

College Curriculum Committee Meeting Agenda

Tuesday, June 4, 2013

2:00 p.m. - 3:30 p.m.

President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: May 21, 2013	Action	#6/4/13-1	Holcroft - 3 min
2. Announcements a. New Course Proposal b. Report out from Divisions c. Upcoming events	Information	#6/4/13-2 thru 12	Curr Reps - 5 min Holcroft - 3 min
3. Consent Calendar: a. General Education Application b. Stand Alone Applications	Approval	None to Approve	
4. Workforce development curriculum	Discussion		Mummert, Duhe
5. Prerequisite plan, content review process	Action	#6/4/13-13 #6/4/13-14	
6. SB 520	Information/Discussion	#6/4/13-15	Holcroft- 15 min

Consent Calendar

FH General Education: None

Stand Alone: None

Attachment List:

#6/4/13-1	Draft Minutes: May 21, 2013
#6/4/13-2	New Course Proposal - CHLD 54A
#6/4/13-3	New Course Proposal - CHLD 54B
#6/4/13-4	New Course Proposal - CHLD 54C
#6/4/13-5	New Course Proposal - CHLD 54D
#6/4/13-6	New Course Proposal - LINC 59A
#6/4/13-7	New Course Proposal - LINC 59B
#6/4/13-8	New Course Proposal - LINC 59C
#6/4/13-9	New Course Proposal - LINC 91A
#6/4/13-10	New Course Proposal - LINC 91B
#6/4/13-11	New Course Proposal - LINC 91C
#6/4/13-12	New Course Proposal - MUS 11D
#6/4/13-13	Prerequisite Implementation Plan 6-5-13
#6/4/13-14	Proposed Revised Content Review Forms V3
#6/4/13-15	SB520

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 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: 6/4/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only)
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

<input type="checkbox"/>	Kathy Armstrong	7487	PSME	<u>armstrongkathy@foothill.edu</u>
<input type="checkbox"/> F	Falk Cammin (F)	7442	L A	<u>camminfalk@foothill.edu</u>
<input checked="" type="checkbox"/>	Rachelle Campbell (S)	7469	BH	<u>campbellrachelle@foothill.edu</u>
	Bea Cashmore	7094	ALD	<u>cashmorebeatrix@foothill.edu</u>
<input checked="" type="checkbox"/>	Jerry Cellilo	7224	CNSL	<u>cellilojerry@fhda.edu</u>
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	<u>daybernie@foothill.edu</u>
<input checked="" type="checkbox"/>	Isaac Escoto	7350	CNSL	<u>escotoisaac@foothill.edu</u>
<input type="checkbox"/>	John Fox	7419	BSS	<u>foxjohn@fhda.edu</u>
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	<u>franciscomarnie@foothill.edu</u>
	Patricia Gibbs	7474	BSS	<u>gibbspatricia@foothill.edu</u>
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	<u>hanningbrenda@foothill.edu</u>
<input type="checkbox"/>	Robert Hartwell	7016	FA	<u>hartwellrobert@fhda.edu</u>
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	<u>joneskay@foothill.edu</u>
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	<u>knobelmarc@foothill.edu</u>
<input checked="" type="checkbox"/>	Don MacNeil	6967	P E	<u>macneildan@foothill.edu</u>
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	<u>penningtonsimon@fhda.edu</u>
	Barbara Shewfelt	7658	P E	<u>shewfeltbarbara@foothill.edu</u>
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	<u>svetichkella@foothill.edu</u>
	Judy Baker	7388	Dean	<u>bakerjudy@foothill.edu</u>
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	<u>murraypeter@foothill.edu</u>
<input type="checkbox"/>	Paul Starer	7227	Dean	<u>starerpaul@foothill.edu</u>

Non-Voting Members (4)

	Teresa de la Cruz	7638	Articulation Assistant	<u>delacruzteresa@foothill.edu</u>
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	<u>francostephanie@foothill.edu</u>
<input checked="" type="checkbox"/>	Jean McCarron	7371	Curr/Schedule Asst.	<u>mccarronjean@fhda.edu</u>
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator ASFC	<u>nunezcori@foothill.edu</u>

Visitors:

John Muennert, Reg Dale

College Curriculum Committee
Meeting Minutes
Tuesday, May 21, 2013
2:05 p.m. - 3:13 p.m.
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: April 30, 2013	On item 3a, GE SPAN 10 should reflect that Starer made the motion. The remainder of the minutes approved as written. M/S (Armstrong/Hanning) Approved.
2. Announcements a. New Course Proposal b. Report out from Divisions c. Upcoming events (Curriculum Institute!)	Speaker: Carolyn Holcroft a. NCBH 400 b. No reports from divisions. c. Announcements: <ul style="list-style-type: none"> • Curriculum Institute July 11-13th Anaheim, CA. • Deadline to submit new courses or major changes to courses for 2013-14 academic year <u>for the UC cycle</u> is June 1st. • Reminder: Deadline for all <u>new</u> courses for Foothill's 2014-2015 Catalog is end of June.
3. Consent Calendar: a. General Education Application b. Stand Alone Applications	Speaker: Carolyn Holcroft a. For GE Area VI United States Cultures and Communities - THTR 8. b. GERN 54 - Fox stated a certificate is not given in BSS right now, but a program is in the works. Motion to approve consent calendar as written M/S (Hartwell/Armstrong) Approved.
4. Prerequisite Implementation Plan & forms Feedback	Speaker: Carolyn Holcroft Holcroft received feedback from faculty and modified the language highlighted in yellow on the document. <ul style="list-style-type: none"> • Added clarification on 2g to explain why the curriculum committee would review the interdisciplinary prerequisite so that all divisions could have time to register concerns or feedback before the prerequisite was adopted. • Added information on monitoring for disproportional impact. The question was raised how will we define disproportional impact? Could be done by calculating odds ratio but there was some concern if the sample was too small would it reflect accurately? Armstrong suggested if there is a statistical valid sample size use that data if not use student survey. Francisco agreed a back up method should be used to with small samples. Consultation with institutional researcher imperative. Committee agreed we would leave wording open in plan, but on content review form ask faculty to consult with college researcher and describe method used to gauge disproportional impact. Require researcher and faculty sign off on it. • Various materials were suggested to determine that all sections taught to COR. Suggestion not to use a sample of 10 percent of sections but take one syllabus for each faculty member teaching that course for the evaluation. Suggested reviewing syllabi from faculty teaching course the majority of the time. Restated importance of get a sample syllabi from every instructor to demonstrate prerequisite is needed across all sections taught. Knobel suggested maybe use course outline of record as the evaluation tool rather than

	<p>syllabi as this is what the faculty are held to. Holcroft reminded that we are required to look at multiple artifacts such as syllabi, exams, etc.</p> <ul style="list-style-type: none"> • If we do not look after prerequisites it was suggest that the Chancellor's office, down the road, might just tell us what courses must have prerequisites.
5. Resolution: Certificate Descriptions	<p>Speaker: Carolyn Holcroft Holcroft received feedback from the counselors it is ok as written. It was suggested that there be sample language that could be used, as a reference. M/S (Cashmore/Pennington) Approved.</p>
6. Units in Residence Requirement for Degree/Certificate	<p>Speaker: Carolyn Holcroft/Isaac Escoto Title 5 does not specify a number of units in residency for courses in major, only 24 units at Foothill in general.</p> <ul style="list-style-type: none"> • Cellilo explained it used to be that 50 percent of the units in the major had to be done in residency in CTIS and BSS but this has gone away. • Right now someone with degree in biology from 1970 could be awarded a 2013 Foothill AS/AA by simply taking 24 units at Foothill in personal interest courses and none in major. Escoto reminded that petitions to use previous coursework must to be approved by department faculty. • Campbell concerned that requiring minimum number of major units in residence might cause recent community college to have to take more classes because he or she had to relocate before they could finish the degree? Concern about repeatability restrictions. Holcroft explained students can petition to waive units in residence requirement. • Day explained with the C-ID making courses equal across schools it may make it easier in the future for not all classes be taken at the same school. • Armstrong suggested using recency prerequisites so outdated courses for a discipline from old degree could not be used for a new degree or certificate. Day reminded it's currently left up to each department how recent a course should be. • Concern that many Foothill faculty are unaware there is no requirement for minimum units in residence in majors courses. If discipline faculty want minimum number of major units done in residency must be listed on the program sheet.
7. Articulation Process	<p>Speaker: Bernie Day Day reminded the committee that a course number is chosen for a new course based on how it is transferable.</p> <ul style="list-style-type: none"> • It's our call whether a course is "baccalaureate-level". • CSU GE review happens only once a year. • For UC transfer we send a proposal to UC and they review. At least one UC must have a comparable lower division course to be considered for transfer. Deadline for UC submission is June (for next year). A report is sent back to us in October so we then can apply for IGETC before December 1st. • How a course is transferable to different schools varies. Day submits every course for lower division major prep to every university. It was brought up that having to have a lower division course already at UC before they will approve it limited the faculty here,

	<p>curtails UCs and CSUs generally do want to work with us to approve our courses.</p> <ul style="list-style-type: none">Day explained that assist.org will change next year for a grid view so students/faculty can see how a course will transfer for different schools.
8. Community Service Offerings	<p>Speaker: Carolyn Holcroft:</p> <ul style="list-style-type: none">Colleges are thinking of alternative ways to offer classes and generate revenue. Though to date not an issue at Foothill, there have been instances at other CCCs where community service courses have been created/offered that are essentially same as current noncredit or credit course offerings.Foothill faculty often unaware of community service offerings.Knobel commented it could be confusing for students which class they need to take if they are similar and one may be for credit and one not for credit.Campbell: important to have the information.Day stated it is important to know because anyone teaching under the Foothill name is representing the institution.Holcroft: Title 5 does not give us any authority/purview to approve community service courses but it would be nice to be aware of all of the classes being offered by the college.Please foster discussion with constituents.

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), Simon Pennington (FA), Barbara Shewfelt (P E)

Minutes Recorded by: J. McCarron

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: 5/20/13

Faculty Author: Jeanne R. Thomas

Proposed Number: CHLD 54A

Proposed Transferability: CSU

Proposed Title: A Great Place To Work: Developing A Healthy Organizational Climate In Education

Proposed Catalog Description: Investigation and analysis of the ten dimensions of organizational climate which help shape the quality of work life for educators. Students will assess the organizational climate of their own education programs and develop specific strategies to create an excellent workplace. Discussion of unique role perspective plays in shaping work attitudes and behavior.

Proposed Discipline: Child Development

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Child Development.

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

AA Child Development, Program Supervision and Mentoring

Comments & Other Relevant Information for Discussion: 1 UNIT COURSE

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
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Date Proposal Given to Division CCC Rep: 5/2013

Faculty Author: Jeanne R. Thomas

Proposed Number: CHLD 54B

Proposed Transferability: CSU

Proposed Title: The Right Fit: Recruiting, Selecting, and Orienting Staff

Proposed Catalog Description: Students will determine the criteria to maximize the "fit" between individuals, the job and the program. Course breaks down the teacher recruitment, interviewing, screening, selection, and employee orientation processes into manageable components. Practical and effective techniques to find teaching staff will be discussed. Students will design a continuous recruitment plan to implement in their own workplace in order to be well prepared when future employee turnover occurs.

Proposed Discipline: Child Development

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Child Development.

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

AA Child Development; possibly Program Director and Mentoring Certificate of Achievement

Comments & Other Relevant Information for Discussion: 1 unit

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: 5/20/13

Faculty Author: Jeanne R. Thomas

Proposed Number: CHLD 54C

Proposed Transferability: CSU

Proposed Title: Leadership In Action: How Effective Directors Get Things Done

Proposed Catalog Description: Course provides an overview of leadership from five perspectives: leadership as a role, leadership tasks and functions, leadership as a repertoire of skills and competencies, leadership traits and dispositions, and leadership style. Course examines the link between effective leadership and program quality.

Proposed Discipline: Child Development

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Child Development.

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

AA Child Development; possibly Program Director and Mentoring Certificate of Achievement

Comments & Other Relevant Information for Discussion: 1 unit

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 5/20/13

Faculty Author: Jeanne R. Thomas

Proposed Number: CHLD 54D

Proposed Transferability: CSU

Proposed Title: From the Inside Out: The Power of Reflection and Self-Awareness

Proposed Catalog Description: Course is designed to help educators learn the value of reflective practice and how to become a self-mentor. Participants will reflect on how their past experiences shape present perceptions and future aspirations. Topics discussed will include identifying one's preferred perceptual modality, learning style, psychological type, practical strategies for reducing stress and avoiding burnout in the education field. Course is intended for directors and leaders, teachers, board members and parent volunteers.

Proposed Discipline: Child Development

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Child Development.

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

AA Child Development; possibly Program Director and Mentoring Certificate of Achievement

Comments & Other Relevant Information for Discussion: 1 unit

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: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 59A

Proposed Transferability: None

Proposed Title: Educational Technology & Common Core State Standards

Proposed Catalog Description:

This educational technology overview course is especially suited for educators and trainers who want to design instruction using the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics that incorporates educational technologies. Review the CCSS by grade level and determine the knowledge and skills that students need for success in college and careers. Apply CCSS to classroom activities, projects, and lessons by defining the knowledge, concepts, and skills that students should acquire at each grade level including academic content standards and "Habits of Mind" standards. Align academic assessments by grade level with CCSS and 21st Century skills. Create an activity, project, or lesson for specific grade level standards that includes CCSS and educational technology.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design. Students will be able to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 59B

Proposed Transferability: None

Proposed Title: Educational Technology & ELA Common Core State Standards

Proposed Catalog Description:

This educational technology course is for educators of English Language Arts (ELA) and trainers who want to design instruction that integrates the Common Core State Standards (CCSS) and educational technologies into the curriculum. Analyze the ELA CCSS by grade level and determine the knowledge, concepts, and skills that students need to successfully master the standard at different grade levels. Compare CCSS with previous California ELA standards. Apply ELA CCSS to classroom activities, projects, and lessons. Align academic assessments by grade level with CCSS and 21st Century skills. Create an activity, project, or lesson for specific grade level standards that includes ELA CCSS and integrates educational technology.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

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Comments & Other Relevant Information for Discussion:

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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: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 59C

Proposed Transferability: None

Proposed Title: Educational Technology & Math Common Core State Standards

Proposed Catalog Description:

This educational technology course is for educators of mathematics and trainers who want to design instruction that integrates the Common Core State Standards (CCSS), Standards for Mathematical Practice (SMP), and educational technologies into the curriculum. Evaluate the SMP. Analyze the Math CCSS by grade level and determine the depth of knowledge and skills that students need to successfully master mathematics content. Select appropriate mathematical processes best suited for technology integration. Compare CCSS with previous California math standards. Apply Math CCSS and SMP to classroom activities, projects, and lessons. Align academic assessments by grade level with CCSS and SMP. Create an activity, project, or lesson for specific grade level standards that includes Math CCSS, SMP and integrates educational technology.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

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Instruction Office:

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Date Proposal Given to Division CCC Rep: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 91A

Proposed Transferability: None

Proposed Title: Instructional Design Planning

Proposed Catalog Description:

Apply systematic instructional design models and instructional planning procedures to create educational or training curriculum for school, college, or business settings. The course project is an instructional design plan including a needs assessment, goal analysis, task analysis, development strategy, implementation plan, and assessment plan for any instructional need that is relevant to the participant. Secondary topics include instructional design models, learning theories and principles, Bloom's Taxonomy, and writing instructional objectives.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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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: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 91B

Proposed Transferability: None

Proposed Title: Instructional Design & Development

Proposed Catalog Description:

Develop instructional materials and resources (e.g., presentations, Website, video, screencast, poster, handout, information graphic) for a unit, module, or curriculum in any content area in school, college, or business settings. Apply systematic instructional design principals and techniques to write a task analysis, learning process flowchart, instructional objectives, instructor activities and corresponding learner activities. Course projects are an extensive instructional design matrix that details the correspondence of learning objectives, instructor activities, learner activities, and assessment items for each learning objective and one resource for teaching and learning. Secondary topics include planning for program implementation and developing the formative and summative assessment of learning and program outcomes.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design. Students will be able to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological

solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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: May 20, 2013

Faculty Author: Steven McGriff

Proposed Number: LINC 91C

Proposed Transferability: None

Proposed Title: Instructional Design & Assessment

Proposed Catalog Description:

Design and develop formative and summative assessment processes and instruments to evaluate the outcomes of instructional unit, module, curriculum, or program in any content area in school, college, or business settings. Use systematic instructional design models and processes to determine appropriate measures of both instructional program outcomes and learning outcomes for student performance in cognitive, psychomotor, or affective domains. Course projects are plans and instruments (e.g., surveys, tests, tasks) for formative and summative assessments. Secondary topics include qualitative and quantitative research methods, data analysis techniques, and ethical standards of practice regarding the rights of human subjects.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement: This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12. The primary target audience include educators and students from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union. The secondary target audience includes schools and residents throughout San Mateo, Santa Clara, Santa Cruz, and Alameda counties.

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

The goal of the proposed Instructional Design & Technology Certificate of Achievement is to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design. Students will be able to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

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: May 10, 2013

Faculty Author: Ed Goldfarb

Proposed Number: 11D

Proposed Transferability: UC/CSU

Proposed Title: Electronic Dance Music

Proposed Catalog Description:

Evolution and analysis of electronic dance music styles from the 1970s to the present. An introduction to the performers, composers, compositions and recordings that have influenced and defined electronic dance music. The music's roots in experimental and commercial electronic music of the 1950s and '60s are also explored. Presentation of recordings, videos and print resources. Major artists include Delia Derbyshire, Wendy Carlos, Kraftwerk, Giorgio Moroder, Thomas Dolby, Howard Jones, Herbie Hancock, Juan Atkins, Yellow Magic Orchestra, Moby, Armand Van Helden, Skrillex and many more. Style periods include: Musique Concrète, Industrial, Disco, Synth-Pop, Techno, House, Trance, Commercial EDM and Dubstep. Economic, geographical and sociological influences on EDM's development will be discussed, as well as technological developments in instruments, recording and delivery media and live performance/presentation.

Proposed Discipline:

Commercial Music

Music

Proposed Need/Justification Statement:

Electronic Dance Music (EDM) has been a powerful force in the music industry since the mid-70s, initially co-existing with and currently pre-empting traditional instrument-based rock and pop. The production of EDM is arguably the highest priority for students enrolled in the Music Technology program at Foothill, so a curriculum addressing the music's history is a logical addition to our Music Technology course offerings.

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

A.A. in Music Technology

Comments & Other Relevant Information for Discussion:

I am a professional music performer, composer and producer, and have been creating and recording electronic music since I was 11 years old. I have contributed to numerous Gold and Platinum-awarded albums in the Electronic Dance Music field. I have a Music Composition degree from the University of California, Berkeley, and I'm the author of MUS 66D "Making Music with the Apple iOS".

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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 interdisciplinary (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, at minimum, 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 Vice President of Instruction 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

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 one course syllabus from all instructors who have taught a section 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
- 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

Foothill College
Content Review Process & Forms for Prerequisites and Co-requisites (“Requisites”)

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites (“requisites”) are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. **It is imperative that discipline faculty work with their college curriculum committee reps during this process.**

Faculty will use one or more of the following three forms, as appropriate. These are:

- A. Content Review Addendum for Mathematics Requisites – to be completed for each math pre- or co-requisite that is placed on a course in a discipline other than math (e.g. a chemistry class requires a math requisite);
- B. Content Review Addendum for English Requisites – to be completed for each English or ESLL pre- or co-requisite that is placed on a course in a discipline other than English/ESLL (e.g. a history class requires an English requisite); and
- C. Content Review Addendum for Requisites in Disciplines other than Mathematics or English– to be completed when a pre- or co-requisite is placed on a course in the same discipline (e.g. BIOL 40A is a requisite for BIOL 40B) or in a discipline other than English or Math (e.g. CHEM 25 is a requisite for BIOL 45)

Note: A separate form **must** be completed and approved for each pre- or co-requisite.

Note: If baccalaureate institutions require a particular requisite for articulation, or if the requisite is imposed by statute or regulation, faculty are **not** required to complete the content review process. Content review is also unnecessary if the course is part of a closely related lecture-lab pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course). **The presence of a requisite on a C-ID descriptor does not remove the requirement for content review.**

For guidance regarding how to identify a course that may need a requisite review the document, “How to Identify Courses that May Need Pre- or Co-requisites.”

FORM A: Content Review Addendum for Mathematics Requisites

Number & Title of Target Course*:

*The “Target Course” is the one that has or will have the requisite.

Faculty participants in this content review process**:

**(The content review process must include at least two faculty in the target course discipline. 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.)

Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular requisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
- Is a particular requisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
 - a. If so, what is the De Anza course number?

b. If so, does their equivalent course have a requisite*? What is it?

**If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, 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.*

- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?

- If there is a C-ID descriptor, does it require a requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)

Once you’ve decided to explore implementing a requisite, OR if you’re completing content review of an already established requisite:

Using the Target Course’s COR, identify the mathematical skills and knowledge students must have prior to enrolling in the target course and indicate here:

- ____ Identify place values for whole numbers and round whole numbers.
- ____ Identify place values for decimals and round decimals.
- ____ Estimate sums, differences, products, and quotients of whole numbers.
- ____ Estimate sums, differences, products, and quotients of decimals.
- ____ Find the perimeter and area of a rectangle.
- ____ Add, subtract, multiply, and divide whole numbers, fractions, and decimals.
- ____ Graph whole numbers and fractions on a number line.
- ____ Use the order of operations to evaluate numerical expressions.
- ____ Perform conversions between decimals, fractions, and mixed numbers.
- ____ Find the prime factorization of a whole number.
- ____ Find the least common multiple of a set of whole numbers.

- _____ Add, subtract, multiply, and divide with integers.
- _____ Graph integers and fractions on a number line.
- _____ Estimate sums, differences, products, and quotients using rounding.
- _____ Solve problems involving ratios, rates, proportions, and percentages.
- _____ Simplify algebraic expressions.
- _____ Solve linear equations in one variable.
- _____ Demonstrate an understanding of the concepts of perimeter, area, and volume.
- _____ Read and interpret graphs and tables of data.
- _____ Simplify exponential expressions involving integer exponents.
- _____ Evaluate geometric formulas and solve an equation for a variable.
- _____ Solve linear equations and inequalities in one variable.
- _____ Graph linear inequalities in one variable.
- _____ Graph linear equations in two variables and find the equation of a line.
- _____ Solve problems involving ratio and proportion.
- _____ Solve systems of equations by graphing, substitution, and elimination.
- _____ Add, subtract, multiply, and factor polynomials.
- _____ Use linear equations to solve various application problems.
- _____ Conversions: American to American, metric to metric, & American to metric.
- _____ Use functions and function notation.
- _____ Graph linear and nonlinear functions.
- _____ Solve systems of linear equations in two and three variables.
- _____ Simplify quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
- _____ Solve equations involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
- _____ Evaluate numerical expressions involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
- _____ Perform basic operations with complex numbers.
- _____ Other Mathematical concepts not listed above:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Note: If you cannot find evidence that the requisite skills are necessary in every section of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty must collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor that necessitates the requisite.

Confer with PSME Curriculum Reps to recommend a math faculty member to assist you. Contact them to identify whether an entire requisite course is truly needed, or whether there's another viable alternative (e.g. small unit "booster" courses, designating a short period of class time for math faculty to visit and teach the concepts, etc.). If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the math faculty to identify/validate the most appropriate math requisite here:

Recommended Prerequisite/Co-requisite (circle one):

Updated 8/4/15 2:56 PM

List the name(s) of the math faculty who collaborated in this effort:

Now that you have identified the appropriate requisite:

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the math 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. Document the date of the CCC meeting here:

If you are completing content review in preparation to implement a NEW requisite, complete the following:

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified requisite and document here:

If you are completing content review of a previously implemented requisite, complete the following:

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Once the content review process is complete, you must provide this form and appropriate attachments to your Division Curriculum Committee for review and approval.

- If the Division CC determines that the identified requisite is necessary and appropriate for student success, 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 numbers of courses, with or without requisites, to accommodate the educational needs of our students.
- The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

**Submit this completed form and appropriate attachments to your
Division Curriculum Committee for review and approval.**

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date:	
Math Faculty Signature:		Date:	
Math Faculty Signature:		Date:	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date:	
VPI Signature:		Date:	
Division CC Rep Signature:		Date:	
Articulation Officer Signature:		Date:	

FORM B: Content Review Addendum for English Requisites

Number & Title of Target Course*:

*The “Target Course” is the one that has or will have the requisite.

Faculty participants in this content review process**:

**(The content review process must include at least two faculty in the target course discipline. 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.)

Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular requisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
- Is a particular requisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
 - a. If so, what is the De Anza course number?

- a. If so, does their equivalent course have a requisite*? What is it?

**If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, 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.*

- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?

- If there is a C-ID descriptor, does it require a requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)

Once you’ve decided to explore implementing a requisite, OR if you’re completing content review of an already established requisite:

Using the Target Course’s COR, identify the English skills and knowledge students must have prior to enrolling in the target course and indicate here:

Reading:

- Follow the progression of ideas in a text.
- Identify and distinguish main and subordinate ideas.
- Interpret a writer’s meaning inferentially as well as literally.
- Recognize a writer’s purpose (to persuade, to inform, to entertain, etc.)
- Define unfamiliar words by decoding (word parts, phonetic clues, etc.) by using contextual clues, and/or by using a dictionary.
- Read with flexibility to revise, refine, or replace a tentative thesis as one progresses through or rereads a text.
- Recognize clues of structure (e.g. paragraphing and transitional expressions) and content (e.g. synonyms and examples) to decode meaning.
- Identify and analyze points of comparison between texts and articulate similarities and differences.
- Summarize ideas in one’s own words.

_____ Understand connotations, denotations, and multiple meanings of basic English vocabulary at a high school level.

Writing:

- _____ Generate ideas within given time constraints.
- _____ Respond appropriately to a given writing task.
- _____ Formulate a clear central idea in an essay.
- _____ Organize ideas into a logical sequence so that the central point of the essay is developed to a logical conclusion.
- _____ Present one's own ideas as related to, but clearly distinguished from, the ideas of others, including the ability to avoid plagiarism.
- _____ Support one's opinions and conclusions, including the effective use of examples, evidence, and reasoning.
- _____ Revise and restructure where ideas are poorly organized or where evidence is lacking.
- _____ Proofread for errors in language and mechanics to the degree that the nature and frequency of errors does not become distracting.

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Note: If you cannot find evidence that the requisite skills are necessary in every section of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor that necessitates the requisite.

Confer with Language Arts Curriculum Reps to recommend an English faculty member to assist you. Contact them to identify whether an entire requisite course is truly needed, or whether there's another viable alternative (e.g. small unit "booster" courses, designating a short period of class time for English faculty to visit and teach the concepts, etc.). If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the English faculty to identify/validate the most appropriate English requisite here:

Recommended Prerequisite/Co-requisite (circle one):

List the name(s) of the English faculty who collaborated in this effort:

Now that you have identified the appropriate requisite:

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the English 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. Document the date of the CCC meeting here:

If you are completing content review in preparation to implement a NEW requisite, complete the following:

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified requisite and document methodology and findings here:

If you are completing content review of a previously implemented requisite, complete the following:

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Once the content review process is complete, you must provide this form and appropriate attachments to your Division Curriculum Committee for review and approval.

- If the Division CC determines that the identified requisite is necessary and appropriate for student success, 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 numbers of courses, with or without requisites, to accommodate the educational needs of our students.
- The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

**Submit this completed form and appropriate attachments to your
Division Curriculum Committee for review and approval.**

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date:	
English Faculty Signature:		Date:	
English Faculty Signature:		Date:	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date:	
VPI Signature:		Date:	
Division CC Rep Signature:		Date:	
Articulation Officer Signature:		Date:	

FORM C: Content Review Addendum for Requisites in Disciplines other than Mathematics or English

Number & Title of Target Course*:

*The “Target Course” is the one that has or will have the requisite.

Faculty participants in this content review process**:

**(The content review process must include at least two faculty in the target course discipline. 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.)

Considerations to address before you begin content review:

- Do baccalaureate institutions require a particular requisite for articulation? If so, attach the documentation from ASSIST to this form, and you’re done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
- Is a particular requisite required by statute or regulation? If so, attach the documentation to this form, and you’re done! You don’t need to complete content review.
- Does De Anza College offer an equivalent course?
 - a. If so, what is the De Anza course number?

b. If so, does their equivalent course have a requisite*? What is it?

**If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, 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.*

- Is there a C-ID descriptor for the target course? If yes, what’s the C-ID number?

- If there is a C-ID descriptor, does it require a requisite? If yes, what is it? (If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course)

Once you’ve decided to explore implementing a requisite, OR if you’re completing content review of an already established requisite:

Using the Target Course’s COR, identify the skills and knowledge students must have prior to enrolling in the target course and list them here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Note: If you cannot find evidence that the requisite skills are necessary in every section of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with

their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor necessitating the requisite.

If the requisite is in a discipline other than that of the target course (e.g. chemistry requisite proposed for a biology target course) confer with your Curriculum Reps to recommend a faculty member outside the target course discipline to assist you. Contact them to identify whether an entire requisite course is truly needed, or whether there's another viable alternative (e.g. small unit "booster" courses, designating a short period of class time for the other discipline faculty to visit and teach the concepts, etc.). If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the other discipline faculty to identify/validate the most appropriate requisite here:

Recommended Prerequisite/Co-requisite (circle one):

List the name(s) of the other discipline faculty who collaborated in this effort:

Now that you have identified the appropriate requisite:

Contact your Division Curriculum Rep to ensure they announce the proposal to implement the 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. Document the date of the CCC meeting here:

If you are completing content review in preparation to implement a NEW requisite, complete the following:

Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here:

If you are completing content review of a previously implemented requisite, complete the following:

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Once the content review process is complete, you must provide this form and appropriate attachments to your Division Curriculum Committee for review and approval.

- If the Division CC determines that the identified requisite is necessary and appropriate for student success, 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 numbers of courses, with or without requisites, to accommodate the educational needs of our students.
- The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

Submit this completed form and appropriate attachments to your

Division Curriculum Committee for review and approval.

Target Discipline Faculty Signature:		Date:	
Target Discipline Faculty Signature:		Date	
Requisite Discipline Faculty Signature:		Date	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date	
VPI Signature:		Date	
Division CC Rep Signature:		Date	
Articulation Officer Signature:		Date	

SENATE RULES COMMITTEE**SB 520**

Office of Senate Floor Analyses

1020 N Street, Suite 524

(916) 651-1520 Fax: (916) 327-4478

THIRD READINGBill No: **SB 520**

Author: Steinberg (D), et al.

Amended: 5/28/13

Vote: 21

SENATE EDUCATION COMMITTEE: 8-0, 5/1/13

AYES: Liu, Wyland, Block, Correa, Hancock, Hueso, Huff, Jackson

NO VOTE RECORDED: Monning

SENATE APPROPRIATIONS COMMITTEE: 7-0, 5/23/13

AYES: De León, Walters, Gaines, Hill, Lara, Padilla, Steinberg

DIGEST: This bill creates an incentive grant program to assist faculty and individual campuses of the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC), to provide increased opportunities for students to take online courses, as specified.**ANALYSIS:** Existing law requires the UC, CSU, and the CCCs, with appropriate consultation with the Academic Senates of the respective segments, to jointly develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. Existing law also provides that any person who has successfully completed the transfer core curriculum is deemed to have completed all lower division general education requirements for the UC and the CSU. This transfer core curriculum is commonly referred to as "IGETC" – the Intersegmental General Education Transfer Curriculum.

Existing law establishes the California Virtual Campus, until January 1, 2014, and outlines the purposes that it may pursue. Among other things, the California Virtual Campus issues grants and recipients may use the grants to lead efforts to make online courses available to students across the state.

This bill:

1. Establishes the California Online Student Access Incentive Grant programs as three separate programs under the administration of the President of UC, the

CONTINUED

Chancellor of CSU, and the Chancellor of CCCs, for each segment respectively, in consultation with their respective statewide academic senates.

2. Requires the President of UC, the Chancellor of CSU, and the Chancellor of CCCs, in consultation with their respective statewide academic senates, to each develop a list of **20 high-demand lower division courses** at his or her segment that are deemed necessary for program completion, deemed satisfactory for meeting general education requirements, or in areas defined as transferable lower division courses under the Intersegmental General Education Transfer Curriculum. For these courses, the bill requires the president and chancellors, in consultation with their respective academic senates, to each provide up to **15 incentive grants to faculty and campuses to facilitate intersegmental and intrasegmental partnerships and partnerships between online course technology providers and faculty to significantly increase online options for students and high school pupils for the fall term of the 2014-15 academic year.**
3. **Requires the online courses supported by incentive grant funds to be placed in the California Virtual Campus. Requires that matriculated students of campuses of the UC, CSU, or the CCCs, and California high school pupils, who complete online courses supported by incentive grant funds and achieve a passing score on corresponding course examinations, be awarded full academic credit for the course at the University of California, the California State University, or the California Community Colleges, as applicable.**
4. Provides that funding for the implementation of this provision be provided in the annual Budget Act, and express the intent of the Legislature that the receipt of funding by the UC for the implementation of this provision be contingent on its compliance with its requirements.
5. Prohibits public funds from being used to fund any private aspect of a partnership developed under the bill between faculty of the UC, CSU, or the CCCs, and an **online course technology provider. Provides that intellectual property developed by a segment in the implementation of the bill is owned and managed by that segment according to its existing policies.**
6. Extends the provisions establishing the California Virtual Campus until January 1, 2017. This bill requires the representatives in the stakeholder group meetings from the UC, CSU, and the CCCs to include, but not be limited to, faculty members from these institutions. This bill makes additional nonsubstantive changes in these provisions.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: Yes

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According to the Senate Appropriations Committee, unknown, potentially substantial ongoing costs, depending on the amount of the incentive grants and the extent of their use.

PQ:nl 5/28/13 Senate Floor Analyses

SUPPORT/OPOSITION: NONE RECEIVED

***** **END** *****

NOTE:

(2)Existing law, until January 1, 2014, establishes the California Virtual Campus to facilitate ongoing collaboration and joint efforts relating to the use of technology resources and high-speed Internet connectivity to support teaching, learning, workforce development, and research. Existing law, until January 1, 2014, authorizes the California Virtual Campus grant recipient to convene at least 4 leadership stakeholder group meetings annually comprised of representatives from the State Department of Education, the California Technology Assistance Project, and other related programs administered through the department, including adult education, local educational agencies, the California Community Colleges, the California State University, the University of California, independent colleges and universities, the California State Library, and representatives from community-based organizations to ensure the efforts affecting segments represented are appropriately meeting the needs of those segments.

This bill would extend the provisions establishing the California Virtual Campus until January 1, 2017. This bill would require the representatives in the stakeholder group meetings from the California Community Colleges, the California State University, and the University of California to include, but not be limited to, faculty members from these institutions. This bill would make additional nonsubstantive changes in these provisions. By requiring faculty members from community college districts to attend these meetings, this bill would impose a state-mandated local program.

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: May 20, 2013

Faculty Author: Victor K. Tam

Proposed Number: CHEM 9

Proposed Transferability: UC/CSU

Proposed Title: The Chemistry of Cooking

Proposed Catalog Description: Lecture, four hours. Lab, three hours. The kitchen is used as a laboratory to introduce fundamental principles of chemistry. A molecular and structural analysis of cooking, including concepts such as browning reactions, fermentation, colloids, emulsions, and the chemical reactions involved in baking are covered. Heat transfer, sous-vide cooking, protein denaturation and compound analysis by standard chemistry lab instrumentation will also be addressed.

Proposed Discipline: Chemistry

Proposed Need/Justification Statement:

Chemistry is commonly stigmatized as an inaccessible and difficult subject when in fact it is the basis for an activity most people engage in on a daily basis – cooking. As of Spring 2013, the Foothill Chemistry Department does not offer a general education science class geared towards non-science majors. (Chemistry 20 will be offered in Fall 2013). The aim of this course is to make chemistry an approachable subject matter and engage students in a familiar context.

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

This course is a restricted support course for the AS degree in General Studies Science and is intended to satisfy the Foothill GE Requirement for Area III, Natural Science with "Laboratory"

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: May 20, 2013

Faculty Author: Sarah Parikh

Proposed Number: ENGR 47

Proposed Transferability: UC/CSU

Proposed Title: Dynamics

Proposed Catalog Description:

This course is intended for engineering majors planning to transfer to four-year institutions. It covers the fundamentals of kinematics and kinetics of particles and rigid bodies. Topics include general and relative motion, force and acceleration, work and energy, and impulse and momentum analyzed in two and three dimensions. Additionally, the course provides an introduction to vibrations and oscillations.

Proposed Discipline: Engineering

Proposed Need/Justification Statement:

This course will be lower division transfer for engineering majors.

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

This course can be added to the AS Engineering Degree.

Comments & Other Relevant Information for Discussion:

This course is part of the standard lower division curriculum.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification: