creativity, and you never know whom you might meet. If you decide to take a class, odds are good that you will not need to look far: your college probably offers a class just like the one in the movie.

Most of our colleges offer community services classes designed to satisfy various community needs where college credit is not awarded. Title 5 §55002(d) establishes the criteria for these courses. The criteria are rather general, so the offerings may be broad. When establishing these types of courses at a college, the primary requirements are that the local governing board must approve all community services offerings, a college cannot collect apportionment for these courses, and the student pays the entire cost of instruction. As long as these criteria are met, your college can offer nearly anything through community services where there is demand.

Community services courses provide colleges with a great option when they perceive an emerging need in the community. A college might be contacted by a local business to address a need for workers to be trained in a particular skill. Colleges may respond quickly to offer this training through community service programs because the individuals needing the skill do not need college credit, and because state funding is not supporting such courses, the process for their approval is simplified. Employers are satisfied because they now have higher skilled and educated workers, the workers are pleased because they have improved their career opportunities, and the college is gratified because it is fulfilling its mission and because this successful encounter could lead to other partnerships with the community. All parties are happy, aren't they?

The answer to that last question depends on the approval processes for community services offerings at the local college or district. Title 5 does not require the local academic senate to approve these courses; in fact, state regulation contains no mention of consultation with the academic senate about community services offerings at all. Does your academic senate, or in its stead your curriculum committee, review community services offerings before they are sent to your local board for approval? Should they?

Even though community services program administrators are not required to consult with the academic senate about these offerings, bypassing the academic senate is not good practice. The academic senate, or the

curriculum committee, should have the opportunity to review community services offerings to ensure that the courses do not conflict with offerings in existing credit and non–credit programs. For example, imagine that the community services program at a local college would like to offer an Introduction to Quickbooks course. Currently, the college's business department offers Accounting 035: Quickbooks, a credit course that appears in several certificates and degrees. If the two courses are offered, will they conflict with each other, causing confusion for students, enrollment issues, and possibly a drain on college resources? The only way to be certain that each course serves a specific purpose for a specific population is to have the faculty review the community services course and compare it to the existing credit course.

If your academic senate or curriculum committee does not currently review community services offerings, your college might wish to consider changing that process. Some might see this process as just one more curricular hoop to jump through, but faculty have an obligation to collaborate with administrators and staff on all educational offerings to ensure that colleges are doing everything that they can to meet the needs of students and the community. The process does not need to be laborious; the review of community services courses may be added to the consent agenda of either the senate, the curriculum committee, or both. When necessary, faculty may pull a course from the consent agenda if they see concerns that need to be addressed. Such a procedure ensures that all educational offerings are vetted through a collegial and transparent process that involves all relevant parties.

Community services programs provide our colleges an excellent opportunity to meet the educational needs of our community despite challenging times and uncertain budgets. As faculty, we should take an active role in exercising this option to meet the needs of students. The flexibility of community service offerings is a gift and a curse: it provides an opportunity to fulfill our mission to meet community need, but it could just as easily be misused to undermine credit or noncredit offerings. Only by establishing a cooperative relationship between your academic senate and your community service administration can you be certain that these offerings benefit your students and community members as well as enrich your college.

Please Note: The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.