College Curriculum Committee
Meeting Minutes
Tuesday, October 4, 2011
2:15 p.m. – 3:47 p.m.
Toyon Room

Item	Discussion
1. Minutes: June 14, 2011	Following introductions, minutes approved with one addition to Item 7: third rep for PSME (since the division inherited a large portion of CTIS). (Schultz, Hartwell) 2 abstentions
2. Announcements	**Speaker: Carolyn Holcroft** 1. Deadlines: • GE applications due 10/31/11. Beginning '12-'13, all courses on FH GE list will have applied under the new GE criteria. • Need/Justifications statements due NOV 15th. 2. Changes in GE sub-committees (due to sabbaticals) • Lankford has volunteered to assist with Area II and VI, • Armstrong will replace Knobel on Area III, • Green will not be able to serve on Area III. • Please encourage any interested faculty to volunteer. Contact Holcroft or Messina. 3. SB 1443 Student Success Taskforce Recommendations: Reps asked to review this document recs could greatly change how we do business if adopted by BOG in January. SB 1143 required formation of a Taskforce to determine how to define and improve student success. Possible changes that will come of these recommendations are: may change the way basic skills monies are distributed, major changes to student services, financial aid, enrollment, etc. Holcroft briefly read through some of the recommendations. This will be a major topic at the State Plenary for discussion/resolutions. Need feedback from faculty! May even consider bringing our own resolution(s) forward if we feel strongly enough. Short timeline – Task Force meets again on November 9 to consider feedback so must act quickly. • Comments: There's no mention of where the money will come from; are we leaning toward K-14? Little/no mention of UC/CSU. Concern about forcing students to declare major very early - aren't we supposed to help students find what they want to do?
3. Curriculum Committee Orientation	**Speaker: Carolyn Holcroft** 1. CH presented a PowerPoint describing charge of CCC and roles/responsibilities of its members. Raised possibility of changing non-credit course approval process, further discussion at a future meeting. Stressed importance that reps come prepared, and communicate with constituents thoroughly and quickly following CCC meetings. 2. CH reviewed the CCC '11-'12 Planning document. Highlighted that course repetition rules will change as of Summer '12. Students have only 3 opportunities to complete a course to alleviate a substandard grade (within district). Attempts prior to change in repetition regs WILL count as one of the three attempts.

	Withdrawals (W) count as an attempt.
4. Stand Alone applications	**Speaker: Carolyn Holcroft** Reviewed importance of considering stand alone courses carefully. M/S/C (Francisco, Starer) to approve all Stand Alone Courses listed: BUSI 35, ENGR 40, SOC 28, SOC 14, THTR 27, THTR 32.
5. Title 5 Changes – Prerequisites	**Speaker: Carolyn Holcroft** Title 5 change in March 2011, now colleges have option of implementing interdisciplinary prereqs based on rigorous content review alone rather than using statistical validation of failure in absence of prereq. Stressed this affects only **interdisciplinary prereqs**. We now have the **option** of content review only (new) **or** content review with statistical validation (old way). Remember that Title 5 already requires content review at LEAST every 6 years for ALL prereqs, coreqs and advisories, (part of Title 5 compliance reviews). Discussed pros/cons. If we do decide as a college that we want the option, District must have established plan before we can start so this change will take time. Please discuss with your constituents and bring feedback for further discussion at next CCC meeting.

Atendees: K. Armstrong, F. Cammin, B. Cashmore, B. Day, I. Escoto, M. Francisco, R. Hartwell, C. Holcroft, K. Horowitz, K. Jones, M. Knobel, S. Lankford, P. Murray, J. Ragey, G. Schultz, B. Shewfelt, P. Starer, B. Ziegenhorn
Minutes recorded by: C. Nuñez

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: <u>BUSI 18 BUSINESS LAW I (BUSI 18)</u>

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: BUSI 18 BUSINESS LAW I

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s): 2 A and subsection 4. 1 a-e.
Laws provide the formal structure in which a society operates. Laws define acceptable behavior in dealings between members of society, the consequences for any violations, and the mechanisms for resolving disputes. By understanding the legal framework and how the law applies to them in select situations, the students learn how to become more productive and effective members of society.
This is an introductory course on the origins of American law, the legal system, and the evolution of law through the use of common law and statutes. Students learn the different ways to resolve disputes, including mediation, arbitration, negotiations and litigation as a last resort. Topics in the course include:

1. functions of state and federal court
2. judicial decisions and the law
3. changes and certainty of the law
4. venue and jurisdiction of the several courts

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s): Section 2 C & D Students: • gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions. • demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

SLO's
I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their court visitation report.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.
III. Application- Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

1. **Matching course objective(s): Students through research using logical critical thinking skills: Section 2 C & D Subsection 4 A 1-3**

Students learn logical critical thinking by using a systematic technique used by the legal profession to analyze and resolve any legal issue using FIRAC (Facts, Issues, Rule, Analysis, and Conclusion).

Students learn to focus on the facts of the situation and not the stories. They learn to identify the relevant issues in the conflict. They learn to research and apply the relevant law to the facts. They learn analysis by applying the facts to the applicable law to reach their conclusion.

These critical thinking skills can be applied in other areas of their lives and will help them too become more productive members of society. Using these legal skills, they know their rights, learn how to analyze a problem, and how to use the legal system to resolve disputes and conflicts, whether it be in contracts, agency, creditor rights, personal property issues, and other legal matters.

SLO'S

I. Knowledge - Students will demonstrate the appropriate use of business and legal terms, and concepts in their court visitation report and other assignments.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report and their other assignments.
III. Application - Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

Depth Map: Additionally, must include at least three of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

4. Expanded Description of Course Content -

A.   Introduction to the law and federal and state court systems.
1.   A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
a.   legal systems: common law, civil law, merchant law, equity law, statute law
b.   functions of state and federal courts
c.   judicial decisions and the law
d.   changes and certainty of the law
e.   venue and jurisdiction of the several courts
2.   A study of the organization of the courts in the Federal Court System and in California.
3.   A study of the procedure and steps in a California legal action.
B.   The law of contracts
1.   A study of the formation and meaning of contracts; the parties to a contract and the purposes in formation of contracts.
.   What is a contract
1.   History and development of the law of contracts

S5. Explain world development and global relationships;
Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
Matching course objective(s): Section 2 A-C

2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.

2B. understand the state and federal court organizations and the necessary steps that a person must take to protect legal rights.

2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

4. A Introduction to the law and federal and state court systems.

1. A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
    a. legal systems: common law, civil law, merchant law, equity law, statute law
    b. functions of state and federal courts
    c. judicial decisions and the law
    d. changes and certainty of the law

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s): Section 2 A-D Subsection 4 A 1-3

2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.

2B. understand the state and federal court organizations and the necessary steps that a person must take to protect legal rights.

2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

2D. demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

SLO's

I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their court visitation report.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.
III. Application- Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

S8. Assess the distribution of power and influence;

Matching course objective(s): Students have an: section 2 A-D Subsection 4 A 1-3

2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.

2B. understand the state and federal court organizations and the necessary steps that a person must take to protect legal rights.

2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

2D. demonstrate an understanding of the need and value of law and the business necessity in having available

competent legal assistance in dealing with business problems.

Introduction to the law and court systems.

1. A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
    a. legal systems: common law, civil law, merchant law, equity law
    b. functions of the courts
    c. judicial decisions and the law
    d. changes and certainty of the law
    e. venue and jurisdiction of the several courts
2. A study of the organization of the courts in the Federal Court System and in California.
3. A study of the procedure and steps in a California legal action.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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): Section 2 A-D

   2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.

   2B. understand the state and federal court organizations and the necessary steps that a person must take to

protect legal rights.

2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

2D. demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

SLO's

I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their court visitation report.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.
III. Application- Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

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

Matching course objective(s): Section 2 A & D Subsection 4 A 1-3
2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.
2D. demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

• Introduction to the law and federal and state court systems.

1. A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
   a. legal systems: common law, civil law, merchant law, equity law, statute law
   b. functions of state and federal courts
   c. judicial decisions and the law
   d. changes and certainty of the law
   e. venue and jurisdiction of the several courts
2. A study of the organization of the courts in the Federal Court System and in California.
3. A study of the procedure and steps in a California legal action.

SLO"S

I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their court visitation report.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.
III. Application- Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

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

Matching course objective(s): Section 2 D Subsection 4 A 2 & 3
Students will clearly and precisely demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

2. A study of the organization of the courts in the Federal Court System and in California.
3. A study of the procedure and steps in a California legal action.

SLO's
I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their court visitation report.
II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.
III. Application- Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.

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): Section 2 A-C Subsection 4 A 1-3
2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.
2B. understand the state and federal court organizations and the necessary steps that a person must take to protect legal rights.
2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

• Introduction to the law and federal and state court systems.

1. A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
   a. legal systems: common law, civil law, merchant law, equity law, statute law
   b. functions of state and federal courts
   c. judicial decisions and the law
   d. changes and certainty of the law
   e. venue and jurisdiction of the several courts
2. A study of the organization of the courts in the Federal Court System and in California.
3. A study of the procedure and steps in a California legal action.

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): Students shall: Section 2 A-D Subsection 4 A 1-3
2A. understand the necessity and value of the law and the courts as they affect personal rights and business dealings.
2B. understand the state and federal court organizations and the necessary steps that a person must take to protect legal rights.
2C. gain critical business insight into the fields of contracts, agency, creditor rights and personal property, and practical legal problems and their solutions.

2D. demonstrate an understanding of the need and value of law and the business necessity in having available competent legal assistance in dealing with business problems.

• Introduction to the law and federal and state court systems.

1. A study of the origins of law and the evolution of law as an agency of social and business control and a general study of the history and background of the law and legal systems.
    a. legal systems: common law, civil law, merchant law, equity law, statute law
    b. functions of state and federal courts
    c. judicial decisions and the law
    d. changes and certainty of the law
    e. venue and jurisdiction of the several courts
2. A study of the organization of the courts in the Federal Court System and in California.
3. A study of the procedure and steps in a California legal action.

Requesting Faculty: Glenn J. Violett _____ Date: May 20,2010 _____

Division Curr Rep: William Ziegenhorn _____ Date: April 22, 2011_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn
Robert Hartwell
Voltaire Villanueva

Comments:

Approved by subcommittee May 24, 2011

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: PRINCIPLES OF MARKETING (BUSI 59)

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: PRINCIPLES OF MARKETING (BUSI 59)

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s): Section 2 B & D Subsection 4 B & C 1-3

2B. Marketing is the activity and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. It is the ability to communicate a specific message to the target audience in order to elicit the desired response. In order to create the applicable message, the student first has to know the product, the target audience, the intended message, and the best way to deliver the message. As such, the students learn the many factors that influence the marketing decision-making process.

2D. The students learn the tools to analyze and quantify consumer behavior and the factors that influence marketing strategy.

B. Marketing research and information.
C. Markets

1. Determining target markets (consumer and organizational).
2. Market segmentation basis.
3. Consumer behavior.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s): Section 2 A-E

2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.
2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal economic, societal and technological influences of marketing decision-making.
2C. appreciate and comprehend the importance of basic marketing research techniques.
2D. discover the dimensions of consumer behavior and determine how it influences marketing strategy.
2E. evaluate critical decision-making relative to the marketing mix variables including: product/service, price, distribution and promotion elements.
SLO's

I. Knowledge – Students need to understand key marketing concepts and strategies: the principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve marketing-related problems and make business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key marketing concepts and strategies with a consideration for

various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s): Section 2 B-E Subsection 4 B & G

2B. Understanding the influences that the environment, competition, legal, economic, societal and technology can have on the marketing decision making process.

2C. Understanding the importance of basic marketing research techniques.

2D. Discovering the dimensions of consumer behavior and how they influence marketing strategy.

2E. Evaluating critical decision-making objectives as they relate to marketing mix variables, including: product/service, price, distribution and promotion elements.

B. Marketing research and information. Understanding the critical role that R&D plays in Marketing analysis.

G. Properly Pricing the product or service to achieve optimum sales or market penetration.

SLO's

I. Knowledge – Students shall demonstrate an understanding of key marketing concepts and strategies, including principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking – Students shall demonstrate how to systematically evaluate, analyze and interpret market information in order to solve marketing-related problems that can affect their profitability. These skills are honed during class discussions and through analysis of cases in their homework.

III. Application- Students shall apply key marketing concepts and strategies taking into consideration the needs and concerns of the various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

1. Types of strategy and objectives.
2. Cost and breakeven analysis.

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

S5. Explain world development and global relationships;

Matching course objective(s): Section 2 A & B Subsection 4 A 1-2

2A. dentify the evolution of marketing from the production-oriented to the market-oriented concept.

2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal

economic, societal and technological influences of marketing decision-making.

A. Overview and environment.

1. Definition, importance, and evolution of marketing.
2. Business, legal, economic, societal competitive and technological environment.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
Matching course objective(s): Section 2 A-B & D-E Subsection 4 A 1-2
2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.
2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal economic, societal and technological influences of marketing decision-making.
2C. discover the dimensions of consumer behavior and determine how it influences marketing strategy.
2D. evaluate critical decision-making relative to the marketing mix variables including: product/service, price, distribution and promotion elements.

A. Overview and environment.

1. Definition, importance, and evolution of marketing.
2. Business, legal, economic, societal competitive and technological environment.

S8. Assess the distribution of power and influence;
Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
Matching course objective(s): Section 2 A-B Section 4 A 1-2
2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.
2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal economic, societal and technological influences of marketing decision-making.

A. Overview and environment.

1. Definition, importance, and evolution of marketing.
2. Business, legal, economic, societal competitive and technological environment.

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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): Section 2 A-E

2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.
2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal economic, societal and technological influences of marketing decision-making.
2C. appreciate and comprehend the importance of basic marketing research techniques.
2D. discover the dimensions of consumer behavior and determine how it influences marketing strategy.
2E. evaluate critical decision-making relative to the marketing mix variables including: product/service, price, distribution and promotion elements.

SLO's

I. Knowledge – Students need to understand key marketing concepts and strategies: the principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve marketing-related problems and make business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key marketing concepts and strategies with a consideration for various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

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

Matching course objective(s): Students shall: Section 2 B-E Subsection 4 G 1-2

2B. understand the impact of environmental, uncontrollable factors such as the competitive, legal economic, societal and technological influences of marketing decision-making.

2C. appreciate and comprehend the importance of basic marketing research techniques.

2D. discover the dimensions of consumer behavior and determine how it influences marketing strategy.

2E. evaluate critical decision-making relative to the marketing mix variables including: product/service, price, distribution and promotion elements.

G. Pricing.

1. Types of strategy and objectives.
2. Cost and breakeven analysis.

SLO's

I. Knowledge – Students need to understand key marketing concepts and strategies: the principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve marketing-related problems and make business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key marketing concepts and strategies with a consideration for various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

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

Matching course objective(s): Students: Section 2 A & D-E Subsection A 1-2,B & C. 1-3

2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.

2D. discover the dimensions of consumer behavior and determine how it influences marketing strategy.

2E. evaluate critical decision-making relative to the marketing mix variables including: product/service, price, distribution and promotion elements.

A. Overview and environment.

1. Definition, importance, and evolution of marketing.
2. Business, legal, economic, societal competitive and technological environment.

B. Marketing research and information.

C. Markets

    1. Determining target markets (consumer and organizational).
    2. Market segmentation basis.
    3. Consumer behavior.

SLO's

I. Knowledge – Students need to understand key marketing concepts and strategies: the principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve marketing-related problems and make business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key marketing concepts and strategies with a consideration for various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

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): Students in marketing/communications careers shall in demonstrate and understanding Global SR by: Sectoion A,D & F Subsection 4 A-C

    2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.

    2D. discover the dimensions of consumer behavior and determine how it influences marketing
        strategy.

    2F. explore career paths in a variety of marketing fields.

 A. Overview and environment.

    1. Definition, importance, and evolution of marketing.
    2. Business, legal, economic, societal competitive and technological environment.

B. Marketing research and information.
C. Markets

    1. Determining target markets (consumer and organizational).
    2. Market segmentation basis.

3. Consumer behavior.

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): Section 2 A & B,C Subsection A-C
 2A. identify the evolution of marketing from the production-oriented to the market-oriented concept.
 2C. appreciate and comprehend the importance of basic marketing research techniques.
 2D. discover the dimensions of consumer behavior and determine how it influences marketing strategy.

A. Overview and environment.

1. Definition, importance, and evolution of marketing.
2. Business, legal, economic, societal competitive and technological environment.

B. Marketing research and information.
C. Markets

1. Determining target markets (consumer and organizational).
2. Market segmentation basis.
3. Consumer behavior.

SLO's
I. Knowledge – Students need to understand key marketing concepts and strategies: the principles of segmentation, targeting, positioning, and differentiation of products.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve marketing-related problems and make business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key marketing concepts and strategies with a consideration for various stakeholders: the principles of segmentation, targeting, positioning, and differentiation of products in creating a marketing plan. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, project and oral presentation.

Requesting Faculty: Glenn J. Violett   Date: January 10, 2010
Division Curr Rep: Bill Ziegenhorn   Date: April 22, 2011

REVIEW COMMITTEE USE ONLY:

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Review Committee Members:

Bill Ziegenhorn
Robert Hartwell
Voltaire Villanueva

Comments:

Approved by subcommittee May 24, 2011

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4A: HISTORY OF WESTERN CIVILIZATION TO 800 AD

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1.   Explain the interactions of people as members of societies, cultures and social subgroups;
S2.   Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3.   Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4.   Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5.   Explain world development and global relationships;
S6.   Recognize the rights, duties, responsibilities, and opportunities of community members;
S7.   Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8.   Assess the distribution of power and influence;
S9.   Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4A: HISTORY OF WESTERN CIVILIZATION TO 800 AD

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2B Appreciate the multicultural foundations of the ancient world and the continuous interaction with Africa, Near East, Asia, and the Mediterranean Sea.
2C Comprehend and analyze the ideas, discoveries, developments, contributions of the Mesopotamian and Egyptian civilizations and draw relationships to the contemporary world.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2I **Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.**

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
2I Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.
6C Significant required writing: essay exams, papers, special essay project

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
2B Appreciate the multicultural foundations of the ancient world and the continuous interaction with Africa, Near East, Asia, and the Mediterranean Sea.

S5. Explain world development and global relationships;

Matching course objective(s):
2C Comprehend and analyze the ideas, discoveries, developments, contributions of the Mesopotamian and Egyptian civilizations and draw relationships to the contemporary world.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):
2G Analyze the break-up of the Roman Empire and the resultant decentralization of the successor states.
2H Note the development of the heirs of Rome - Byzantine Empire, Islam, Christian Europe.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2D Understand art and literature as a mirror to its age, the Greek contribution to the political ideal of the West, the Roman contribution to law, the enduring impact of the Roman Empire.
2F Appreciate the growth and development of themes of war, slavery, gender models, religion, athletics, daily culture.

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
I Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.
6C Significant required writing: essay exams, papers, special essay project
12 Continuous essay questions relating to the SLOs.

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 1, 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

David Bush

Andy Lee

Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4B: HISTORY OF WESTERN CIVILIZATION TO 800 – 1800 AD

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1.   Explain the interactions of people as members of societies, cultures and social subgroups;
S2.   Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3.   Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4.   Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5.   Explain world development and global relationships;
S6.   Recognize the rights, duties, responsibilities, and opportunities of community members;
S7.   Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8.   Assess the distribution of power and influence;
S9.   Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: HIST 4B: HISTORY OF WESTERN CIVILIZATION TO 800 – 1800 AD_____

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

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s): **2A. Analyze the resultant decentralization on the successor states to the Western Roman Empire, including the Franks, the Holy Roman Empire, and Byzantium.** **2B. Assess the significance of the development of Islam and the rise of the Umayyads and Abbasids on the Middle East and the Western World.** **2F. Describe the origins of the scientific, commercial and religious revolutions of the 15th-18th centuries.** **2H. Appreciate the expanding multiculturalism of the early modern world and the continuous interactions with Africa, the Near East, Asia and the New World.**

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s): **2H. Appreciate the expanding multiculturalism of the early modern world and the continuous interactions with Africa, the Near East, Asia and the New World.** 2I **Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.**

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s): **2J. Describe the application of the scientific method in conducting research in areas relative to history.** **12C. Research papers which demonstrate student learning outcomes.**

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s): **2H. Appreciate the expanding multiculturalism of the early modern world and the continuous interactions with Africa, the Near East, Asia and the New World.**

S5. Explain world development and global relationships;

Matching course objective(s): **2A. Analyze the resultant decentralization on the successor states to the Western Roman Empire, including the Franks, the Holy Roman Empire, and Byzantium.** **2B. Assess the significance of the development of Islam and the rise of the Umayyads and Abbasids on the Middle East and the Western World.**

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s): **2F. Describe the origins of the scientific, commercial and religious revolutions of the 15th-18th centuries.**

S8. Assess the distribution of power and influence;

Matching course objective(s):
2B. Assess the significance of the development of Islam and the rise of the Umayyads and Abbasids on the Middle East and the Western World.
2C. Critically evaluate the rise and development of Eastern Orthodox and Roman Catholic Churches.
2D. Examine and evaluate the political, economic and social development of medieval Europe.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2I. Effectively communicate in writing and orally the challenges and legacies of the "Middle Period" of the western civilization.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2D Understand art and literature as a mirror to its age, the Greek contribution to the political ideal of the West, the Roman contribution to law, the enduring impact of the Roman Empire.
2F Appreciate the growth and development of themes of war, slavery, gender models, religion, athletics, daily culture.

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
2I. Effectively communicate in writing and orally the challenges and legacies of the "Middle Period" of the western civilization.
12A. 25-30 pages of reading per week from assigned text.

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):

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):
F. Describe the origins of the scientific, commercial and religious revolutions of the 15th-18th centuries.

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):

Requesting Faculty: Dolores Davison   Date: 26 April 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 6, 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

| Andy Lee |
| Bill Ziegenhorn |
| David Bush |

Comments:

| Subcommittee recommends approval - 10/7/11 |

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4C: HISTORY OF WESTERN CIVILIZATION 1789 - PRESENT

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1.   Explain the interactions of people as members of societies, cultures and social subgroups;
S2.   Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3.   Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4.   Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5.   Explain world development and global relationships;
S6.   Recognize the rights, duties, responsibilities, and opportunities of community members;
S7.   Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8.   Assess the distribution of power and influence;
S9.   Analyze current events and global issues in the context of historic, ethical and social patterns;
S10.   Comprehend and engage in social, economic and political issues at the local, national and global level;
S11.   Display knowledge of human motivations, behaviors and relationships;
S12.   Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13.   Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14.   Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4C: HISTORY OF WESTERN CIVILIZATION 1789 - PRESENT_____

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2D. comprehend the advantages of powerful nations and the choice less choices of small and weak nations.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2E. more effectively interpret current developments, assess impacts, distinguish among antecedents and sharp departures.
2H. effectively communicate in writing and orally the challenges and legacies of modern Europe and its impact on the global community.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
2H Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.
6C Significant required writing: essay exams, papers, special essay project

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
4H. The New Imperialism and the drive for power and their impact on other world areas such as central Asia, the Far East, the African takeover.

S5. Explain world development and global relationships;

Matching course objective(s):
2B. Recognize and assess the impact of the Great Game and other Western involvement with and impact upon other area of the world such as Central Asia and the Caucuses, Africa, Far East.
2D. Sensitize oneself to modern genocides, the final and partial solutions, continuing refugee relocations and ethnic cleansings.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):
2B. Recognize and assess the impact of the Great Game and other Western involvement with and impact upon other area of the world such as Central Asia and the Caucuses, Africa, Far East.
2D. comprehend the advantages of powerful nations and the choice less choices of small and weak nations.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s): **2F. recognize contemporary social and political challenges, including the Cold War and the ramifications of the fall of the Berlin Wall.**

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s): **2D. Sensitize oneself to modern genocides, the final and partial solutions, continuing refugee relocations and ethnic cleansings.**

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): **2H Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.** **6C Significant required writing: essay exams, papers, special essay project**

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 1, 2010

<u>REVIEW</u> <u>COMMITTEE</u> <u>USE</u> <u>ONLY:</u>

Review Committee Members:

Bill Ziegenhorn
Andy Lee
David Bush

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 4CH: HONORS HISTORY OF WESTERN CIVILIZATION 1789 - PRESENT_____

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: HIST 4CH: HONORS HISTORY OF WESTERN CIVILIZATION 1789 - PRESENT_____

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2D. comprehend the advantages of powerful nations and the choice less choices of small and weak nations.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2E. more effectively interpret current developments, assess impacts, distinguish among antecedents and sharp departures. 2H. effectively communicate in writing and orally the challenges and legacies of modern Europe and its impact on the global community.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
2H Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World. **6C Significant required writing: essay exams, papers, special essay project**

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
4H. The New Imperialism and the drive for power and their impact on other world areas such as central Asia, the Far East, the African takeover.

S5. Explain world development and global relationships;

Matching course objective(s):
2B. Recognize and assess the impact of the Great Game and other Western involvement with and impact upon other area of the world such as Central Asia and the Caucuses, Africa, Far East. **2D. Sensitize oneself to modern genocides, the final and partial solutions, continuing refugee relocations and ethnic cleansings.**

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):
2B. Recognize and assess the impact of the Great Game and other Western involvement with and impact upon other area of the world such as Central Asia and the Caucuses, Africa, Far East. **2D. comprehend the advantages of powerful nations and the choice less choices of small and weak nations.**

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2F. recognize contemporary social and political challenges, including the Cold War and the ramifications of the fall of the Berlin Wall.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s):
2D. Sensitize oneself to modern genocides, the final and partial solutions, continuing refugee relocations and ethnic cleansings.

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):
2H Effectively communicate in writing and orally the challenges and lasting legacies of the Ancient World.
6C Significant required writing: essay exams, papers, special essay project

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 1, 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee
David Bush
Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 9: HISTORY OF CONTEMPORARY EUROPE

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: HIST 9: HISTORY OF CONTEMPORARY EUROPE

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.
6D. Extensive Research analysis paper in current secondary sources and primary sources.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
6D. Extensive Research analysis paper in current secondary sources and primary sources.

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.
2H. Analyze the tight relationship between persecution of Jews, Gypsies, and the range of unwanted groups on the Continent with population, culture, policy changes, challenges, patterns in the US.

S5. Explain world development and global relationships;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):
2A. Trace the intense and unrelenting surge to nationhood, self-determination and national boundaries of the peoples of Europe. **2B. Comprehend and relate the strength and impact of competing ideologies, mass movements, the roles of the strong and weak leaders and their importance on the European and global stage.** **2D. Envision the panorama of the rise and fall, strengthening and disintegration of empires and nations on the European continent and the impact upon the global community.**

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2F. Appreciate the bridges built between American emigrants and their countries of origins, and current concerns of new citizens from Western/Eastern Europe.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2I. Evaluate the impact of Europe's major players on the development of cultures, history, political choices or realities in Asia, Africa, Middle East.

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries. **6D. Extensive Research analysis paper in current secondary sources and primary sources.** **6E. Seminar participation and contribution**

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

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):

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: 6 July 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

David Bush
Bill Ziegenhorn
Andy Lee

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 9H: HONORS HISTORY OF CONTEMPORARY EUROPE

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: HIST 9H: HONORS HISTORY OF CONTEMPORARY EUROPE

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.
6D. Extensive Research analysis paper in current secondary sources and primary sources.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
6D. Extensive Research analysis paper in current secondary sources and primary sources.

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.
2H. Analyze the tight relationship between persecution of Jews, Gypsies, and the range of unwanted groups on the Continent with population, culture, policy changes, challenges, patterns in the US.

S5. Explain world development and global relationships;

Matching course objective(s):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):
2A. Trace the intense and unrelenting surge to nationhood, self-determination and national boundaries of the peoples of Europe. 2B. Comprehend and relate the strength and impact of competing ideologies, mass movements, the roles of the strong and weak leaders and their importance on the European and global stage. 2D. Envision the panorama of the rise and fall, strengthening and disintegration of empires and nations on the European continent and the impact upon the global community.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2F. Appreciate the bridges built between American emigrants and their countries of origins, and current concerns of new citizens from Western/Eastern Europe.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2I. Evaluate the impact of Europe's major players on the development of cultures, history, political choices or realities in Asia, Africa, Middle East.

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
2E. Understand the tight relationship between events and developments in Europe during the 20th Century and the makeup of the American population, the sources of the 200+ ethnic group migrations to America, the perceptible attitudes by different American voting segments on foreign policy issues as conditioned by family and generational reactions to experiences in originating countries. 6D. Extensive Research analysis paper in current secondary sources and primary sources. 6E. Seminar participation and contribution

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

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):

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: 6 July 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn
Andy Lee
David Bush

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: History 16: Introduction to Ancient Rome

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: History 16: Introduction to Ancient Rome

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
2.A. Identify and distinguish among social, economic, political, ideological dimensions of the development of Republic and Empire.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):
2.C. Synthesize interdisciplinary approaches to the study of culture and multiculturalism.

S5. Explain world development and global relationships;

Matching course objective(s):
2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):
2.A. Identify and distinguish among social, economic, political, ideological dimensions of the development of Republic and Empire.
2.B. Analyze the Roman debt to the Near East, Africa, Greece.

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution,
2.F. Develop a chronological and topical understanding of Roman history.

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 1, 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee
David Bush
Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: History 16H: Honors Introduction to Ancient Rome

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: History 16H: Honors Introduction to Ancient Rome_____

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):   **2.A. Identify and distinguish among social, economic, political, ideological dimensions of the development of Republic and Empire.**

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):   **2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution**

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):   **2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.**

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):   **2.C. Synthesize interdisciplinary approaches to the study of culture and multiculturalism.**

S5. Explain world development and global relationships;

Matching course objective(s):   **2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.**

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):   **2.A. Identify and distinguish among social, economic, political, ideological dimensions of the development of Republic and Empire.**   **2.B. Analyze the Roman debt to the Near East, Africa, Greece.**

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):
2.G. Examine and evaluate the significant historical issues of the Roman past which impact upon historical development.

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):
2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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):
2.E. Apply critical thinking approaches to evaluating strategies, expansion, decline, imperialism, slavery and persecution,
2.F. Develop a chronological and topical understanding of Roman history.

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: Konnilyn Feig   Date: 7 May 2010

Division Curr Rep: Bill Ziegenhorn   Date: July 1, 2010

<u>REVIEW</u> <u>COMMITTEE</u> <u>USE</u> <u>ONLY:</u>

Review Committee Members:

Andy Lee
David Bush
Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 1 & General Psychology

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 1 & General Psychology

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s): **Outcome 2E. Differentiate the developmental aspects of behavior and wide range of cultural diversity there is in a culture.** **Description 4J. Social processes include personal and social motives such as the need for achievement, interpersonal attraction, persuasion, and group dynamics.**

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s): **Outcome 2B. Demonstrate an awareness of the many areas of specialization with in modern psychology** **Outcome 2C. Assimilate the terminology, some of the basic theories, and results of selected experiments in preparation for more advanced work in psychology.** **Outcome 2D. Evaluate and analyze her/his thinking concerning her/his own behavior and that of others within a scientific frame of reference.**

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s): **Outcome 2A. Develop a clear and realistic appreciation of contemporary psychology and its methods, experimental and clinical.** **Outcome 2C. Assimilate the terminology, some of the basic theories, and results of selected experiments in preparation for more advanced work in psychology.** **Outcome 2D. evaluate and analyze her/his thinking concerning her/his own behavior and that of others within a scientific frame of reference.** **Description 4A. Methodology – examination of scientific inquiry and experimental method.**

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s): **Outcome 2E. Differentiate the developmental aspects of behavior and wide range of cultural diversity there is in a culture.**

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):
Description 4F. Motivation and emotion deal with the concepts of arousal, biological drives, human sexuality and stress.

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):
Outcome 2D. Evaluate and analyze her/his thinking concerning her/his own behavior and that of others within a scientific frame of reference. **Outcome 2E. Differentiate the developmental aspects of behavior and wide range of cultural diversity there is in a culture.** **Outcome 2F. Relate aspects of personality function and dysfunction in a context of its determination of society.**

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s):
Outcome 2D. Evaluate and analyze her/his thinking concerning her/his own behavior and that of others within a scientific frame of reference. **Outcome 2F. Relate aspects of personality function and dysfunction in a context of its determination of society.** **Description 4F. Motivation and emotion deal with the concepts of arousal, biological drives, human sexuality and stress.** **Description 4I. Therapeutic modification of behaviors looks at psychoanalysis, behavior modification, existential psychotherapies and group therapies.**

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Outcome 2B. Demonstrate an awareness of the many areas of specialization with in modern psychology
Outcome 2C. Assimilate the terminology, some of the basic theories, and results of selected experiments in preparation for more advanced work in psychology.
Outcome 2D. Evaluate and analyze her/his thinking concerning her/his own behavior and that of others within a scientific frame of reference.

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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):

Outcome 2C. Assimilate the terminology, some of the basic theories, and results of selected experiments in preparation for more advanced work in psychology.
Methods of evaluation 6B. Brief written assignments.

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):

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):

Requesting Faculty: Eta Lin _____ Date: May 21, 2010 _____

Division Curr Rep: Bill Ziegenhorn _____ Date: May 24, 2010 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn
Andy Lee
David Bush

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 4 & Introduction to Psychobiology

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: Psychology 4 & Introduction to Psychobiology

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):

Expanded Description 4C3. Memory as it is investigated by study of amnestic patients, lesions of various subcortical structures, and electrical stimulation of the brain.
Expanded Description 4C5. Language as studied by research with child and adult aphasics, hemispheric neurological mechanisms.
Expanded Description D4. Study of case histories of brain-damaged patients, and when appropriate, small group visits to institutions housing these patients.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):

Outcome 2B. Discuss major theories of sleep, perception, emotion, motivation, memory, learning, and language.
Outcome 2C. Identify basic controversies in contemporary biopsychology
Outcome 2G. Compose reports in the American Psychological Association approved style and format.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):

Outcome 2E. Employ assigned books and selected articles from professional journals describing biopsychological research.
Outcome 2G. Compose reports in the American Psychological Association approved style and format.
Expanded description 4B. Description of the methods of biopsychology
Expanded description 4D5. Performance of small research studies demonstrating principles of biopsychology such as biofeedback, changes in blood pressure or heart rate with task or state of awareness, study of memory of normal individuals, etc.

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

Expanded Description D4. Study of case histories of brain-damaged patients, and when appropriate, small group visits to institutions housing these patients.

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

Outcome 2B. Discuss major theories of sleep, perception, emotion, motivation, memory, learning, and language.
Expanded Description 4C2. Emotion and motivation including the contribution of hypothalamus and limbic system, theories of reinforcement centers of the rain, physiological substrates of hunger, thirst, and other drives.

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s):

Expanded Description 4B5. Behavior indices from psychophysical and neuropsychological tests and collection of phenomenological indices of patients by case histories.
Expanded Description 4D5. Performance of small research studies demonstrating principles of biopsychology such as biofeedback, changes in blood pressure or heart rate with task or state of awareness, study of memory of normal individuals, etc.

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):

Outcome 2B. Discuss major theories of sleep, perception, emotion, motivation, memory, learning, and language.
Outcome 2C. Identify basic controversies in contemporary biopsychology
Outcome 2E. Employ assigned books and selected articles from professional journals describing

biopsychological research
Outcome 2G. Compose reports in the American Psychological Association approved style and format.
Expanded description 4B. Description of the methods of biopsychology
Expanded description 4D5. Performance of small research studies demonstrating principles of biopsychology such as biofeedback, changes in blood pressure or heart rate with task or state of awareness, study of memory of normal individuals, etc.

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):

Outcome 2C. Employ assigned books and selected articles from professional journals describing biopsychological research
Outcome 2G. Compose reports in the American Psychological Association approved style and format
Methods of evaluation 6C. Written assignments.
Methods of evaluation 6D. Research reports of students

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):

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):

Requesting Faculty: Eta Lin_____   Date: June 5, 2010_____

Division Curr Rep: Bill Ziegenhorn_____   Date: 6-23-10_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy lee
David Bush
Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 10 & Introduction to Social Research

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: Psychology 10 & Introduction to Social Research⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽⎽

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):
Outcome 2B. Identify and utilize the three common types of research on human behavior: experimentation, survey research and field research **Expanded Description 4G. Practice field research: collecting field data, ethical dilemmas, sources of bias, problems of inferring causation, analysis of evidence**

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):
Outcome 2A. Discuss basic concepts commonly used in conducting social research **Outcome 2C. Understand the logic of when each research technique and method should be appropriately used.** **Outcome 2D. Evaluate the ethical issues concerning the extent of power and control that the researcher exercises over the subject and the situation that are studied.** **Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed**

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):
Outcome 2B. Identify and utilize the three common types of research on human behavior: experimentation, survey research and field research **Outcome 2C. Understand the logic of when each research technique and method should be appropriately used.** **Outcome 2D. Evaluate the ethical issues concerning the extent of power and control that the researcher exercises over the subject and the situation that are studied.** **Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed** **Outcome 2F. Use computers in "mock" research assignment**

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
Matching course objective(s):

S8. Assess the distribution of power and influence;
Matching course objective(s):
Outcome 2D. Evaluate the ethical issues concerning the extent of power and control that the researcher exercises over the subjects and the situations that are studied.

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;
Matching course objective(s):
Outcome 2A. Discuss basic concepts commonly used in conducting social research

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
Matching course objective(s):

Expanded Description 4H. Criticize ethical issues in human and social research: institutional review boards, informed consent, debriefing, moral dilemmas, alternatives to human research

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.
Matching course objective(s):
Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed
Expanded Description 4A. Process of conducting and interpreting a literature review

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):

Outcome 2A. Discuss basic concepts commonly used in conducting social research
Outcome 2C. Understand the logic of when each research technique and method should be appropriately used.
Outcome 2D. Evaluate the ethical issues concerning the extent of power and control that the researcher exercises over the subject and the situation that are studied.
Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Methods of Evaluation 6C. Problem solving exercises in and outside the classroom
Methods of Evaluation 6D. Written research project (in APA style)

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

Matching course objective(s):

Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed

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

Matching course objective(s):

Outcome 2E. Design a research project, critiquing the limitations of his/her research project compared to actual research studies completed
Methods of Evaluation 6C. Problem solving exercises in and outside the classroom
Methods of Evaluation 6D. Written research project (in APA style)

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):

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):

Requesting Faculty: Eta Lin _____   Date: June 5, 2010 _____

Division Curr Rep: Bill ZIegenhorn _____   Date: 6-23-10 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee
Bill Ziegenhorn
David Bush

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 14 & Childhood & Adolescence

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1.   Explain the interactions of people as members of societies, cultures and social subgroups;
S2.   Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3.   Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4.   Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5.   Explain world development and global relationships;
S6.   Recognize the rights, duties, responsibilities, and opportunities of community members;
S7.   Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8.   Assess the distribution of power and influence;
S9.   Analyze current events and global issues in the context of historic, ethical and social patterns;
S10.   Comprehend and engage in social, economic and political issues at the local, national and global level;
S11.   Display knowledge of human motivations, behaviors and relationships;
S12.   Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13.   Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14.   Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 14 & Childhood & Adolescence

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:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):

Outcome 2F. Understand the various contexts in which children develop and how these various interactions produce important influences on the child.
Outcome 2G. Recognize cultural differences in adaptive and appropriate child-rearing practices.
Description 4A.4. History, theory and research – cultural influences
Description 4F.3. Early Childhood – cultural influences

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):

Outcome 2B. Compare and contrast the historical and current viewpoints on the influence of environment and heredity on development.
Outcome 2C. Understand the major theoretical issues surrounding the existence of developmental stages and the significance of early experience.
Methods of Evaluation 6b. "Child observation" of fieldwork

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):

Outcome 2D. Recognize and understand the various research methods used to study human development.
Description 4A. History, theory, and research.

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

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

Outcome 2F. Understand the various contexts in which children develop and how these various interactions produce important influences on the child.
Outcome 2G. Recognize cultural differences in adaptive and appropriate child-rearing practices.
Description 4A.4. History, theory and research – cultural influences
Description 4F.3. Early Childhood – cultural influences

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s): **Outcome 2E. Understand how development serves as a context for further development.** **Description 4B.3. Biological and environmental foundations – environmental contexts for development.** **Description 4C.3. Prenatal development – parental relationship** **Description 4D.5. Birth and the newborn baby – parents and the newborn babies** **Description 4H.5. Adolescence – emotional/social development.**

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s): **Outcome 2F. Understand the various contexts in which children develop and how these various interactions produce important influences on the child.** **Outcome 2G. Recognize cultural differences in adaptive and appropriate child-rearing practices.** **Description 4A.4. History, theory and research – cultural influences** **Description 4F.3. Early Childhood – cultural influences**

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s): **Outcome 2E. Understand how development serves as a context for further development.** **Outcome 2F. Understand the various contexts in which children develop and how these various interactions produce important influences on the child.** **Description 4H.3. Adolescence –social issues/health.** **Description 4H.4. Adolescence – cognitive development.** **Description 4H.5. Adolescence – emotional/social development.**

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Outcome 2B. Compare and contrast the historical and current viewpoints on the influence of environment and heredity on development.
Outcome 2C. Understand the major theoretical issues surrounding the existence of developmental stages and the significance of early experience.
Methods of Evaluation 6b. "Child observation" of fieldwork

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):

Outcome 2B. Compare and contrast the historical and current viewpoints on the influence of environment and heredity on development.
Methods of Evaluation 6b. "Child observation" of fieldwork

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):

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):

Requesting Faculty: Eta Lin   Date: May 21, 2010

Division Curr Rep: Bill Ziegenhorn   Date:May 24, 2010

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee
Bill Ziegenhorn
David Bush

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 21 & Psychology of Women: Sex & Gender Differences_____

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: Psychology 21 & Psychology of Women: Sex & Gender Differences＿＿＿＿＿＿

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:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):

Outcome 2E. Identify psychological and biological sex differences between male and female
Expanded Description 4C. Attention drawn to the influence of society and culture on female sex roles, the potentials within the sex roles, the restraints, and the validity of such roles

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):

Outcome 2A. Understand and assess developmental principles pertaining to gender growth and development
Outcome 2B. Integrate biological, psychological, and sociological forces influencing the development of women's sex role
Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):

Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors
Outcome 2E. Understand social science research methodology and its effect on understanding female behavior
Outcome 2F. Assess current research

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

Outcome 2E. Identify psychological and biological sex differences between male and female
Expanded Description 4C. Attention drawn to the influence of society and culture on female sex roles, the potentials within the sex roles, the restraints, and the validity of such roles

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):
Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):
Outcome 2E. Identify psychological and biological sex differences between male and female **Outcome 2G. Relate the historical development of social science theories to the understanding of female behavior** **Expanded Description 4C. Attention drawn to the influence of society and culture on female sex roles, the potentials within the sex roles, the restraints, and the validity of such roles**

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s):
Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors

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):
Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Outcome 2E. Understand social science research methodology and its effect on understanding female behavior
Outcome 2F. Assess current research
Methods of Evaluation 6C. Student papers and presentations

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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):

Outcome 2B. Integrate biological, psychological, and sociological forces influencing the development of women's sex role
Outcome 2D. Understand and assess current research on gender motivation, emotion, achievement orientation, sexuality, personality, and learning abilities as determined by social psychological, cultural, and/or biological factors
Outcome 2F. Assess current research
Methods of Evaluation 6C. Student papers and presentations

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):

Expanded Description 4C. Attention drawn to the influence of society and culture on female sex roles, the potentials within the sex roles, the restraints, and the validity of such roles

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):

Requesting Faculty: Eta Lin   Date: June 5, 2010

Division Curr Rep: Bill Ziegenhorn   Date: 6-23-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee

David Bush

Bill Ziegenhorn

Comments:

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 22 & Psychology of Prejudice

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 IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:
S1. Explain the interactions of people as members of societies, cultures and social subgroups;
S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:
S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
S5. Explain world development and global relationships;
S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
S8. Assess the distribution of power and influence;
S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
S11. Display knowledge of human motivations, behaviors and relationships;
S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Course Number & Title: Psychology 22 & Psychology of Prejudice

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

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2D. Analyze American non-majority cultures
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict
Outcome 2G. Develop critical analysis and thinking regarding the perceptual myths ascribed to cultural non-majority groups

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course objective(s):

Outcome 2G. Develop critical analysis and thinking regarding the perceptual myths ascribed to cultural non-majority groups
Methods of Evaluation 6C. Group participation report

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2D. Analyze American non-majority cultures
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict
Outcome 2G. Develop critical analysis and thinking regarding the perceptual myths ascribed to cultural non-majority groups

S5. Explain world development and global relationships;

Matching course objective(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course objective(s):

Outcome 2F. Recognize prejudice and discrimination and its psychological impact on majority and non-majority members

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

S8. Assess the distribution of power and influence;

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course objective(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2D. Analyze American non-majority cultures
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict
Outcome 2F. Recognize prejudice and discrimination and its psychological impact on majority and non-majority members

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course objective(s):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2D. Analyze American non-majority cultures
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict
Outcome 2F. Recognize prejudice and discrimination and its psychological impact on majority and non-majority members

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):

Outcome 2A. Analyze the establishment of dominance and the psychological reactions of majority and non-majority cultures
Outcome 2B. Evaluate the concepts and terminology of cultural sociology
Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2E. Evaluate the processes which can be used to alleviate inter-culture and inter-group conflict
Outcome 2G. Develop critical analysis and thinking regarding the perceptual myths ascribed to cultural non-majority groups

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):

Outcome 2B. Evaluate the concepts and terminology of cultural sociology
Outcome 2G. Develop critical analysis and thinking regarding the perceptual myths ascribed to cultural non-majority groups
Methods of evaluation 6C. Group participation report

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):

Outcome 2C. Compare the psychological relationships and reactions of non-white ethnic groups toward social institutions such as the schools and police
Outcome 2F. Recognize prejudice and discrimination and its psychological impact on majority and non-majority members

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Requesting Faculty: Eta Lin _____   Date: June 5, 2010 _____

Division Curr Rep: Bill Ziegenhorn _____   Date: 6-23-10 _____

<u>REVIEW</u> <u>COMMITTEE</u> <u>USE</u> <u>ONLY:</u>

Review Committee Members:

Andy Lee
David Bush
Bill Ziegenhorn

Comments:

Subcommittee recommends approval - 10/7/11

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 1A Calculus

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 1A Calculus

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
2B5. Optimization
4B10. Applications of velocity and acceleration
2D. Apply techniques of differentiation
2E. Demonstrate an understanding of applications of the derivative.
4F2. Antiderivatives in the context of rectilinear motion
4G1. Application problems from other disciplines

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2A. Demonstrate an understanding of and calculate limits.
2B. Demonstrate an understanding of and calculate first and second derivatives.
2D. Apply techniques of differentiation.
2F. Define the antiderivative and determine antiderivatives of simple functions.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2G. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
4G2. Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
4B8. Interpretations of the derivative
2H. Interpret mathematical solutions
4H1. Explain the significance of solutions to application problems

Depth Map: <u>should</u> include some or all:
C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
4B5. Optimization
4B10. Applications of velocity and acceleration

C7. Recognize limitations of applicable methodologies

Matching course component(s):
4B1. Average and instantaneous rates of change
4E1. Local linearity and linear approximation
4E2. Newton's method

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(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 component(s):

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

Matching course component(s):
2A. Demonstrate an understanding of and calculate limits.
2B. Demonstrate an understanding of and calculate first and second derivatives.
2F. Define the antiderivative and determine antiderivatives of simple functions.

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

Matching course component(s):
2CGraph using the derivative.
2EDemonstrate an understanding of applications of the derivative.
4E3Optimization
4F2Antiderivatives in the context of rectilinear motion

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 component(s):

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 component(s):

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Requesting Faculty:Marnie Francisco   Date:

Division Curr Rep:Mark Knobel   Date:

<u>REVIEW</u> <u>COMMITTEE</u> <u>USE</u> <u>ONLY:</u>

Review Committee Members:

Comments:

Committee recommends for approval.

Approved:X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 1B Calculus

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title:Math 1B Calculus_____

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
2D. Demonstrate an understanding of applications of the definite and indefinite Integral
4D1. Applications of definite integrals to general problems from geometry involving arc length, area and volume
4D3. Applications of definite integrals to problems from physics
4D4. Applications of integrals to solve simple differential equations of motion
4E5. Applications of differential equations to growth and decay problems
4G1. Application problems from other disciplines

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2A. Demonstrate an understanding of and evaluate and approximate definite integrals
4B2. Construction of antiderivatives analytically, including integration by substitution, integration by parts, partial fraction expansions, and the use of tables in evaluating both indefinite and definite integrals
4C1. Fundamental theorem of calculus I for evaluating definite integrals
4C2. Fundamental theorem of calculus II for constructing antiderivatives
4C3. Fundamental Theorem of calculus for evaluating improper Integrals
4E3. Solutions to elementary first order differential equations by separation of variables
4E4. Euler's method for approximating the solutions to differential equations
.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2G. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
4G2. Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2H. Interpret mathematical solutions.
4H1. Explain the significance of solutions to application problems.

Depth Map: <u>should</u> **include some or all:**
C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s): Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s): 2D. Demonstrate an understanding of applications of the definite and indefinite Integral 4D1. Applications of definite integrals to general problems from geometry involving arc length, area and volume 4D3. Applications of definite integrals to problems from physics 4D4. Applications of integrals to solve simple differential equations of motion 4E5. Applications of differential equations to growth and decay problems 4G1. Application problems from other disciplines

C7. Recognize limitations of applicable methodologies

Matching course component(s): A5. Numerical approximations to definite integrals using Rectangular, Trapezoidal and Simpson's approximation and estimation of errors E2. Use of slope fields to get qualitative information about solutions to differential equations E4. Euler's method for approximating the solutions to differential equations

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s): 2F. Use technology such as graphing calculators and/or computer software to assist in solving problems involving any of the topics in (A) through (E) above 4F1. Calculator/computer utilities for evaluating definite integrals 4F2. Calculator/computer utilities for constructing graphs of antiderivatives 4F3. Calculator/computer programs for approximating definite integrals

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 component(s):

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

Matching course component(s): 2A. Demonstrate an understanding of and evaluate and approximate definite integrals 2B. Find antiderivatives graphically, and analytically

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

Matching course component(s):

2B. Find antiderivatives graphically, and analytically

2C. Use the First and second Fundamental Theorems of calculus to evaluate definite integrals and construct antiderivatives

2D. Demonstrate an understanding of applications of the definite and indefinite Integral

2E. Solve and interpret solutions to elementary differential equations

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Committee recommends approval.

Approved: X_____   Denied:_____   CCC Co-Chair Signature: Velasco, Francisco_____   Date: 6/30/11_____

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 1C Calculus

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 1C Calculus

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
2E.   Optimize functions of two or more variables for both constrained and unconstrained optimization problems.   4F1.   Application problems from other disciplines   4A7.   Finding and Using Taylor Series

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2B.   Demonstrate the ability to work with functions of two variables in three-dimensional space   2F.   Understand contour diagrams.   2G.   Demonstrate the ability to use tests for convergence of infinite series.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2H.   Discuss mathematical problems and write solutions in accurate mathematical language and notation.   4F2.   Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2I   Interpret mathematical solutions.   4G1.   Explain the significance of solutions to application problems.

Depth Map: <u>should</u> include some or all:
C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):
Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
2B.   Demonstrate the ability to work with functions of two variables in three-dimensional space.

2G.   Demonstrate the ability to use tests for convergence of infinite series.

C7. Recognize limitations of applicable methodologies
Matching course component(s):
2G.   Demonstrate the ability to use tests for convergence of infinite series.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation
Matching course component(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 component(s):

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
Matching course component(s):
2D.   Differentiate functions of two or more variables, including the directional derivative, the Gradient, and the Chain Rule.
4D2.   Computing Partial Derivatives Algebraically

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
Matching course component(s):
2B.   Demonstrate the ability to work with functions of two variables in three-dimensional space.
2C.   Understand vectors, including dot and cross products.
2F.   Understand contour diagrams.
2G.   Demonstrate the ability to use tests for convergence of infinite series.

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Review Committee Members:

Comments:

Committee recommends approval.

Approved: X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 10 Statistics

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title:Math 10 Statistics_____

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
2C. calculate measures of central tendency, dispersion and relative standing and use these measures to solve application problems.   2E. define discrete probability distributions and use such distributions to solve application problems.   2F. define continuous probability distributions and use such distributions to solve application problems.   2G. define sampling distributions, state the Central Limit Theorem and use sampling distributions and the Central Limit Theorem to solve application problems.   2L. solve application problems utilizing techniques of regression and correlation.   2N. solve application problems using categorical data analysis.   4R1. Application problems from other disciplines

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2B. read a graph and conclude what information the graph is conveying about the data.   2H. use confidence intervals to estimate population parameters, or the difference between two population parameters, using the appropriate formula and then interpret the result.   2J. design, set up, and evaluate the results of hypothesis tests.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
R. discuss mathematical problems and write solutions in accurate mathematical language and notation.   R2. Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2O. demonstrate statistical understanding of inference by participating in a cooperative project.   2S. interpret mathematical solutions.   4S1. Explain the significance of solutions to application problems

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Depth Map: <u>should</u> include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):
Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
2C. calculate measures of central tendency, dispersion and relative standing and use these measures to solve application problems.
2E. define discrete probability distributions and use such distributions to solve application problems.
2F. define continuous probability distributions and use such distributions to solve application problems.
2G. define sampling distributions, state the Central Limit Theorem and use sampling distributions and the Central Limit Theorem to solve application problems.
2L. solve application problems utilizing techniques of regression and correlation.
2N. solve application problems using categorical data analysis.

C7. Recognize limitations of applicable methodologies

Matching course component(s):
K. compare and contrast the use of confidence intervals and hypothesis tests to make inferences about population parameters.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):
2P. demonstrate proficiency in the use of the computer as a tool for doing statistics

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 component(s):

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

Matching course component(s):
2C. calculate measures of central tendency, dispersion and relative standing and use these measures to solve application problems.
2D. compute basic probabilities.

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

Matching course component(s):
2E. define discrete probability distributions and use such distributions to solve application problems.
2F. define continuous probability distributions and use such distributions to solve application problems.

2G. define sampling distributions, state the Central Limit Theorem and use sampling distributions and the Central Limit Theorem to solve application problems.

2H. use confidence intervals to estimate population parameters, or the difference between two population parameters, using the appropriate formula and then interpret the result.

2I. determine the sample size required to estimate a population parameter.

2J. design, set up, and evaluate the results of hypothesis tests.

2K. compare and contrast the use of confidence intervals and hypothesis tests to make inferences about population parameters.

2L. solve application problems utilizing techniques of regression and correlation.

2M. use analysis of variance to make inferences about more than two population means.

2N. solve application problems using categorical data analysis.

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Committee recommends for approval.

Approved: X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 11 Finite Mathematics

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 11 Finite Mathematics

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
2A.　　write linear equations and solve linear systems to solve various application problems, including those found in business, science, geometry, social sciences, and diverse cultures. 2C.　　formulate (model) and solve linear programming problems by both graphical methods and the simplex algorithm

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2D.　　solve problems using sets and basic counting principles. 2E.　　solve probabilistic models including conditional probability, independent events, Baye's formula and binomial experiments 2G.　　compute compound and simple interest, future and present value of an annuity and payments on a loan. .

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2I. discuss mathematical problems and write solutions in accurate mathematical language and notation. 4I2. Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2J. interpret mathematical solutions. 4J1. Explain the significance of solutions to application problems

AREA V – COMMUNICATION & ANALYTICAL THINKING

Depth Map: <u>should</u> include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):
Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
4H1. Games and strategies 4H2. Mixed strategies

C7. Recognize limitations of applicable methodologies

Matching course component(s):
4C1. Linear programming problems-model building .

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(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 component(s):

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

Matching course component(s):
2G. compute compound and simple interest, future and present value of an annuity and payments on a loan.

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

Matching course component(s):
2B. use matrices to solve linear systems by both the Gauss-Jordan reduction and the inverse matrix methods. 2C. formulate (model) and solve linear programming problems by both graphical methods and the simplex algorithm. 2E. solve probabilistic models including conditional probability, independent events, Baye's formula and binomial experiments.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Committee recommends for approval.

Approved: X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 22 Discrete Mathematics

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 22 Discrete Mathematics

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:
C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
4K1.   Application problems from other disciplines 4C6.   Applications of Number Theory to Problem Solving

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2D.   use set and number theory to solve problems 2G.   solve problems in discrete probability 2H.   use recursive thinking and methods to solve recurrence relations

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2K. discuss mathematical problems and write solutions in accurate mathematical language and notation. 4K2. Proper notation

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2L. interpret mathematical solutions. 4L1. Explain the significance of solutions to application problems

Depth Map: <u>should</u> include some or all:
C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):
Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
2A.   use formal logic in constructing valid arguments 2B.   write proofs formally

C7. Recognize limitations of applicable methodologies

Matching course component(s):
2J.   recognize different algebraic structures, especially Boolean algebra

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(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 component(s):

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

Matching course component(s):
4H3.   Computing Orders of Algorithms

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

Matching course component(s):
2A.   use formal logic in constructing valid arguments
2C.   analyze and write algorithms
2H.   use recursive thinking and methods to solve recurrence relations

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Committee recommends for approval.

Approved: X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: Math 44 Math for the Liberal Arts

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 V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement *must* offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

Course Number & Title:Math 44 Math for the Liberal Arts_____

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

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

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):
4C Applications of Powers and Geometric Sequences

1. Applications of Powers
2. Half-lives
3. Compound Interest
4. IRA's/Annuities?Present and Future Value
5. Geometric Series

4EGalilean Relativity

4GDApplying Mathematical Models to Selected Applications

1. Growth and Decay
    a. Carbon Dating
    b. Isotope Storage
    c. Drug Metabolism
    d. Time of Death
2. Periodic Phenomena
 . Hours of Daylight
    a. Tides
    b. Temperature Fluctuation
    c. Orbital Mechanics
    d. Acoustic Waves
    e. Electrical Currents
3. Logarithmic Scales
 . Richter Scale for Earthquake Magnitude
    a. Decibel Scale for Sound Intensity
    b. pH scale for Chemical Acidity
4. Biological Populations
5. Voting and Apportionment Problems
6. Financial Applications
 . Economic Utility
    a. Compound Interest
    b. Present and Future Values
    c. Depreciation
    d. Resource Allocation
7. Risk Analysis
Public Health Policies
    a. Medical Decision-Making
8. Other Applications

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):
2CExpress quantitative ideas in accurate mathematical language and notation.
4C4 IRA's/Annuities,Present and Future Value.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):
2J. Interpret the output of a mathematical model in qualitative context

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):
2C. Express quantitative ideas in accurate mathematical language and notation.
2GConstruct mathematical models appropriate to given problems.
2DInvestigate problems analytically, numerically, graphically, and verbally.

Depth Map: <u>should</u> include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):
Method of Instruction: Cooperative Learning Exercises

C6. Identify goals when applying analytical skills

Matching course component(s):
2AUse Polya's problem-solving method.
2EIdentify salient quantitative features of particular phenomena.

C7. Recognize limitations of applicable methodologies

Matching course component(s):
2KJustify the reasonableness of a mathematical outcome in qualitative context.
4GCChoosing Appropriate Mathematical Models

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(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 component(s):

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Matching course component(s):

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

Matching course component(s):

4GA Reasoning with Formal Logic
2BPractice sound logical reasoning and identify common errors in logic.

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 component(s):

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 component(s):

Requesting Faculty: Marnie Francisco   Date:

Division Curr Rep: Mark Knobel   Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Committee recommends for approval.

Approved: X   Denied: CCC Co-Chair Signature: Velasco, Francisco   Date: 6/30/11

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCBS 402   **Division:** Non-Credit

Course Title: Boots to Books (College Success & Orientation for the Returning U.S. Veteran)

Catalog Description:

Bridge to college course intended for recent veterans of the U.S. Armed Forces. Emphasis on college success strategies, college support systems, career exploration, study skills, reading, writing and math preparation, and learning styles. Also includes health and wellness issues such as motivation, self-management, stress reduction, focus, depression, hyperactivity, test anxieties. Course activities include readings, group work, discussions, case studies, and interactive lectures.

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 offers instruction to those returning to school in the area of non-credit as defined by the State of California.

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:

Provides basic skills assistance to a returning population in order that they will be successful not only in their college career at Foothill but also as they move on to transfer and their careers.

Criteria B. -- Need (Explain)

In many cases veterans returning to the classroom need assistance in adjusting to the college environment.

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

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

X_____   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)

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

Faculty Requestor: Jerry Cellilo   **Date: 8/31/11**

Division Curriculum Representative: _____ **Date:** _____

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

Foothill College Mission Statement:

Our Vision
Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values
HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS • SUSTAINABILITY

Our Purpose
To provide access to educational opportunity for all with innovation and distinction.

Our Mission
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.

CCC System Office: Program and Course Approval Handbook—March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> **66010.4. Missions and function of public and independent institutions of higher education**
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
>
> (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
>
> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
>
> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
>
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
>
> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
>
> (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
>
> (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.
Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

• A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.

• A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.

• A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at **http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm** .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program (Appendix A).

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:
- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

• Particular provisions of the practice act for a health occupation.
• Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

APPENDIX – BLANKET APPROVAL

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

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

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

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

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

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

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

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

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

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

OCTOBER 21 – 22, 2011

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 3 – 5, 2011 in San Diego.

TABLE OF CONTENTS

1.0   ACADEMIC SENATE
1.01   F11   Changing Bylaws on the Number of General Sessions
   Requirements
        Jon Drinnon, Merritt College, Standards and Practices

Whereas, Article 1, Section 1, subsection I of the Academic Senate for California Community Colleges' Bylaws states "General Session: A single scheduled meeting held during the plenary session. There are five general sessions during the plenary session"; and

Whereas, Requiring five general sessions for all plenaries in the Academic Senate Bylaws unnecessarily restricts the ability to structure the plenary activities around what the Executive Committee sees as in the best interests of the attendees and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges change Article 1, Section 1, subsection I of the Senate's Bylaws to read "General Session: A single scheduled meeting held during the plenary session. ~~There are five general sessions during the each plenary session.~~ <u>The number of General Sessions during a plenary session will be based on need</u>."

5.0   BUDGET AND FINANCE
5.01   F11   Oppose Student Success Task Force Recommendation on Basic Skills
        Funding
        Anne Argyriou, De Anza College, Basic Skills/Noncredit Committee

Whereas, The draft recommendations (dated September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) state that the California Community College System will "establish an alternative funding model to encourage innovation and flexibility in the delivery of basic skills instruction";

Whereas, While the intent of this recommendation may be to encourage innovation and flexibility in the revision of basic skills curriculum, the connection of such revisions to funding could well lead to inappropriate pressure on faculty to revise curriculum for the financial benefit of the college rather than for qualitative or pedagogical reasons;

Whereas, Funding based upon student progress can lead to institutional practices that do not benefit students as institutions attempt to maximize funding even when such funding models attempt to incentivize pedagogical improvement; and

Whereas, A structure that offers financial rewards to colleges based on student progression as determined by an assessment test is a form of performance-based funding, a concept that has not been endorsed by the California Community Colleges Task Force on Student Success or approved in any form for the California Community College System;

Resolved, That the Academic Senate for California Community Colleges, while supporting efforts to improve student learning skills and success through sound research and effective innovation in all curriculum development and implementation, oppose the alternative funding model for basic skills as outlined in the California Community Colleges Task Force on Student Success recommendation 8.3 (as of September 30, 2011).

Appendix A: California Community Colleges Task Force on Student Success

6.0   STATE AND LEGISLATIVE ISSUES
6.01   F11   General Fund Dollar Support for Community Service Courses
Dan Crump, American River College, Executive Committee

Whereas, California Education Code §78300(c) states,

> Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes… and shall maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes;

Whereas, Discussions of repeatable courses, maintaining access, and alternative curricular solutions to student success have provided reasons why this section of Education Code should be carefully revised;

Whereas, When students from community services classes are joined with students in noncredit, certificate, degree, and transfer courses, all students can benefit from the opportunity to learn from each other; and

Whereas, In order for credit students to earn credit, the instructor of record of a course must be a faculty member who meets minimum qualifications for the course and teaches to the course of record as approved by local curriculum committees;

Resolved, That the Academic Senate for California Community Colleges assert that if students from community service classes, noncredit, and credit courses are taught by the same faculty member in the same class, the faculty member must meet minimum qualifications for the credit course;

Resolved, That the Academic Senate for California Community Colleges recommend changing California Education Code §78300(c) to allow General Fund moneys be used for community service classes when those classes support degree and transfer students and programs; and

Resolved, That the Academic Senate for California Community Colleges urge faculty who teach courses with combinations of students from credit, noncredit, and community service to explain to their students the specifics of their enrollment, i.e., that community service and noncredit students do not earn college credit for these classes.

6.02 F11 Proportional Audit Fee Increases
Kale Braden, Cosumnes River College, Futures Committee

Whereas, California Education Code §76370 states,

(a) If a fee for auditing is charged, it shall not exceed fifteen dollars ($15) per unit per semester [boards may charge fees proportionally for quarter system courses, summer, intersessions or short term classes].

(b) Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

(c) No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.

(d) Priority in class enrollment shall be given to students desiring to take the course for credit towards degree or certificate.

(e) Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district;

Whereas, Discussions of repeatable courses, maintaining access, and alternative curricular solutions to student success have provided reasons why this section of Education Code should be carefully revised; and

Whereas, The Academic Senate has taken positions over the years opposing fees for students, but as fees continue to rise, the community college system needs an audit fee structure that is proportional to regular student fees;

Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to make the fee for auditing courses proportional to the fees charged per credit unit of instruction.

6.03 F11 Assign Responsibility for Adult Education to California Community Colleges
Esther Matthew, San Diego Continuing Education, Basic Skills/ Noncredit Committee

Whereas, The responsibility for adult education in California is inconsistently applied throughout the state, in some cases being assumed by the K-12 system and in others by community colleges;

Whereas, The K-12 system has shifted millions of dollars in adult education funds to support other K-12 categorical programs that had experienced deep funding cuts, leading to a transfer of more than $400 million out of adult education programs;

Whereas, the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) draft recommendations (as of September 30, 2011) indicate that the State of California should develop a comprehensive strategy for addressing basic skills instruction, including providing for adult education; and

Whereas, California community colleges are best suited to provide adult education throughout the state but cannot properly fulfill this function due to budgetary constraints;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors urge the Legislature to assign responsibility for adult education to the California community colleges but only if sufficient funding to address this mission is provided.

Appendix A: California Community Colleges Task Force on Student Success

6.04   F11   Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only
Phil Smith, American River College, Executive Committee

Whereas, Need-based financial aid is awarded to students on the basis of financial necessity rather than merit;

Whereas, Historically, the vast majority of students have attended public or private nonprofit colleges and, thus, need-based financial aid from taxpayer dollars was thought to be an investment in individuals for the good of society and not for the benefit of private investors; and

Whereas, The expansion of and aggressive marketing by for-profit colleges and universities create a situation in which need-based financial aid is additionally used to make a profit for corporate investors directly from taxpayer dollars;

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that limit need-based financial aid packages to public and private nonprofit colleges only.

6.05   F11   Allow Community Colleges to Subsidize Credit Instruction with Not-For-Credit Class Fees
Phil Smith, American River College, Executive Committee

Whereas, Current Education Code §78300 and Title 5 regulation §55002 allow community colleges to offer not-for-credit, self-supporting community services classes provided that community colleges offer them only at cost;

Whereas, These courses are optional and offered for personal knowledge and enrichment and are not central to the community colleges' primary mission to prepare students for the workforce and for transfer to a four-year college;

Whereas, Due to the current budget contraction, greater and greater numbers of degree- and job-seeking students are being denied the credit courses they need to complete vocational programs or to prepare for transfer; and

Whereas, In challenging budget times, taxpayers may reasonably ask individuals to pay more for optional personal enrichment experiences in order to enhance opportunities for students to enroll in needed credit courses;

Resolved, That the Academic Senate for California Community Colleges support legislation allowing colleges and districts to charge more than the cost for not-for-credit classes and to use the proceeds solely to fund additional sections of credit courses and support services for vocational and transfer programs of study.

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE
7.01 F11 Revisit Mission of California Community Colleges
David Morse, Long Beach City College, Futures Committee

Whereas, Education Code §66010.4 (a) states, "The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school" and "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement";

Whereas, Education Code §66010.4 establishes that in addition to its primary mission, the California community colleges will also provide as important functions "remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level" and "The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges";

Whereas, While the mission of the California community colleges was established nearly 50 years ago and therefore might merit reexamination and revision, any changes to that mission should be determined through explicit dialog and consultation rather than in a piecemeal and informal fashion; and

Whereas, Recent and current economic conditions have led to Chancellor's Office directives regarding core priorities and to reports or statements from other bodies that have, without formal action or authorization, redefined the primary mission of California community colleges;

Resolved, That the Academic Senate for California Community Colleges initiate discussions in the Consultation Council and other appropriate venues to either reconfirm as written or formally revise as appropriate the mission of the California community colleges.

See Appendix B: Education Code §66010.4

7.02   F11   Modification to the Requirements of the Board of Governors (BOG) Fee Waiver
Linda Retterath, Mission College, Basic Skills/Noncredit Committee

Whereas, One of the largest expenditures of public funds to the community college system is the fee waiver granted by the Board of Governors (BOG) for students meeting specific criteria;

Whereas, Financial aid eligibility is commonly conditional upon satisfactory progress toward academic goals, but the BOG waiver does not require satisfactory progress;

Whereas, The perception that BOG waivers encourage students to accumulate units but not complete certificates or degrees at the California community colleges is not substantiated by the Community College League for California (CCLC), which has pointed out in "A Defining Moment," CCLC message, September 8, 2011, that only 9.8% of BOG waiver students have more than 90 units; and

Whereas, CCLC's message "A Defining Moment" also includes data indicating that 33% of BOG waiver students have less than a 2.0 grade point average, 38% fail to complete one-third of the units they undertake, and 43% of African-American BOG waiver students have less than a 2.0 grade point average;

Resolved, That the Academic Senate for California Community Colleges affirm the importance and value of the BOG waiver in promoting student access and student equity to our colleges; and

Resolved, The Academic Senate for California Community Colleges work with the Chancellor's Office to define appropriate conditions, including considerations of impact on equity and access, that would allow students with financial need to continue receiving a BOG fee waiver that would be based on satisfactory progress toward academic goals.

8.0 COUNSELING
8.01   F11   Update Senate Paper *Role of Counseling Faculty in California Community Colleges*
Jesse Ortiz, Woodland College, CLFIC/TAC

Whereas, The Academic Senate for California Community College's 1994 paper *The Role of Counseling Faculty in California Community Colleges* describes a range of activities performed by counseling faculty which are still appropriate for counseling in the 21st century but do not include how the role of counseling has evolved with the introduction of technology;

Whereas, The Academic Senate for California Community Colleges adopted the 2003 *Consultation Council Task Force on Counseling Report*, as well as the new minimum qualifications for the counseling discipline, neither of which are reflected in the existing paper;

Whereas, In Spring 2008 the Academic Senate for California Community Colleges passed resolution 8.01 (Support for Online Counseling Services) which in part called upon the Academic Senate to "develop written documents describing effective practices for the provision of online student services in the California community colleges"; and

Whereas, Colleges continue to hire paraprofessionals without regard to the guidelines outlined in the 1994 paper or subsequent resolutions approved by the Academic Senate calling for colleges to adhere to the principles set forth in both the *Role of Counseling Faculty in California Community Colleges* and the *Standards of Practice for California Community College Counseling Faculty and Programs* adopted papers;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty in California Community Colleges* to include current minimum qualifications and information from the *Consultation Council Task Force on Counseling Report,* effective practices for the provision of online counseling, and other student service practices under the scope of responsibility of counseling faculty.

9.0   CURRICULUM
9.01   F11   Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery
Melynie Schiel, Copper Mountain College, Curriculum Committee

Whereas, Innovation in basic skills instruction has become a high profile issue both state- and nationwide, and various external and internal bodies, including the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010), have called for California community colleges to develop and implement alternatives to traditional basic skills curriculum, sometimes with the proposal of incentives or benefits to colleges that would encourage curricular revision and innovation;

Whereas, Creativity and innovation in the delivery of basic skills instruction are important aspects of curricular revision that rightfully should be encouraged throughout the California Community College system;

Whereas, Various attempts have been made to promote specific approaches to the revision of basic skills delivery across the community college system, often privileging time to completion over quality of instruction and leading to an attempt at standardization through a "one size fits all" model; and

Whereas, California community colleges have tremendously diverse student populations, community needs, and local cultures and must therefore be allowed to develop or adopt the most appropriate approaches to basic skills instruction for their own local

circumstances without having a specific model imposed on them or being pressured to adopt specific practices;

Resolved, That the Academic Senate for California Community Colleges support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Task Force on Student Success modify its recommendations to emphasize consideration of all approaches for revising basic skills instruction without promoting adoption of any specific model or approach.

Appendix A: California Community Colleges Task Force on Student Success

9.02   F11   Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment
John Stanskas, San Bernardino Valley College, Basic Skills/Noncredit Committee

Whereas, The distinction between credit and noncredit basic skills courses is locally determined and inconsistent across the state;

Whereas, Local decision-making regarding the placement of courses in credit or noncredit categories may be financially driven, versus pedagogically driven, as credit apportionment is currently greater than enhanced non-credit apportionment;

Whereas, Data clarification and alignment in CB21 coding have assisted faculty in the categorization of basic skills levels below transfer; and

Whereas, The acquisition of basic skills is essential to the mission of the California community colleges, and the outcomes and goals of both noncredit or credit basic skills are the same;

Resolved, That the Academic Senate for California Community Colleges initiate an exploration of the appropriate division of credit and noncredit basic skills classes; and

Resolved, The Academic Senate for California Community Colleges support funding noncredit basic skills classes at the same apportionment rate as credit classes.

9.03   F11   Amend and Endorse "Recommendations Regarding Repeatability"
Kim Harrell, Folsom Lake College, SACC

Whereas, The California Community Colleges' Board of Governors and Chancellor's Office have expressed a commitment to changing Title 5 §55041 regarding repeatable courses;

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of local academic senates;

Whereas, The Academic Senate for California Community Colleges has worked throughout 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document "Recommendations Regarding Repeatability"; and

Whereas, The document "Recommendations Regarding Repeatability" contains unnecessary limitations on both the number of ensemble performance courses and on physical education courses in general that students may take for course credit;

Resolved, That the Academic Senate for California Community Colleges amend the document "Recommendations Regarding Repeatability" by striking the phrase "and students to a total of 16 units of performance courses" which places a non-curricular based limit on student course-taking;

Resolved, That the Academic Senate for California Community Colleges amend the document "Recommendations Regarding Repeatability" by striking the recommendation to "Limit students to a total of 8 PE courses"; and

Resolved, That the Academic Senate for California Community Colleges endorse the document "Recommendations Regarding Repeatability" and its recommendations as amended.

See Appendix C: Recommendations Regarding Repeatability

9.04   F11   Endorse "Recommendations Regarding Repeatability"
**   Aimee Myers, Sierra College, SACC**

Whereas, The California Community Colleges' Board of Governors and Chancellor's Office have expressed a commitment to changing Title 5 §55041 regarding repeatable courses;
Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of local academic senates; and

Whereas, The Academic Senate for California Community Colleges has worked throughout 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document "Recommendations Regarding Repeatability";

Resolved, That the Academic Senate for California Community Colleges endorse the document "Recommendations Regarding Repeatability" and all recommendations contained therein.

See Appendix C: Recommendations Regarding Repeatability

13.0 GENERAL CONCERNS
13.01 F11 Supporting Student Access
Esther Matthew, San Diego Continuing Education, Basic Skills/Noncredit Committee

Whereas, An overlap exists between California community college's noncredit and the California Department of Education's (CDE) adult education programs;

Whereas, Community college noncredit education provides educational access to those students who are interested but lack the knowledge needed to gain entrance to college or do not see themselves as college capable and, while informing and engaging these students, noncredit education develops their capabilities and perceptions towards becoming college capable;

Whereas, Unlike CDE adult education students, students who attend California community college noncredit courses are, by default, attending institutions of higher education and thus are more likely to shift their perceptions about their college-going abilities by engaging in strategically planned pathways and by proximity and physical access to the college environs; and

Whereas, The Academic Senate for California Community Colleges has positions in support of the need for noncredit programs and increased funding for noncredit (6.02 S98 and 5.03 S06;

Resolved, That the Academic Senate for California Community Colleges urge that any efforts to reduce or transfer any community college noncredit courses to California Department of Education's adult education programs be done in conjunction with the Academic Senate and local senates such that college pathways are continued or developed and that student progress is not hindered.

13.02 F11 Opposition to the Elimination of Non-CDCP Noncredit Classes
Esther Matthew, San Diego Continuing Education, Basic Skills/Noncredit Committee

Whereas, The California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2011) recommendation 4.1 (as of September 30, 2011) calls to "Amend statute to limit the scope of allowable noncredit classes to only those identified as Career Development or College Preparatory (CDCP)";

Whereas, Contrary to the current political pressure defining community college success solely as improved employability, community colleges exist to serve their communities and do so by providing diverse opportunities for all Californians to enhance the quality of their lives in a variety of ways; and

Whereas, Discussions in numerous contexts, including those concerning repeatability, have demonstrated that noncredit courses may be an appropriate curricular option in various disciplines outside CDCP;

Resolved, That the Academic Senate for California Community Colleges oppose the limiting of noncredit offerings to only career development or college preparatory classes.

Appendix A: California Community Colleges Task Force on Student Success

13.03   F11   Support Centralized Assessment Instrument for Placement
Debbie Klein, Gavilan College, Futures Committee

Whereas, California community colleges use an array of assessment for placement instruments, potentially resulting in duplicative costs and the needless retesting of students;

Whereas, The use of a standardized assessment for placement instrument for all community colleges would ensure the portability of assessment scores, yet permit local determination of cut scores, application of multiple measures, and additional assessment measures (e.g., a written component for an English placement);

Whereas, Increased interest in innovative approaches to basic skills curricular offerings highlights the importance of allowing course placements to be determined at the local level in support of local curricular practices; and

Whereas California community colleges must identify appropriate ways to leverage resources in a manner that better serves students and increases the spending power of the state's dollars, and a centralized common assessment is a viable option for accomplishing this goal;

Resolved, That the Academic Senate for California Community Colleges maintain the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures; and

Resolved, That the Academic Senate for California Community Colleges support the establishment of a centralized standard assessment for placement as an option and encourage local senates to support selection of this assessment option for local use.

13.04   F11   Course Scheduling and Enrollment Priorities
Phil Smith, American River College, Executive Committee

Whereas, The California Community Colleges are facing an unprecedented demand for courses and are being forced both to prioritize course offerings and to alter enrollment practices in ways that offer advantages to some students over others;

Whereas, Growing concern exists among some groups and individuals regarding the appropriateness of California community college course offerings—as demonstrated by the rhetoric of the Legislative Analyst's Office and the Chancellor of the California Community Colleges System, as well as the recommendations (as of September 30, 2011) made by the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010); and

Whereas, Course development and course offerings should be guided by demonstrated student and community educational need, as well as be fiscally and academically responsible;

Resolved, That the Academic Senate for California Community Colleges urge local senates to provide guidelines to their faculty to ensure that course development and offerings are appropriately determined by documented educational need and further refined by fiscal considerations.

Appendix A: California Community Colleges Task Force on Student Success

13.05   F11   Support for Student Success Courses
Craig Rutan, Santiago Canyon College, Curriculum Committee

Whereas, Many students lack effective time management and study skills when entering California community colleges;

Whereas, Student success courses provide students with valuable instruction in such areas as study skills, time management, and other student success behaviors; and

Whereas, Students without these skills often struggle to complete courses, and research[1] has shown that completing a student success course improves student persistence and aids in the transition from basic skills to college level courses;

---

[1] See, for example, Laura Hope's "Literature Review of Student Success Courses," produced by The Carnegie Foundation for the Advancement Of Teaching, or Santa Monica College's "Examining the Relationship between Freshman Seminars, Student Achievement, and Persistence: A Study of First-Time Santa Monica College Students Enrolled in Counseling 20."

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their counseling departments and other faculty to actively encourage all students to enroll in a student success course during their first term at the college; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure additional resources are allocated to provide student success courses for all students who can benefit.

13.06   F11   Provide Guidelines on Significant Lapse of Time
**   Craig Rutan, Santiago Canyon College, Curriculum Committee**

Whereas, Title 5 §55043 allows districts to "permit or require repetition of a course where the student received a satisfactory grade the last time he or she took the course but the district determines that there has been a significant lapse of time since that grade was obtained";

Whereas, No guidelines currently exist to help districts determine reasonable standards for course repetition due to a significant lapse of time, and therefore this concept is applied inconsistently throughout California community colleges; and

Whereas, Recent changes to other sections of Title 5, especially those regarding repeatable courses, may lead to increased requests to allow course repetition due to significant lapse of time;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop and provide guidance for local districts and colleges regarding policies on course repetition due to a significant lapse of time.

13.07   F11   Implementation of Student Success Task Force
**   Recommendations**
**   Cynthia Rico-Bravo, San Diego Mesa College, Futures Committee**

Whereas, The Academic Senate for California Community Colleges has supported for years all educationally sound strategies and mechanisms for improving student success, including many of the recommendations (as of September 30, 2011) in the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) draft recommendations;

Whereas, Strategic implementation of the recommendations will permit the state and California community colleges to assess the results of these recommendations, including the effectiveness in improving student success, in closing the achievement gap, and in increasing student attainment of certificates, degrees, and transfer; and

Whereas, Parties remain interested in performance-based funding for community colleges, and, without reliable data that can be easily studied to see which

recommendations created the most positive change, the state will not be able to make informed decisions about the future of student success measures or subsequent funding;

Resolved, That the Academic Senate for California Community Colleges support a phased approach to any implementation of the California Community Colleges Task Force on Student Success recommendations which has controls for multiple variables and can lead to validated conclusions about the effectiveness of the recommendations; and

Resolved, That the Academic Senate for California Community Colleges recommend that efforts to improve student success in California community colleges do not end with the California Community Colleges Task Force on Student Success recommendations but are dynamic and evolve to focus on the endeavors that work and on newer strategies and recommendations.

Appendix A: California Community Colleges Task Force on Student Success

13.08   F11   Responding to the Student Success Task Force Recommendations
**   Jane Patton, Mission College, Futures Committee**

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) propose a complex package of integrated changes to the way the California community colleges currently function;

Whereas, Student success, specifically, and academic and professional matters more generally are areas in which primary responsibility has been granted to the academic senate; and

Whereas, Faculty commitment to student success has always been a given and faculty are in the best position to provide an in-depth analysis of changes proposed to impact success, as well as to provide alternative approaches to student success;

Resolved, That the Academic Senate for California Community Colleges develop a response to the recommendations of the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) provides an analysis of the proposed changes and, where appropriate, prioritizes, delineates options, and provides alternatives.

Appendix A: California Community Colleges Task Force on Student Success

15.0   INTERSEGMENTAL ISSUES
15.01   F11   Faculty Primacy in Alignment of Standards with K-12
**   Carolyn Holcroft, Foothill College, Curriculum Committee**

Whereas, The California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) recommends (as of September 30, 2011) that the California

Community College System collaborate with the K-12 system to align high school exit standards with community college standards of college readiness;

Whereas, Title 5 §53200 (b) designates "Standards or policies regarding student preparation and success" as an academic and professional matter that falls under the purview of the academic senate, and therefore community college faculty should be the primary leaders of any revision of academic standards;

Whereas, While alignment of standards between the K-12 and the California Community College System may enhance college preparedness and increase student success, such alignment must be led by community college faculty in order to ensure that pre-established Common Core Standards adopted by the K-12 system are not imposed on community colleges; and

Whereas, Any meaningful dialog regarding alignment of standards between the K-12 and the California Community College System will require significant human and financial resources to enable full participation of all appropriate parties;

Resolved, That the Academic Senate for California Community Colleges study the K-12 Common Core Standards and consider the degree to which those standards might align with community college readiness standards; and

Resolved, That the Academic Senate for California Community Colleges insist that any discussion of alignment of standards between the K-12 and the California Community College System be a faculty-led initiative with sufficient support provided by the community college and K-12 system offices.

Appendix A: California Community Colleges Task Force on Student Success

19.0   PROFESSIONAL STANDARDS
19.01   F11   Electronic Materials and Best Practices
**   Dustin Hanvey, Pasadena City College, Distance Education Ad Hoc**
**   Committee**

Whereas, Electronic instructional materials have become increasingly common in both online and face-to-face courses in California community colleges;

Whereas, Interest in these materials is increasing, in part because they frequently cost less than traditional print materials; and

Whereas, Many faculty currently using and those who are interested in using these materials do not have enough information available to them regarding effective practices for how these materials should be used;

Resolved, That the Academic Senate for California Community Colleges disseminate information to faculty, including recommendations, on the effective uses of instructional e-materials.

19.02   F11   Teachers Using E-instructional Materials
Danielle Martino, Santiago Canyon College, Distance Education
Ad Hoc Committee

Whereas, E-instructional materials can provide useful learning tools that also monitor student progress, include instantaneous feedback to both students and faculty, and often offer comprehensive tracking and grading tools that are costly and difficult to duplicate;

Whereas, Many e-instruction materials include assessment and grading programs for evaluating student mastery of the course content and/or required skills;

Whereas, The effectiveness of such assessment and grading components, in general, remains unproven and the specific components of e-materials varies considerably between different publishers; and

Whereas, No electronic system can replace the guidance provided by faculty directly to students when learning course content and being assessed in the knowledge of the content;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates review the e-instructional materials in use on their campus and remind faculty of their responsibility to assess learning and assign grades according to Education Code §76224(a) and Title 5 §55002; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop policies encouraging instructors to carefully consider their responsibility in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty.

19.03   F11   Uphold Local Control of Professional Development Activities
Dolores Davison, Foothill College, Executive Committee

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) suggest that statute or regulations should be amended to allow the California Community College Chancellor's Office or Board of Governors to mandate specific purposes for flex day activities presented by individual colleges or districts;

Whereas, Title 5 §53200 (c) lists "policies for faculty professional development activities" as an academic and professional matter under the purview of the academic senate;

Whereas, Faculty expertise and knowledge regarding instruction and professional standards is necessary for determining appropriate faculty professional development activities and procedures, and thus the current assignment of such issues to the academic senate's purview is appropriate and should not be changed; and

Whereas, Local college and district academic senates are in the best position to assess their own faculty professional development needs at any specific time or for any given flex day and therefore should be allowed the freedom to determine the most appropriate use of professional development activities and resources;

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) the importance of local control over faculty professional development activities and resources and the importance of respecting the purview of the academic senate regarding faculty professional development activities as specified under Title 5 §53200 (c).

Appendix A: California Community Colleges Task Force on Student Success

19.04   F11   Full-Time Faculty and Student Success
Beth Smith, Grossmont College, Executive Committee

Whereas, The Academic Senate for California Community Colleges stands on the principle that full-time faculty are essential to and an unequaled component of any effort to increase student success;

Whereas, The California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) proposes a variety of recommendations (as of September 30, 2011) to increase student success but omits this key element to overall student success and achievement that plays a significant role in addressing the equity gaps at momentum points and completion measures;

Whereas, Full-time faculty now teach about 56% of all instructional hours within the state, woefully shy of the public policy goal of 75%; and

Whereas, Any recommendations that seek to transform the California Community College System toward greater student success yet do not include increasing the number of full-time faculty in the colleges are incomplete and deny an obvious fact identified in research and literature reviews, see Appendix D;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) amend its recommendations (as of September 30, 2011) to include a policy statement and implementation steps to increase the number of full-time community college faculty in the state.

Appendix A: California Community Colleges Task Force on Student Success

19.05   F11   Faculty Evaluations Processes
Kevin Bontenbal, Cuesta College, Executive Committee

Whereas, Education Code and Title 5 Regulations clearly define the academic senate's purview relative to academic and professional matters, and the evaluation of faculty, including counselors and librarians, is a professional matter negotiated by local unions after consultation with academic senates (Education Code §87610.1);

Whereas, The Academic Senate for California Community Colleges advocates for quality evaluations and evaluation procedures but has not recently surveyed local senates about the types of evaluation processes currently in use across the state and has not updated its 1990 paper *Guidelines for Developing a Faculty Evaluation Process*; and

Whereas, Many changes in teaching and service delivery have occurred in the last 20 years (i.e., distance education, hybrid courses, web-based databases and online student faculty interactions) which require modified or new evaluation techniques and processes;

Resolved, That the Academic Senate for California Community Colleges survey districts on the processes and criteria used for faculty evaluation and work with statewide bargaining organizations to analyze the results and identify and formulate best practices for the purpose of updating the 1990 paper *Guidelines for Developing a Faculty Evaluation Process*.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q Street
Sacramento, California 95811-6549
916.445.8752
www.ccco.edu

September 30, 2011

Dear California Community Colleges Stakeholders:

I am writing you today to share the draft recommendations of the California Community Colleges Task Force on Student Success. As you may be aware, legislation enacted last year called on the California Community Colleges Board of Governors (BOG) to convene a task force of system representatives and external partners for the purpose of developing a plan to bring about significant improvements in success rates of our students. Beginning in January 2011, the Task Force, chaired by BOG Member Peter MacDougall has met monthly and worked diligently to develop a robust and thoughtful set of recommendation that hold real promise to open a new chapter for our system.

The resulting draft recommendations, sweeping in their scope, constitute a bold plan for refocusing our colleges on student success. I feel strongly that the Task Force's proposal, which accompanies this letter, will make the community colleges more responsive to the needs of students and our economy, which is increasingly demanding college-educated workers.

I encourage you to review these draft recommendations and consider how they would work to help your college improve its capacity to serve students. Over the next six weeks, we will be convening meetings across the state in order to provide you with an opportunity to provide input on this proposal. These meetings will take place at conferences, organizational meetings, and town halls. I will attend many of these meetings, as will Task Force members and Chancellor's Office Staff. A full listing of events can be found on the Chancellor's Office website (http://www.ccco.edu/studentsuccess). Input will also be collected through an online dialogue which can be accessed at http://studentsuccess.ideascale.com/.

The Task Force will meet again on November 9th at which time they will discuss input received in meetings and online. After reviewing input, they will make adjustments to the plan as warranted. The proposal will then be forwarded to the BOG for consideration at their January 2012 meeting.

I appreciate your attention and involvement in this critically important effort.

Sincerely,

Jack Scott, Ph.D.
Chancellor

Introduction

There's a story that each member of this Task Force wants to be true - true at every community college and for every student. It's the story of a student who walks onto a California Community College campus for the first time, unsure of what she wants to do, but knowing generally that she wants to find a direction in both her life and her career.

She is able to go online, use her smart phone, or get an appointment to meet with a counselor or advisor where she learns about the wide variety of options available at the college and maybe a few offered elsewhere. The options presented to her aren't discrete classes but rather pathways toward different futures. Not all of them are easy; some require a lot of time and work, but she sees where they lead and understands what she will need to do to succeed in each pathway.

She participates in an orientation to college and spends time preparing for her assessment tests. She learns that some paths will require her to work more on basic skill mathematics and English than others, but all this information plays into her decision making process.

She easily finds her way to the financial aid office, which is the next door down the hall, where she learns of the various financial aid opportunities available to her. She sees that she can maximize financial aid opportunities if she decides to enroll full time. She understands that accepting financial aid means accepting responsibility for her academic future.

Using either online or in-person counseling support, she develops an education plan and determines her program of study. She enrolls in her basic skills coursework in her first term and follows her counselor's lead in selecting a college-level course that is appropriate to her level of preparation. Her basic skills class may rely heavily on tutoring or use other approaches that work better for her than what she experienced in high school. The results of her assessment test let the professor know what she needs help with, so she is able to focus on those things, moving at a pace that's comfortable. She's successful and is soon able to take the college-level coursework needed to complete her program of study. She uses the roadmap provided by the college and finds that she's able to enroll in all the required courses in the semester in which she needs them. She earns a certificate and/or associates degree, or maybe she transfers to the nearby California State University campus with her associate degree in hand. Wherever her path leads, she successfully reaches her academic goal and is thus able to advance her career and earn a wage sufficient to support herself and her family.

This is the vision that the recommendations of this Task Force are designed to support. Taken alone, no single recommendation will get us there, but taken together, these policies could make the vision a reality for every student, at every college.

While it is entirely natural for readers to skim through a report like this looking for the two or three recommendations that most affect to their particular constituency, we encourage readers to resist this temptation and consider the set of recommendations as a whole and how they will benefit **students**. In making these recommendations, each member of the Task Force strived to do just that, at times setting aside their particular wants and making compromises for the greater good.

We hope you will join us in that effort.

Table of Contents

PART I

Refocusing California Community Colleges on Student Success

Reorienting Community Colleges to Improve Student Success

California is home to approximately 2.6 million community college students each year, nearly 25 percent of the nation's community college student population. With 112 community colleges statewide and numerous off-campus centers, we enroll students from all ages, backgrounds, and educational levels. We are a system that takes pride in serving the most diverse student population in the nation, and we value that diversity as our biggest asset. Most students, though not all, are seeking access to well-paying jobs: jobs that require enhanced skills, certificates, or college degrees. Community colleges also offer, though in fewer numbers than in years past, enrichment courses that appeal to students who are less focused on employment as a primary goal.

As a state, we have arguably created the quintessential "open access" college system. Yet by any measure, community college completion rates are too low and must increase. We need to ask ourselves: "Open access to what?" Is it enough to provide access to education without the policies and practices that ensure students succeed in meeting their educational goals? The answer is simply that we can no longer be satisfied with providing students open access and limited success.

This report, the draft product of the Community College Task Force on Student Success, contains recommendations for improving the educational outcomes of our students and the workforce preparedness of our State. The 22 recommendations contained herein are more than just discrete proposals. Taken together, these recommendations would reboot the California Community College system toward the success of its students. The Task Force seeks to rebalance community colleges by strengthening those systems and programs that work and realigning our resources with what matters most: student achievement. This report presents a new vision for our community colleges in the next decade, focused on what is needed to grow our

economy, meeting the demands of California's evolving workplace, and inspiring and realizing the aspirations of students and families.

The work of the Task Force on Student Success and the draft recommendations contained herein come at a critical juncture in California's history. California is the most diverse state in the nation; the majority of our citizens are persons of color, and we have the greatest number of students in poverty. With unemployment rates in excess of 10 percent (and as high as 16 and 17 percent respectively for Latinos and African Americans) we are in the midst of a severe economic crisis. As such, we must ensure that our community college system – and indeed our public education system as a whole – has the capacity and resources to ensure that students from all backgrounds complete their education with the certificates and degrees needed for them to succeed the highly competitive global economy.

California must stop tinkering at the margins and instead create coherent, systemic, student success-focused reforms across community colleges, and between education segments - and be focus on helping those students who have experienced disproportionately lower achievement reach their full potential.

This plan calls on the state to end both the fragmentation between K-12 and community colleges and between the colleges themselves. A reformed community college system will be more responsive to the needs of their students. Community colleges will align standards and assessments with K-12 education so that students have consistent expectations and receive consistent messages about expectations throughout their educational careers about what it takes to be ready for, and successful in, college. Many of our students attend more than one college, and they need consistent policies, programs, and coherent educational pathways across our colleges in order to succeed. The colleges, while retaining their local character, will function as a system with common practices, where practicable, to best serve students.

The community college system will leverage technology – because this generation and future generations of students are digital natives. They expect to use technology to access the work around them. Technology has shown its potential to help diagnose student learning needs, to enhance the delivery of instruction, to improve advising and other support services, and to streamline administrative costs. This is an area where much can be gained by better system-wide coordination.

This report envisions a restructuring of the core of our system – teaching and learning – by providing more structure and guidance to students so as to foster better choices and limit the student wandering through the curriculum. A primary curricular goal is to increase the effectiveness of basic skills instruction, compress the time it takes for students to complete basic skills and increase students' readiness for college-level work.

While we emphasize the need for our system to improve basic skills instruction through innovation and flexibility, we urge state leaders to examine the larger, and critical issues, of adult education in California. There is a large, and growing population of adults who lack the basic proficiencies for gainful employment and the state lacks the policies and delivery systems to deal with this challenge.

The community college system envisioned in this plan rewards successful student behavior and makes students responsible for developing individual education plans; colleges, in turn, will use those plans to rebalance course offerings and schedules based on students' needs. Enrollment priorities will emphasize the core missions of transfer to a four-year college or university, the award of workforce-oriented certificates and degrees, and the basic skills development that supports both of these pathways. Student progress toward meeting individual educational goals will be rewarded with priority enrollment and continued lack of progress will result in limits on access to courses and to financial aid.

Taken together, the recommendations contained in this report will put community colleges on a course that will help California narrow its education skills gap and prepare workers to compete in the new economy. With the demand for college graduates increasing, community colleges face the imperative to change in big and small ways to achieve the core missions of transfer and workforce development. By adopting and moving to implement this plan, the system signals to all Californians that future investments in its community college system will be rewarded with outcomes that benefit the entire state.

Chronology of This Effort

In January 2011, the Community Colleges Board of Governors embarked on a 12-month strategic planning process to improve student success. Pursuant to Senate Bill 1143 (Chapter 409, Statutes of 2010), the Board of Governors created the Task Force on Student Success. The resulting 20-member Task Force is composed of a diverse group of community college leaders, faculty, students, researchers, staff, and

external stakeholders. The Task Force deeply into complex college and system level policies and practices. It worked for seven months to identify best practices for student success and develop statewide strategies to take these approaches to scale – all while ensuring that educational equity for traditionally underrepresented students was not just maintained, but bolstered.

Each month, from January through June 2011, the Task Force met to examine topics critical to the success of students, ranging from College Readiness and Assessment to Student Services, from Basic Skills Instruction to Performance-Based Funding. The Task Force turned to state and national experts (such as Dr. Kay McClenney, Dr. David Conley, Dr. Vince Tinto, and Dr. Alicia Dowd, among others) for the latest research-based findings and had frank discussions about what works to get students across the finish line – wherever that line may be.

Beginning in July, the Task Force spent three months (July, August and September) narrowing down its list of recommendations to those contained in this draft report. Recommendations were chosen based on their ability to be actionable by state policymakers and college leaders and make a significant impact student success, as defined by the outcome and progression metrics adopted by the group.

Report Recommendations

Some of the recommendations and strategies contained in the report rely on the Legislature to change statute while others rely on the Board of Governors to amend regulations. Yet for other recommendations, it will be incumbent on district and campus leadership to ensure that successful models are employed with increasing frequency. Regardless, the Task Force recognizes that reorienting institutions toward student success represents a cultural change – one that won't happen overnight. Some recommendations will take longer to implement than others and several will be subject to collective bargaining.

Broadly speaking, the Task Force recommendations rely on the following key components to move students more effectively through our community college system:

- Development and implementation of a common diagnostic assessment tool to better determine the skill levels of entering students;
- Expanded use of technology, especially as it relates to students' educational plans;

- Development of structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially as it relates to the instructional and support needs of basic skills students;
- Revised financing, accountability and oversight systems to ensure that resources (both financial and intellectual) are better aligned with student success;
- Stronger statewide system coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to "take to scale" the good practices already in place;
- Better alignment of local district and college goals with the education and workforce needs of the state.

Scope of the Task Force Work

There are a variety of topics related to community colleges and student success that the Task Force was either unable to address or chose not to address. For example, policy issues related to the local governance structure of colleges and districts have been well vetted and thus were not discussed by the group. Further, the group chose not to address policies surrounding student fees. Distance education and workforce /career technical education, while critical topics to the future of the community colleges, were unable to be discussed due to time and schedule constraints. This report is written as a framework, with workforce / career technical education, in particular, being addressed through the subsequent implementation actions related to student assessment, enrollment prioritization, course offerings and the development of a college-level score card.

Defining Student Success

Students come to California Community Colleges for many reasons. Measuring their success does not fit neatly with a cookie cutter image of a college student. However, most students come to community colleges with one thing in mind: earning a degree or certificate and then getting a job. For some, entering the workforce is in the distance, with success defined as transferring to, and subsequently graduating from, a four-year college. For others, an associate's degree will meet their academic goal. Still other community college students are looking to gain concrete job skills to help them more immediately enter into the workforce. This could be accomplished by either completing a vocational certificate program or through any number of skill-

oriented courses. Yet, regardless of their goals, the vast majority of students come to community colleges in need of basic skills such as reading, writing, and mathematics.

How do we know if students are succeeding? To acknowledge the varied intent of students, the Task Force adopted a set of Student Success Outcome Metrics. The following metrics represent how the Task Force recommends that the system define whether or not a student (and thus community colleges as a whole) has been successful:

- How many degrees and certificates were earned by students statewide?;
- How many students transferred to a four-year institution after completed a transfer curriculum (and how many of those earned associate degrees)?
- What percentage of community college students earned a certificate or degree, transfer, or were ready to transfer within a 6-year period.
- What percentage of students whose workforce related goals do not include earning a credential, passed their courses?

While tracking the above-noted student outcomes is necessary to measure student achievement, research indicates that there are a number of points along a student's path to completion where they are likely to falter or drop out. The recognition of these "loss points" guided the work of the Task Force and helped structure recommendations that could be aimed at mitigating student drop out.

Each time a student progresses beyond a "loss point" the likelihood of reaching his/her educational goals increases. By turning these loss points into progression metrics, we are able to track how well students and institutions are doing in ensuring that students better meet their educational goals. Examples of progression metrics include:
- Successful completion of basic skills competencies;
- Successful completion of first collegiate level mathematics course;
- Successful completion of first 15 semester units;
- Successful completion of first 30 semester units.

System-wide accountability efforts will, therefore, include collecting and reporting both the outcomes and the progression measure for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is succeeding in educating those historically disadvantaged

populations whose educational success is vital to the future of the state. Of course, system-wide accountability efforts will include much more than the core measure outlined here, as colleges and the Chancellor's Office are committed to using data to continually improve student outcomes.

National and State Student Success Efforts

The last two years have seen a dramatic shift in the way the country views educational attainment with community colleges nationwide being called upon to produce more graduates and certificate holders.   Responding to global economic pressures, in 2010 President Obama highlighted community colleges with a White House Summit and "Call for Action," a message that resonated with employers, economists, and educators here in California. Projections from the National Center for Higher Education Management Systems (NCHEMS) demonstrate the degree to which California is at risk of failing to meet global workforce needs. NCHEMS found that California's changing demographics, combined with low educational attainment levels among fast-growing populations, will translate into substantial declines in per capita income between now and 2020 – placing California last among the 50 states in terms of change in per capita income.

The work of the Student Success Task Force is not being done in isolation. The Community College League of California's Commission on the Future report served as a basis for many of our recommendations, as did prior community college reform efforts, including the *Partnership for Excellence* program and various reviews of the *California Master Plan for Higher Education*.

Implementation Processes

In each case, the recommendations contained in this report will require in depth, discrete, and specific implementation strategies depending on whether the proposed change is statutory, regulatory, or dissemination of best practices. The community college system has a rich history of shared governance and local collective bargaining; nothing in this report is designed to upend those processes. Further, the Task Force recognizes that implementing these recommendations will require the involvement of everyone from state policy makers to local community college staff and faculty. This will take time.

A separate document, authored and distributed by the Chancellor's Office, will be forthcoming and will begin to lay out various strategies for implementing the recommendations contained within this report. There will be implementation groups

composed of the relevant internal and external stakeholders. Academic Senate involvement at each step of the process will be critical. During the implementation phase, it is the intent of the Task Force that the parties work together to address the practical matters associated with the eventual success of the recommendations.

Conclusion

We would like to thank our funders – The William and Flora Hewlett Foundation, The James Irvine Foundation, The Walter S. Johnson Foundation, The Lumina Foundation, and The David and Lucile Packard Foundation – for their support of our efforts.

We look forward to an open and engaged dialog with all interested parties in the coming months.

PART II

Draft Recommendations of the Student Success Task Force

Chapter 1

Increase Student Readiness for College

POLICY STATEMENT

Community Colleges will collaborate with the State Board of Education, the California Department of Education, and other statewide efforts to define and address college and career readiness.

A vast majority of first-time students entering the California Community Colleges (CCC) are underprepared for college-level work. In the CCCs, 70-90 percent of first-time students require remediation in English, math, or both. In 2010, 79 percent of California's 11th grade students who took the Early Assessment Program (EAP) college readiness test did not test "college ready." Currently, system policies between K-12 and postsecondary education related to standards, curriculum, and assessment are not well aligned to communicate either clear expectations for college or career readiness or to support a smooth transition for high school graduates.

The State Board of Education (SBE) adopted the Common Core State Standards (CCSS) in August 2010 and joined the Smarter Balanced Assessment Consortium in May 2011 to develop a new K-12 assessment system based on the CCSS. This

presents an ideal opportunity for the state to develop curriculum frameworks and assessments that align expectations and standards across public education and higher education systems.

A definition of "career readiness" also needs to be developed, based on the new CCSS, and added to the menu of standard assessments used to guide students' programs of study. Career readiness scores could influence students' selection of a program of study or certificate – especially when skill competencies are validated against incumbent industry employees in those career pathways.

Recommendation 1.1
Community Colleges will collaborate with K-12 education to jointly develop common standards for college and career readiness that are aligned with high school exit standards.

The Taskforce recommends that the community college system closely collaborate with the SBE and Superintendent of Public Instruction to define standards for college and career readiness as California implements the K-12 Common Core State Standards. Doing so would reduce the number of students needing remediation, ensure that students who graduate from high school meeting grade-level standards are ready for college-level work, and encourage more students to achieve those standards by clearly defining college and career expectations.

Requirements for Implementation

- No statutory or regulatory changes are needed to authorize community college participation in the development of common standards.
- Discussion with K-12 and the California State University may identify conforming changes to statute governing the Early Assessment Program.
- Leadership from the Academic Senate, Board of Governors, and Chancellor will be needed to ensure community college representatives have membership in key committees that will plan and execute the definition of standards.

Chapter 2
Strengthen Support for Entering Students

POLICY STATEMENT

Community colleges will provide stronger support for students entering college to identify and meet their goals. Stronger support will be facilitated by centralized, integrated and student-friendly technology to better guide students in their educational planning process.

Status of Matriculation Program

In 1986, the Seymour-Campbell Matriculation Act charged the Board of Governors with ensuring that all community college students were provided support to define and attain their educational goals. The Board adopted Title 5 regulations that require districts to provide admissions, orientation, assessment, counseling and follow-up services for all students (except those specifically exempted) to the extent funding was provided for those services. Funding has never been adequate to serve all students and, as a result, colleges have not been able to provide the level of services needed. In 2009-10 a 52 percent budget cut in Matriculation program funding in particular turned a bad situation into a crisis.

Students need guidance.

Extensive research has documented the importance of assessment, orientation and informed education planning to set incoming students on a pathway to a successful outcome and build early momentum for their success. Given options, students who lack guidance are likely to seek what they think will be their most direct path through college-level courses, without understanding what is required to be successful in the college environment and without regard to their academic preparation for college-level work. There are multiple consequences when students make uninformed

choices: (a) students find themselves in courses that are unconnected to reaching an educational goal and for which they are not prepared, at best lengthening their time to completion and all too often causing them to drop out; (b) colleges lose the ability to target limited seats and services where they will be most effective; and (c) faculty are faced with underprepared students in their courses.

Assessments vary by college.

Currently, the community college faculty at each college determine which assessments are administered to place students within that college's curriculum for English, math, and English as a Second Language (ESL). Colleges are required to also consider other measures of a student's ability to succeed, such as academic history and demonstrated motivation. This local approach to assessment has failed to serve students by allowing for significant variation between campuses and in some instances even limiting portability within a single district. Other significant drawbacks include the high cost of assessment instruments and inefficient test administration.

Since 2008, the system has taken significant steps to move toward a centralized assessment. Grant funding was obtained from the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation to complete a common assessment feasibility study. The Board of Governors sponsored legislation (AB 743, Block) in the current legislative session to advance common assessment and a common college readiness standard. The community colleges system has also adopted the Early Assessment Program, in partnership with the California Department of Education (CDE) and the California State University, to provide 11th grade students a signal of their readiness for college-level curriculum.

Participation in core assessment and planning services is key to student success.

While students are asked to indicate their educational objective on the application for admission, they are currently not required to identify a specific program or major. Many students are undecided when they first enroll in community college and remain so for too long, while others may randomly check a box on their application form never being required to update the goal later. The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, many students enroll in basic skills or general education courses without a clear objective or pathway to completion of a program, in part because most transfer-level courses do not carry prerequisites and students are not

made aware of the level of rigor associated with the course. Additionally, even before the 52 percent budget cut to Matriculation funding, colleges found it difficult to provide all students with access to counseling services to assist with the development of education plans—student to counselor ratios range from 800 to 1 to 1000+ to 1 in the community colleges. Requiring students to participate in those core services that provide them with a better foundation for their success, helping students make informed choices about their education, increasing the availability of services offered through technology, and requiring students to declare a program of study early - are all strategies that can help to increase student success in the CCCs.

Technology can help.

The creation of online resources that would support advisement and allow many students to self-manage their academic pathways is hindered by the lack of centralized technology. Given the high development cost of creating student portals, very few districts have undertaken this task, leaving students to struggle with a dearth of information available to them to follow an appropriate academic pathway. While almost all students enter the CCC's through a common electronic application (CCCApply), once they are admitted, they are not further captured and led to build an online profile which could help many self-serve and access resources. Scaling up the use of technology is one of the few viable ways of reaching substantially more students, many of whom are technologically capable of, and in may cases may prefer, to navigate their pathway through community college in an online environment.

While there is a plethora of education data collected both within the CCC system and in other education sectors, it is not currently aggregated in a single location that would allow for the creation of education data warehouses that could leverage the intersegmental data and help advise students of effective pathways through college. An example of this would be the use an examination of past student outcomes in various courses for students at various levels of basic skills, and then create an advisement matrix that keeps students enrolled in courses appropriate for their particular skill levels.

In the same manner that companies like Netflix and the Apollo Group have created tightly integrated online pathways for their customers, the CCC system needs to look towards the creation of centralized student support modules that offer high interactivity with local campus and district IT and administrative systems. Appropriate suggested student choices could be developed using research

conducted on educational data to create "default" pathways suggested by online student advisement systems. These systems could be used by both students and campus advisors as tools to nudge students towards better academic choices and to reduce excess unit accumulations and unnecessary withdrawals.

An additional benefit to the creation and maintenance of centralized technology utilities is that doing so will create huge economies of scale for the system. By lifting these costs from the local district and freeing up local monies, centralized technology in the CCC's will allow for opportunities to drive down costs by bulk purchasing and development.

Technology – while having many benefits – is not a panacea. An expanded student-friendly technology system will allow the most self-directed students to complete a variety of activities (e.g., education planning, orientation, preparing for assessments) using resources with which they are most familiar - computers, smart phones and the like. However, our less directed students will still need the face-to-face interactions provided by advisors and counselors. By shifting the lower-need, self-directing students to online tools we free up advisors and counselors to focus their face-to-face interactions with those students most in need.

Recommendation 2.1
Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and English as a Second Language (ESL) that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards and assessments.

Requirements for Implementation

- Design a centralized assessment system that includes a robust array of options to help students prepare to take the assessments for the most valid result. It should ensure consistent testing policies, including re-test policies that are decided based on psychometrics rather than budget. The centralized assessment must be diagnostic to ensure placement into appropriate coursework, and inform faculty efforts to design appropriate curriculum.
- By 2014, work to include accommodation of community college diagnostic assessment needs within the state's new CCSS assessments.
- After development, amend Education Code Section 78213 to require colleges to use the new common assessment for course placement.
- Eventually, the Board of Governors would propose to amend Education Code Section 99300 ff. to phase-out the use of the Early Assessment Program (EAP) and transition to a new assessment aligned with K-12 CCSS.
- In the meantime, the enactment of AB 743 (pending Governor's action) will facilitate the interim selection of a currently available "off the shelf" assessment instrument for English, math and ESL, to be procured in the most cost-effective manner for use statewide.
    - One-time funds of $1 million (already secured from outside sources) together with dedicated state-level funding of approximately $5 million would enable the Chancellor's Office to conduct a centralized procurement using state-level buying power to drive down the cost of assessments while leveraging some customization thus providing unlimited assessment capacity to colleges at low or no cost.
    - Participation in the interim system would be voluntary but incentivized by the significant local cost savings.

Recommendation 2.2
Require all incoming community college students to: (1) participate in (a) diagnostic assessment and (b) orientation, and (2) develop an education plan.

By requiring students to participate in these core services, the community college system will insure that students have the foundational tools necessary to make informed choices about their education.

Requirements for Implementation

- Education Code section 78212 and Title 5 section 55500 ff. already require colleges to provide these and other matriculation services to all non-exempt students (if funding is provided for that purpose.)
- Amend Title 5 sections 55521-25 to require students to participate in assessment, orientation and development of a student education plan
- Amend Title 5 section 55532 to establish more explicit criteria for exempting students from participation in required services in order to achieve greater clarity and statewide consistency in the proportion of students to be served.

Please note: The Task Force recognizes that implementation of this recommendation requires: (1) a substantial reallocation of existing local resources; (2) additional resources, and (3) new modes of service delivery in order to make these required services available to all incoming students.

Recommendation 2.3
Community colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.

Recommendations in this report rely heavily on the ability of technology to help guide students into educational pathways. In order to implement many of the student services recommendations, the community colleges must develop and implement a variety of centralized technology applications. Online technology will be used to allow self-directed students to guide much of their own education planning, for counselors and advisors to better assist students with educational pathways, and for administrators and faculty to better plan course schedules to ensure that students complete their education in a timely and efficient manner.

These technology applications will generate efficiencies, but more importantly they will increase and improve communications with students by using platforms they already rely on to manage their daily lives. Today's students use smart phones and tablets no only to communicate with friends and professors, but to deposit checks into their bank accounts, track their academic progress, purchase good and services, watch movies and read books. This is where our student spend much of their time, and we must create smart applications that help them reach their educational goals.

Rather than having individual colleges create their own online student planning tools, the Chancellor's Office would create applications that would be plugged into existing college and district web portals. Colleges would be able to place these applications in locations that mesh with their own unique website, with the services being centrally provided and centrally supported.

Examples of the types of online services include:

- A common application to college;
- An electronic transcript;
- An online BOG fee waiver form;
- A degree planning module;
- An electronic library resource and library catalog;
- A career exploration module;
- A job placement module;
- A textbook purchasing module; and
- A transfer advisement module.

Requirements for Implementation

- Secure additional state funding for the development of the proposed technology tools that would then be provided to colleges free of charge.
- A centralized development and procurement process would leverage the system's size to drive down the estimated annual cost of the project to approximately $12 million.

Recommendation 2.4
Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, provided by the college for new students.

A student's readiness for college is based on several factors in addition to their academic proficiency in English and mathematics or their ability to perform well on standard assessment tests. College readiness includes other variable that can influence a student's ability to successfully complete credit-bearing, college-level coursework. A student's "college knowledge," or awareness and understanding of the college culture, institutional processes, and support resources available, can help a student navigate the complexities of life on campus and can help them access services, such as tutoring labs and financial aid, that may be critical to their success. Another important aspect of college readiness includes skills that provide a foundation for students to perform well, such as time management and the ability to work independently. These "habits of mind" include a student's ability to organize their work and mange time, study effectively, and balance competing priorities successfully.

Requirements for Implementation

- Amend Title 5 section 55521 to allow for students to be placed in a student success course or other support activity.
- Require students to enroll in a student success course if assessment results demonstrate a need.

Recommendation 2.5
Encourage students to declare a program of study upon admission and require declaration by the end their second term.

Declaring a program of study is much more specific than declaring an educational goal. Doing so sets incoming students on an educational pathway and builds early momentum for their success. A student who is unable to declare a program of study by the end of their second term should be provided counseling and other interventions to assist them in education planning and exploring career and program options. If these interventions fail to meet their desired end, students should lose enrollment priority after their third term.

Requirements for Implementation

- Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term.
    - Current title 5 regulations require students to declare an educational goal "during the term after which the student completes 15 semester units or 22 quarter units of degree-applicable credit coursework, unless the district establishes a shorter period." Title 5 also requires districts to establish a process for assisting students to select a specific educational goal within a "reasonable time," as defined by the district, after admission.
- Amend Title 5 to define "program of study" as a certificate, degree or transfer objective in a specific occupational area or major. Groups of students exempted from meeting this requirement should also be specified in regulation.

Chapter 3
Incentivize Successful Student Behaviors

POLICY STATEMENT

Community colleges will incentivize those student behaviors that are associated with their eventual success.

Rationing of Classes

One of the basic tenets of the Master Plan for Higher Education is that all Californians who have the capacity and motivation to benefit from higher education should have a place in the California Community Colleges. Given the scarcity of resources currently available to the colleges, the reality is, the state has failed to live up to that commitment and we as a system are rationing access to education. While we continue to admit all students that apply, not all admitted students are able to enroll in the courses needed to meet their educational goals.

Enrollment Priorities

Under current law and practice, students already in the system have enrollment priority over new students. Registration priority is generally higher for students with higher unit accumulations, so only unit accumulation is a rewarded student behavior in the registration process. As a result, there is perverse incentive for students to enroll in classes that don't further their educational objectives simply to gain a place higher in the enrollment queue.

Policies that enable students to wander around the curriculum, withdraw and repeat classes multiple times, avoid services that could steer them along a productive

pathway, and accumulate an unlimited number of units are a disservice to enrolled students and to those who can't get into the system for lack of available classes.

Use the BOG Fee Waiver Program as a way to incentivize successful student behaviors.

The Board of Governors (BOG) Fee Waiver Program, for example, which was designed to ensure that the community college fees do not present students with a financial barrier to education, are an underutilized mechanism for incentivizing successful student behaviors. Unlike federal and state financial aid programs, the community colleges do not require students to make satisfactory academic progress, make progress toward a goal, or limit the maximum number of units covered by the award. The Task Force believes that policies governing eligibility for the BOG fee waiver should be consistent with enrollment policies designed to promote student success. By enacting accompanying BOG fee waiver changes, low-income students who rely on the waiver will be provided the same level of and held to the same standards as other students.

Adopt consistent polices for enrolling students.

Yet we as a system have both initiated and continue to support these ineffective policies. In short, the community college system should adopt enrollment management policies that encourage students to follow delineated educational pathways that are most likely to lead to completion of a certificate, degree, transfer or career advancement goal.

Recommendation 3.1

The Community Colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

Current law and practice guiding student enrollment tends to favor the continuing student, based solely on their accrual of course units. The existing system fails to align with the core priorities of community colleges: to provide courses for students seeking to earn a degree or certificate, transfer, participate in a career-technical program, or improve their basic language or computational skills. Altering enrollment prioritization is an efficient way of encouraging successful student behaviors and ensuring that we are rationing classes to provide more students with the opportunity to succeed.

Highest enrollment priority should be provided for:

- Continuing students in good standing who are making progress toward a certificate, degree, transfer or career advancement objective. This includes students who are actively pursuing credit or noncredit basic skills remediation.
- First-time students who participate in orientation and assessment and develop an informed education plan that includes courses or other approaches to begin addressing any basic skills deficiencies in their first year.
- To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, students with disabilities and disadvantaged students) should be retained. [Please note: current legislation, AB 194 (Beall) pending action by the Governor, would add foster youth to this category.] To the extent allowable by law, these students should be subject to all of the limitations below.

Continuing students should lose enrollment priority if they:

- Do not follow their original or a revised education plan
- Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) or Progress Probation (failure to successfully complete at least 50 percent of their classes)
- Fail to declare a program of study by the end of their third term
- Accrue 100 units (not counting Basic Skills and ESL courses.)

Requirements for Implementation

- Adoption of this policy is within the purview of the Board of Governors.
- Board of Governors should amend Title 5 regulations to establish statewide enrollment priorities.

- Current legal requirements and relevant legislation include the following:
  o Education Code section 66025.8 requires community colleges to grant priority enrollment to any member or former member of the Armed Forces of the United States for any academic term within two years of leaving active duty. (SB 813, (Veterans Affairs Committee) which extends priority enrollment to four years is currently awaiting Governor's action.)
  o Title 5 section 58108 authorizes community college districts to establish procedures and policies for registration, including a priority registration system.
  o Title 5, section 58108 permits colleges to provide special registration assistance to disabled and disadvantaged students in accordance with a priority system adopted by the local board of trustees.
  o Title 5, section 56026 authorizes community colleges to provide registration assistance, including priority enrollment to disabled students.
  o Title 5, section 56232 requires colleges to provide access services for EOPS students, including "registration assistance for priority enrollment."
  o If signed into law by the Governor, AB 194 (Beall) would require community colleges to grant priority enrollment to current and former foster youth. This measure was approved by the Legislature and is awaiting action by the Governor.

Recommendation 3.2

Require students receiving Board of Governors (BOG) fee waivers to meet various conditions and requirements, as specified below.

> **(A) Require students receiving a BOG fee waiver to identify a degree, certificate, transfer or career advancement goal.**
>
> **(B) Require students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal.**
>
> **(C) Limit the number of units covered under a BOG fee waiver to 110 units.**

The BOG Fee Waiver Program allows financially-needy students to have their fees waived. Unlike federal and state financial aid programs, the community colleges do not limit the maximum number of units covered by the award nor do they require students to make satisfactory academic progress or make progress toward an educational goal. The federal and state financial aid programs impose these requirements because they work to keep students progressing toward their educational goals and help them to meet those goals in a timely manner.

Implementation of this recommendation will result in substantial cost savings to the community college system (estimated to be approximately $89 million.) Dollars saved by implementing this proposal would be reallocated within the community college system and used to reinvest in the student support and retention activities identified in the student success plan.

Requirements for Implementation

- Amend Education Code section 76300(g) and Title 5 section 58612 or 58620 to add eligibility criteria.
- Build in a series of active interventions to ensure that students facing difficulties do not lose financial aid eligibility.
- Ensure that students failing to make progress have the ability to appeal.
- Ensure that financial aid offices retain capacity to administer this recommendation regardless of the number of fee waivers granted on a particular campus.

Recommendation 3.3
Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.

Research indicates a high correlation between full-time enrollment and students' achievement of their educational objectives. The faster a student completes his or her education the less time there is for life or family issues to get in the way. Students benefit from full-time attendance by increasing their earning potential sooner while colleges benefit from the greater efficiency of serving one full time student versus two or more part time students for the same funding.

Recognizing that many community college students are not in a position to enroll full time, particularly those who work full time and are enrolled to upgrade their job skills as well as those who depend on full-time employment to support families, there are nonetheless simple steps that can be taken to ensure that students are made aware of the benefits of full-time enrollment and can consider whether such a route is possible for them.

Requirements for Implementation

- No statutory or regulatory changes are needed. This can be accomplished by dissemination of best practices for financial aid packaging and deployment of existing resources, including the *I Can Afford College* financial aid awareness program.

Recommendation 3.4
Community Colleges will require students to begin addressing basic skills deficiencies in their first year and continue remediation as part of their education plan.

Chapter 5 of this document addresses improving the quantity and efficacy of basic skills instruction. Colleges need to be able to offer students an array of course, laboratory, or other approaches to skill improvement. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction and intensive basic skills courses.

Requirements for Implementation

- Title 5 sections 55200-02 already permit community college districts to require students assessed below collegiate level to begin remediation in their first year by following the procedures for establishing prerequisites or co-requisites.
- However, a more direct approach would be to adopt a new Title 5 regulation making the requirement explicit for all students at all colleges.

Chapter 4
Align Course Offerings to meet Student Needs

POLICY STATEMENT

Community colleges will focus course offerings on meeting student needs.

Offer courses that align with student education plans.

With limited economic resources, California community college campuses must strategically focus the scheduling of courses to meet the needs of students who are seeking degree or certification completion as well as specific job training programs required by local industries. Over a period of time the mission of the California Community Colleges has grown to add many community interest classes at the expense of key basic skills, career and technical, or transfer classes. In addition, there is an imbalance between students' assessed need for basic skills classes and their supply. Colleges must now focus attention on program completion through a serious review of scheduling practices.

Use a balanced approach.

The Task Force recognizes that the scheduling of courses is a complex matter that requires balancing the priorities of the college. In order to meet the student and industry needs described above, colleges must shift from using historical course scheduling patterns and instead utilize the numerous sources of data available to them as the basis for informed course scheduling.

Fund courses based on their inclusion in student educational plans.

Further, the Board of Governors and the legislature should ensure that state subsidization for instruction, whether it be credit or noncredit courses, is limited to those courses that are included in a program of study and informed by a student education plan. Doing so will provide a strong incentive for colleges to work with students to develop education plans and to clearly identify pathways that students should follow in each program. In addition, targeting the state apportionment funding to support courses that are necessary to meet students' specific educational objectives will ensure that finite resources are used to meet high priority educational objectives in CTE, transfer, and basic skills.

Recommendation 4.1
Community Colleges will use the requirements for a student to complete a program of study, along with state and local data, including enrollment trends and labor market demand to develop course schedules and determine course offerings.

Requirements for Implementation

- Amend statute and Title 5 regulations to reflect that apportionments may only be claimed if scheduled courses are part of student education plans.
- Amend statute (Education Code 78300) and Title 5 as needed to explicitly allow colleges to enroll community service students in otherwise state-supported credit classes, where there is excess capacity in those classes.
- Current law authorizes community college districts to offer community service classes, but specifies that no General Fund dollars be used to support these classes.
- Under this recommendation, students having the course in their education plan would pay the credit enrollment fee, while students not having the course in their education plan would pay a fee covering the full cost of instruction
- BOG would need to adopt new Title 5 regulations to provide districts with the necessary guidance concerning the setting of the fees and calculation of proportionate cost.
- Amend statute to limit the scope of allowable non-credit classes to only those identified as Career Development or College Preparation (CDCP.)
- Adopt Recommendation 7.1 to increase the statutory authority of the CCC Chancellor's Office (CCCCO) thus allowing for oversight regarding course offerings as well as dissemination of enrollment management best practices for establishing community education programs that respond to community needs while also providing a source of income to the campus.
- Adopt Recommendation 2.2, which revamps the concept and use of student education plans to focus the student on a more prescriptive course of study and concurrently provide a clear roadmap for colleges to determine course demand.

Chapter 5

Improve the Education of Basic Skills Students

Policy Statement.   The community college system will develop a cohesive statewide framework for the delivery of basic skills educational services.

Need for Basic Skills Reform

In California, basic skills students often are "traditional" students who have matriculated through the K-12 system and arrived at the community colleges underprepared for college-level work. They may also be "nontraditional" students who are working adults returning to gain a degree or further career-based skills.

Overall, the picture for our basic skills students is not a rosy one. Conservative estimates from national researchers show that 60 percent of all entering college students assess as needing basic skills remediation. Yet, according to data compiled for the Basic Skills Supplement to the ARCC Report (March 2011), only 300,000 students (approximately 10 percent of all community college students) are enrolled in basic skills coursework in any given year. It is particularly worrisome that hundreds of thousands of students are in need of basic skills remediation but not enrolling in those courses.

The success data from the Basic Skills Supplement is equally concerning. Of students who begin a mathematics sequence four levels below transfer-level (16.2 percent of entering students are assessed at this level), only 25.4 percent ever achieve a certificate, degree, or transfer preparation. While students who begin one level below transfer-level (18.4 percent of entering students are assessed at this level) achieve one of these goals at the rate of 42.6 percent, that still leaves more

than 50 percent of students unaccounted for. These general ranges are also applicable to students who begin at equivalent levels in basic skills English writing, reading, and English as a second language.

From an equity perspective, there is also cause for concern. Using the same data source (Basic Skills Supplement) Hispanics comprise over 40 percent of all basic skills enrollments. Blacks comprise 11 percent; Asians comprise 13 percent; and Whites comprise 22 percent. Within two years, Blacks have the lowest successful completion of college-level mathematics at only 17 percent. Hispanics completed college-level mathematics at 25 percent, while whites and Asians completed college-level mathematics at 30 percent and 38 percent respectively.   The disparity in completion rates underscores the need for our system to embrace the goal of measuring and working to close equity gaps.

The problem that confronts our system is one of magnitude and resources. We must develop a responsive system of education that clearly outlines the pathway and the interventions necessary for student success and reflects an institutional commitment to commensurately deploy resources to optimize increasingly limited dollars.

Professional development is key.

Central to the creation and implementation of a cohesive framework for the delivery of basic skills is the use of professional development (as discussed in Chapter 6.) In many cases, the changes necessary to increase student success and completion require faculty and staff to build new skills or hone existing skills. Faculty, staff and administrators need consistent, thoughtful, and productive professional development activities that are tied to the desired outcomes.

While many community colleges groups (Academic Senate, the CIOs, the CSSOs, 3CSN, 4CSD, the Community College League of California, the Research and Planning Group, and the Chancellor's Office) have provided professional development to improve basic skills instruction and supports in the state, statewide coordination of what is now a completely-locally-determined professional development activity is needed if systematic change is to be accomplished.

Need to Scale Practices That Work

System-wide efforts such as the Basic Skills Initiative have made initial inroads into addressing basic skills and the students who need them. Scattered throughout the state are successful basic skills interventions that are moving towards college-scale

in terms of impact. However, in many more places, colleges still struggle with how best to tackle this pervasive issue, and the struggle becomes more desperate as resources are further constrained.

Therefore, it is time to overlay local efforts with a more structured statewide framework that provides support for research-based approaches to basic skills interventions, support for bringing successful interventions to scale, support for making the financial decisions necessary for implementation, and support for the intersegmental conversation needed to serve all adult learners in the state.

Basic Skills is a Shared Responsibility with K-12

Addressing basic skills is a shared responsibility between K-12 and the community colleges. Thus, activities regarding alignment and messaging with K-12 and our public four-year institutions are key components of this report and are addressed in previous sections. It is important to note that approximately 68 percent of entering CSU freshman require remediation making it apparent that, as a state, we must provide education in new ways to ensure that students are college-ready (per recommendation of Chapter 1.) As community colleges, we must develop new methods of ensuring that those students who enter our colleges unprepared receive the instruction and services needed to help make them successful.

Balancing Needs of the CCC System

Competency in basic skills (reading, writing, and mathematics) prior to entering a community college is a key challenge for California. While addressing the basic skills needs of students is a central mission of the community college system, the time and resources devoted to basic skills instruction need to be balanced with the other missions of the system, namely occupational training, academic preparation, and transfer. The task force is aware that existing resources need to be allocated judiciously to accomplish these three primary missions. This will involve further prioritizing of the apportionment streams and more directed uses of discretionary funds such as those provided for the Basic Skills Initiative.

Recommendation 5.1
Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale model programs for delivering basic skills instruction.

The task force believes that the community college system must foster more effective basic skills instruction. We cannot simply place students into classes that use the same mode of instructional delivery that failed to work for them in high school. Within the system, colleges have developed or adopted alternatives to the traditional curriculum that show great promise in revolutionizing the delivery basic skills instruction to adults. For example: (1) the use of learning communities; (2) modularized instruction; (3) intensive instruction; (4) supplemental instruction; (5) contextualized learning – particularly within Career Technical Education Programs; and (6) team teaching, all illustrate new and innovate ways of teaching adults.

There are also new models that have yet to be created. Community colleges can – and should - provide incentives for developing alternatives to traditional curriculum and taking to scale model programs that work.

Requirements for Implementation

- Authorize the reallocation of Basic Skills Initiative (BSI) dollars in the annual Budget Act.
- Chancellor's Office will adopt amended guidelines to redistribute the BSI funding to:
  - Target a fixed portion of the money to specifically incentivize faculty redesign of curriculum and support innovations in basic skills instruction.
  - Develop clear curricular pathways from basic skills into collegiate-level coursework.
- Amend Title 5 regulations to remove the requirement that supplemental instruction, with regards to basic skills support, be tied to a specific course. This would explicitly enable the use of supplemental instruction for the benefit of basic skills students.
  - Under current regulation (Title 5 Section 58050 and 58172), apportionment can only be claimed for supplemental instruction provided through a learning center if the hours of instruction are tied to a specific course and the hours are laid out in the course outline of

record for the course. Given that the needs of basic skills students vary and are hard to predict, such restrictions prevent colleges from funding this form of support for basic skills students.

- Implementation of Recommendation 8.3 - which establishes an alternative funding model for basic skills – would provide a financial incentive to further encourage innovation in the delivery of basic skills instruction.

Recommendation 5.2

The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to education in mathematics, English, and English as a Second Language (ESL.)

Improve Coordination of K-12 and Community College Basic Skills Programs

The community colleges, with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness. This plan should include:

- Improved availability and quality of advising and counseling services for basic skills students, providing them a clear pathway to reaching their academic goals
- Increased preparedness for faculty and staff on the special needs of basic skills students
- Identification and funding of best practices in basic skills delivery, both student services and instructional programs, that support moving students more effectively and efficiently to career and transfer readiness
- Identification of the appropriate credit and non-credit levels to be delivered by each education segment making sure to provide "safety nets" and an appropriate overlapping of services to provide all students with access to basic skills instruction

Demise of Adult Education

Failure to address the basic skills needs of the state will have lasting negative impacts on hundreds of thousands of Californians as well as the state's economy and social climate. The Governor and Legislature should reexamine the implementation of K-12 budgetary flexibility for adult education funds, and the resulting redirection of support for these programs, to determine if this practice is consistent with California's current social and economic needs.

As part of the 2009-10 State Budget, K-12 school districts were given the authority to redirect categorical program funding originally appropriated for specified programs. As a result, roughly $800 million in Adult Education funds was shifted to support

other K-12 categorical programs that had experienced deep funding cuts. Based on recent estimates, school districts have exercised this option and transferred more than $400 million out of Adult Education programs. It is important to note that the decision to redirect funds is made at the district level and therefore program implementation varies. Statewide, the substantial reduction in support for K-12 adult education programs has resulted in increased demand on community colleges to provide education to this population in addition to current students' needs for noncredit and credit basic skills courses. Unfortunately, due to budget cuts, community colleges do not have the capacity to expand course offerings to meet this increased demand. As a result, large numbers of adults in need of basic skills education have gone unassisted. In addition, the considerable local variation in programmatic decisions by K-12 districts has resulted in a fractured system of basic skills delivery to an already needy yet essential segment of the California population.

Need for Legislative and Gubernatorial Direction

State leaders need to determine if the current flexibility over K-12 adult education funds is consistent with state economic and social needs and whether these funds should be rededicated to serving basic skills needs. They should also determine whether these programs would best be placed in the K-12 or community college system and provide funding commensurate with the task.

Chapter 6

Revitalize and Re-envision Professional Development

POLICY STATEMENT

The community college system will develop and support the continued and focused professional development for all faculty and staff.

Need for Professional Development

On-going professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development, institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement. This type of change will not happen overnight. The end result envisioned by the Task Force will need to emerge through years of refinement.

History of Professional Development

Support for professional development in the California Community Colleges has been mixed. While recognition was given to the important role of professional development in the landmark community college bill AB 1725, the goal of providing specific funding to support on-going professional development has never been reached. Today, most colleges attempt to carve out support from the general fund, but financial pressures have continued to erode institutionally supported professional development. Some colleges have relied on outside grants for professional development to faculty, but for the most part these strategies are limited to boutique

programs rather than campus-wide issues. The Basic Skills Initiative (BSI) has provided some funding for professional development, but these funds are modest at best. Furthermore, in spite of the best intentions of those hired to provide professional development at the colleges, professional development activities have tended to focus on short-term programs or one-time workshops rather than providing the sustained engagement with ideas and processes that, research has shown, has a greater chance of bringing about real change.

Flex Days

Education Code 84890 - established in 1981 – allowed community colleges to move away from the standard 175-day instructional calendar that was a holdover from the K-12 system and instead use up to 15 days per year for professional development [see Title 5 sections 55720-55732]. Most colleges implemented a combination of fixed and flexible days. Fixed days require faculty and staff to attend mandatory programs determined by the college while flexible days are used for faculty determined activities, such as conferences, coursework, and research. Today, fixed flex days are comprised largely of campus-wide activities such as convocations, beginning-of-the-semester state-of-the-college presentations, and departmental meetings. Workshops related to effective teaching and student success are also offered, but, as stated above, suffer from being of limited duration and thus of limited effect overall.

Under the current regulations, the following activities are staff development activities allowable under a flexible calendar:
1. Course instruction and evaluation;
2. Staff development, in-service training and instructional improvement
3. Program and course curriculum or learning resource development and evaluation;
4. Student personnel services;
5. Learning resource services;
6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
7. Departmental or division meetings, conferences and workshops, and institutional research;
8. Other duties as assigned by the district.
9. The necessary supporting activities for the above.

The Flexible Calendar Program Numbers

Category	Totals
Percentage of colleges that participate in the Flexible Calendar Program	95.5%
Number of colleges that do not participate in the Flexible Calendar Program	5
The average number of Flexible days per college is	5.3 days
The most common number of Flexible days taken by colleges.	23 Colleges have 4 Flexible days
Number of colleges with the maximum number of 15 Flexible days.	0
Number of colleges that have 14 Flexible days	2
Number of colleges that have only 1 Flexible day	5

The state provides strong support for professional development activities through its Flexible Calendar Program, which allows colleges to exchange instructional days (where students are on campus) for professional development days (where faculty and staff are engaged in active professional development.) In the 2009-10 academic year, the community college system converted almost three percent of its instructional days into professional development days.

The Task Force believes that, as a community college system, we must adopt a more systemic and long-term approach to professional development. Without this change, colleges will be unable to achieve the changes necessary to increase the success of our students. Because of their central role in working with and on behalf of students, faculty should be the primary focus of professional development efforts, with a targeted emphasis on part-time faculty, who teach up to 50 percent of the courses on a given campus.

Recommendation 6.1

Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff and administrators to be better prepared to respond to the evolving student needs and measures of student success.

To accomplish major changes in the California Community Colleges, professional development must be at the center of the discussion. In many cases, the changes necessary to increase student success and completion require building new skills or honing existing skills. Faculty, staff and administrators need consistent, thoughtful, and productive professional development activities that are tied to a set of outcomes linking to a state agenda for student success.

The Board of Governors should have the ability to direct colleges to respond to what are agreed upon strategic professional development activities. As California prepares to address key issues, whether they be instructional, fiscal, safety, or intersegmental, professional development of the community college personnel is key. Given the level of responsibility granted to the Academic Senate on instructional matters, the Board of Governors should solicit their input on a regular basis with regards to statewide professional development goals and direction.

Requirements for Implementation

- Amend statute and Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to mandate the use of professional development to address state objectives, thus requiring that colleges link mandatory professional development activities to a set of statewide objectives and then measure movement towards those objectives.
- Amend Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to mandate specific professional development purposes for flex day(s).
- Amend Title 5 regulations to ensure that professional development is also equally focused on part-time faculty.
- The Chancellor's Office should explore the use of myriad approaches to providing professional development, including regional efforts and expansion of the use of technology.

RECOMMENDATION 6.2
Community Colleges will direct professional development resources targeted at both faculty and staff toward improving basic skills instruction and support services.

In addition to the flexible calendar program for the community colleges, there are allocations directed by the Legislature specifically toward basic skills professional development. These allocations should not only continue but be expanded to provide continuous and thorough support for faculty and staff in the issues related to basic skills instruction and student support services. The pedagogical approaches to be included should respond not only to discipline issues but also within the context of economic or cultural differences of students.

In addition to the specific professional development funds available through the annual Budget Act, California should continue to direct and coordinate special programs in vocational education, economic development, science, mathematics, categorical areas, and others in order to integrate basic skills improvement throughout the entire community college system.

Requirements for Implementation

- Amend, where needed, statute and/or Title 5 regulations to authorize the Chancellor's Office/Board of Governors to mandate the use of professional development to address state objectives.
- Amend Title 5 to authorize the Chancellor's Office/Board of Governors to mandate specific purposes for flex day(s).
- Amend Title 5 to enable part-time faculty to engage in and be supported by college professional development activities.

Chapter 7

Enable Efficient Statewide Leadership and Increase Coordination Among Colleges

POLICY STATEMENT

The State should authorize greater coordination and support among colleges so that California's diverse community colleges can function more as a system.

Need for a Stronger Community College System Office

Implementing reforms that will make the California Community Colleges (CCC) more oriented around improving student outcomes require a stronger and more coordinated college system. The system needs a structure that can both drive and ensure fidelity to statewide efforts aimed at improving student outcomes. Improved sharing of data, common goal setting, and a stronger Chancellor's Office are foundational to implementing system-wide reform and refocusing the system on improving student outcomes.

The implementation of key recommendations in this report, such as aligning college readiness standards and assessment tools, focusing course schedules on the needs of the students, creating a student-oriented technology system, and directing professional development resources towards state and system-wide-priorities, all require a stronger and more coordinated chancellor's office. Alignment among colleges is long overdue, and doing so will save student's time and money and help them more efficiently reach their educational goals.

How California's Other Higher Education Systems Operate

Each of the three public higher education segments in California has a central office charged with leading, coordinating, and administering the respective systems. Of the three, the California Community Colleges Chancellor's Office and the Board of Governors has, by far, the least power and control over the colleges within its system. Unlike the UC Board of Regents and the CSU Board of Trustees, the CCC Chancellor's Office is a state agency under the control of the Governor. While the Governor makes appointments to all three boards and all three boards appoint their respective CEO's, only the CCC Chancellor lacks the ability to appoint senior management staff such as vice chancellor's and deans. This severely reduces the authority of the Chancellor and diminishes the Chancellor's ability to lead the system. Furthermore, only the CCC is subject to state civil service hiring regulations. In some cases, this prevents the Chancellor's Office from hiring the most qualified job applicants either because of the technicalities of the hiring process or because of salary limitations imposed by the state civil service system. The CCC Chancellor's Office is also impacted by state control over its regulatory power. Unlike the other higher education segments, the CCC must obtain the approval of the Department of Finance before enacting regulations affecting the community college districts or changing how its resources are deployed to meet system needs.

Role that Stronger Chancellor's Office Would Play

While shared governance with local district control remains a bedrock principle of the CCC system, many of the colleges face common challenges that could be most efficiently addressed through more structured leadership from the Chancellor's Office. For example, colleges often develop extremely effective educational programs that could benefit all of the colleges, but the system lacks a robust method of disseminating effective best practice information to the colleges. Further, recommendations contained in this chapter call on districts and colleges to establish goal-setting processes and to align those goals with state and system-wide priorities. To effectuate this recommendation, a strong Chancellor's Office is needed to coordinate those efforts.

In some cases, groups of colleges within a region could benefit from collaborating to address issues unique to those regions. While there are examples of regional collaboration among districts, they have been the exception rather than the rule. A strong Chancellor's Office, oriented towards student success, would be empowered to help coordinate and incentivize regional approaches to delivering programs.

Past Attempts

Proposals to strengthen the CCC Chancellors Office have been included in past statewide educational planning processes. For example, prior reports by The Little Hoover Commission and legislative reviews of the Master Plan for Higher Education have all included recommendations to better align colleges through a more robust CCC system-wide office. Sadly, these proposals have all failed, for different reasons and at different times, but they have failed nonetheless.

California is at a critical economic juncture, and community colleges, through the recommendations contained in this report, are committed to reorienting themselves toward ensuring students succeed. Without more authority in the Chancellor's Office to help colleges implement these recommendations and hold them accountable for positive change, the impact of the recommendations contained within this report will be substantially weakened.

Recommendation 7.1

The state should develop and support a strong community college system office with commensurate authority, appropriate staffing, and adequate resources to provide leadership, oversight, technical assistance and dissemination of best practices. Further, the state should grant the Community College Chancellor's Office the authority to implement policy, consistent with state law.

Requirements for Implementation

- Amend statute to grant the Board of Governor's authority to appoint vice-chancellors and deans.
- Amend statute to move the Chancellor's Office out of the Executive Branch.
- Amend statute (Education Code 70901.5) to allow the Chancellor's Office to promulgate Title 5 regulations without first obtaining approval from Department of Finance.
- Revise funding for the Chancellors Office by financing the office through alternative means, possibly through the use of ongoing Proposition 98 funding, to be taken from the community colleges share of the Proposition 98 guarantee, or a fee-based system.
- Centrally fund statewide initiatives (technology and professional development)
- Retain annual current Budget Act authority appropriating funds for the academic senate and add budget authority for the student senate because they are critical to the shared governance process
- Focus the Chancellor's Office on adopting a regional framework to help colleges collaborate and developing a robust system of disseminating best practice information and technical assistance to local colleges.

Recommendation 7.2

In collaboration with the CCC Chancellor's Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner (consistent with Recommendation 7.3).

Requirements for Implementation

- The Chancellor's Office, in consultation with the various internal and external stakeholders, will establish an overarching series of goals, with districts and individual colleges prioritizing these goals and establishing strategies that address local considerations.
- In order to measure and direct attention to addressing persistent equity gaps, these goals will include sub-goals by race/ethnicity.
- The Chancellor's Office will implement robust accountability reporting (via a publicly understandable "score card" per recommendation 7.3), which will include progress made on intermediate measures of student success as well as ultimate outcomes. Implementation of this recommendation will focus on which additional data elements are needed to support the goal setting function as well as which data elements can be retired to offset the new reporting requirements.
- While no additional statutory authority is needed for local districts, colleges, or the Chancellor's Office to establish goals, implementation of recommendation 7.1 is critical to ensuring that local goals are aligned with state and system-wide measures of student success and that accountability "score cards" are implemented in a meaningful way.

Recommendation 7.3
Implement a student success score card.

In order to increase both public and institutional attention on student success, the California Community Colleges will implement a new accountably tool that would present key student success metrics in a clear and concise manner. These score cards will be posted at the state and local level to help concentrate the focus of educational leaders on student performance. In order to focus state and local efforts on closing equity gaps, the score cards will include break outs by ethnic group.

The success metrics included on the score card would measure a variety of student outcomes, including successfully reaching "momentum points," such as completion of a basic skills sequence and earning specified thresholds of units, which have been shown to lead to successful program completion. In calculating gains in performance, each college would be compared against its own past performance, thus neutralizing differences associated with local economic and demographic variables. These success measures would include intermediate as well as completion outcomes. Examples of intermediate outcomes include: rate of earning 15 units, 30 units and 60 units; rate of completion of a college level (degree applicable) course in math and English; basic skills improvement rate; rate of term-to-term persistence; and ESL improvement rate. Completion outcomes would include earning a certificate, an associate degree, and transferring to a four-year institution. The Chancellor's Office will develop score card metrics and format, in consultation with internal and external stakeholders.

This new score card would be built on the existing Accountability Reporting for Community Colleges (ARCC), our statewide data collection and reporting system. It should be noted that ARCC has proven itself to be an extremely effective system for gathering and reporting a broad range of student data from the colleges. The key difference is that the new score card would present a distilled subset of data in a brief format that will help to focus attention on the system's current student success efforts.

Requirements for Implementation

- No statutory changes are needed to develop the score card format and process.
- Amend Title 5 to require local boards to discuss the score card at a public hearing and certify its content. Colleges would then publicly post their score card on websites and at physical locations and the Chancellor's Office would make results for all colleges readily available for public view. Implementation of the score card process would be required as a condition of receiving funding under the Student Support Initiative (see Recommendation 8.1).

Recommendation 7.4

The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.

Linked student level data is critically needed to determine what is working and what is not working to improve student achievement. Under the present system, educational records are housed at each of the segments (CCC, CDE, CSU, UC) respective headquarters. While these institutions routinely share data for a variety of mandated reports and studies, data has not been aggregated centrally or leveraged to improve student instruction or develop centralized student support systems.

The community colleges need system-wide student level data that can link to the other higher education segments, K-12, and the workforce in order to analyze progress and identify, improve, and implement strategies that are effective at improving student outcomes. This need has increased as the state budget crisis has led to significant cuts in funding for public education. The CCC needs information on what is working and what is not in order to set funding priorities in a way that puts students' needs first.

Shared student level data is also needed to unite the colleges' work to improve student completion. Many community college students transfer among colleges during their educational career or take courses at more than one college at the same time. A shared data system would allow colleges to synchronize assessments and have a common standard to determine readiness for credit bearing coursework. Further, robust data would better enable faculty members to incorporate post-enrollment student outcomes into their curriculum development.

Good linked data is essential both for in-person and online education planning and advisement, the implementation system-wide enrollment priorities, and the subsequent ability of colleges to match course offerings with actual student educational pathways. Without good student-level information, neither counselors nor online tools will be able to provide the guidance necessary to help students select courses and sequence those courses in a manner appropriate to their program of study. Such data could also be used to maintain transcripts and monitor students' degree status so students not only know how to pursue their postsecondary goals, but are also aware of when they have reached them. Because of the lack of coordination between community colleges today, many students continue to take courses even after meeting the requirements for a certificate or transfer to a UC or

CSU simply because they are not aware that they have completed the requirements. Shared data is essential to making the system more efficient and to improve student completion of their academic goals.

Required for Implementation

- Secure a commitment from the education segments for the development of a longitudinal K-20/wage data warehouse and the creation of an educational research resource.
- Chancellor's Office, together with the other education segments and the labor agency should procure one-time funding (including grant and philanthropic funding) for database development.

Chapter 8
Align Resources with Student Success Recommendations

POLICY STATEMENT

Both the redirection of existing resources and the acquisition of new resources will be necessary to implement the recommendations contained in this report.

In developing its recommendations, the Task Force took care to work within reasonable assumptions of available state funding. Clearly the current economic recession and California's lingering structural budget shortfall will continue to constrain the ability of the state to make new large-scale investments in the community colleges. For this reason, the Task Force crafted its recommendations to minimize financial costs.

Throughout this document, many recommendations are designed to make the colleges and the system as a whole more efficient, by improving productivity, lowering costs and better targeting existing resources. The resources saved by implementing these recommendations can then be reinvested to advance the system's student success efforts. The following is a list of resource saving strategies included in previous chapters of this report:

- Improving enrollment and registration priorities to focus scarce instructional resources on the most critical educational needs;
- Centralizing the implementation of assessment, technology, and other initiatives to achieve greater economies of scale;
- Modifying the Board of Governor's Fee Waiver program;
- Expanding the use of technology to promote efficiency and effectiveness;

- Identifying best practices that can be achieved by redirection of local resources.

Despite efforts to contain costs, many aspects of this Student Success Plan will require additional funding in order to implement the recommendations at scale and achieve significant positive impacts on student outcomes. Notably, expanding the use of diagnostic assessments, orientation, and education planning have been identified as critical elements for our colleges to better serve students. Under the current community college funding model and within the system's current funding levels, it is not feasible to expand these practices to the degree necessary to spur systemic improvement. However, with a modest additional state investment, coupled with the reallocation of existing community college funding, and the expanded use technology, we believe it is possible to implement system-wide improvements capable of yielding substantial increases in student outcomes.

Recommendation 8.1
Consolidate select categorical programs.

Over time, the Legislature, often at the urging of the community college system, has developed categorical programs to address specific priorities and concerns. In the community colleges, these programs were by-and-large designed for several reasons:

- To ensure that traditionally underserved populations of students received services (Basic Skills, Disabled Student Services and Programs, CalWORKs; Fund for Student Success, EOPS);
- To ensure that money was available to support the needs of part-time faculty (Part-Time faculty health insurance, Part-Time Faculty Office Hours and Part-Time Faculty Compensation); and
- To provide a mechanism to centrally fund various core programs and services or to designate that dollars be spent for specified, yet critical programmatic purpose (Telecommunications and Technology Infrastructure, Academic Senate, Physical Plant and Instructional Equipment).

While well intentioned, the cumulative effect of this budget practice has been to create 21 separate programs that local colleges must manage and coordinate as they attempt to focus on the ultimate objective of helping students achieve their educational goals. Further, while each categorical program benefits the students being served by that particular program, every year hundreds of thousands of otherwise eligible students go without assistance due to capacity constraints. The community college system is in need of large-scale, systemic strategies to assist students in overcoming challenges on their way to attaining their educational objectives.

One of the overarching themes of this report is to set state and local goals for student success and hold districts and colleges accountable for reaching those goals. A second major theme is to align funding with these goals. Under this consolidation model, districts would have the ability to target their dollars in a coordinated and unified manner to promote student success. Further, by consolidating categorical programs, local districts reduce the number of different program requirements to

which they must adhere, thus being able to spend less time focusing on program compliance and more time focusing on overall institutional effectiveness. In exchange for this added flexibility, districts will be subject to additional performance review based on specified student and institutional metrics.

This proposal does not mandate that districts shift their categorical resources and districts may choose to maintain categorical programs consistent with past practice. However, districts wishing to restructure categorical programs in a more coordinated and unified manner will now have greater authority to do so. This additional flexibility will allow districts to craft student success strategies that best fit their students and institutions.

The Task Force recommends that the existing 21 categorical programs be consolidated as follows:

Student Support Initiative

Combine eight existing programs into the new Student Success Initiative. These include: Basic Skills; Financial Aid; CalWORKs; Foster Care; Matriculation; Physical Plant and Instructional Equipment; Fund for Student Success; Child Care Tax Bailout. This fund would then be augmented as the first priority for new state monies.

Faculty Support Initiative

Combine four existing programs into a consolidated faculty support program. These include: Equal Employment Opportunity; Part-Time Faculty Office Hours; Part-Time Faculty Health Insurance; and Part-Time Faculty Compensation.

Workforce Development Initiative

Combine four existing workforce training programs into a consolidated workforce program. These include: Economic and Workforce Development; Career Technical Education; Nursing Support; and Apprenticeship.

Other Programs

The remaining categorical program would be treated as follows:

- Disabled Student Services and Programs would remain a separate categorical program due to federal and statement mandates to provide educational access to students with disabilities.
- Telecommunications and Technology Infrastructure Program, the Academic Senate, and Transfer and Articulation would remain separate categorical programs due to their critical statewide functions.
- Extended Opportunity Program and Services would remain a separate categorical program.

Requirements for Implementation

- Amend statute (annual Budget Act) to reflect the consolidated programs and appropriation levels.

Recommendation 8.2
Invest in the Student Support Initiative

At the heart of the Student Success Plan is the need to improve and expand core student support services such as diagnostic assessments, orientation, and education planning in order to help students successfully navigate the community college environment. Bolstering these support programs will require reprioritization of resources at the state and local levels, increased use of innovative technologies, as well as additional state investment.

While innovation and reprioritization will be necessary, the reality is that without additional funding in these areas, the ability of colleges to implement many key elements of the Student Success Plan, particularly in the area of support services, is doubtful. Accordingly, the state and the community college system should set as the first priority for additional state funding investment in the new Student Support Initiative.

- Beginning with the 2012-13 State Budget, the first priority for new monies appropriated to the system would be to augment the Student Support Initiative.
- These funds would be directed to community college districts to make strategic local investments in activities and programs that are necessary to promote student success, including but not limited to implementing diagnostic assessments, orientation, and education planning.
- Receipt of these funds by a district would be conditioned on the district developing and submitting to the Chancellor's Office local student success plans that are consistent with state and local district goal setting (as outlined in chapter 7) and address student equity impacts. Plans will identify specific strategies and investments over a multi-year period.
- Further, as a condition of receiving Student Support Initiative funds, districts would be required to implement the common assessment proposed in Recommendation 2.1 and the accountability score card described in Recommendation 7.3.
- The Chancellor's Office will monitor district progress towards meeting goals, both in terms of programmatic implementation and also student success metrics.

Requirements for Implementation

- Amend the annual Budget Act, statute, and title 5 regulations to fund and implement the new Student Support Initiative as outlined above.

Recommendation 8.3
Establish an alternative funding model to encourage innovation and flexibility in the delivery of basic skills instruction.

Helping students successfully master basic skills requires a variety of interventions that span from innovative pedagogical strategies to proactive student support services. The right combination of interventions varies across colleges and across students; there is no "one size fits all" model. In addition, the intensity and timing of interventions needed to help students progress in basic skills acquisition may vary considerably. Despite this variation in individual student needs, the current community college funding model assumes that basic skills students progress along a standard course sequence, with funding dispensed to the district based on a standard full-time equivalent students (FTES) allocation formula.

Rather than having "seat time" as the dominant driver in basic skills funding, the development and implementation of an alternative funding model would reimburse colleges for successfully moving students from below college level to college level. This approach would allow districts to innovate and develop programs built around student needs rather than the standard FTES allocation model. The total cost to the state of successfully moving a student through the basic skills sequence would remain unchanged. See the example below:

> *Eddy assesses at two levels below college level in math. In the traditional FTES funding model, we would assume that Eddy would take two three-unit courses on his path to attaining college readiness in math. Instead, Eddy's college uses an intensive program that involves smaller class sizes, tutoring, and other support services. As a result, Eddy retests at college level in math at the end on his first three-unit class. The college receives FTES reimbursement for the three unit course that Eddy completed, in addition, the alternative funding model provides the college with funding equivalent to the FTES (roughly $450) that would have been claimed in the event Eddy enrolled in a second three unit course.*

Requirements for Implementation

- Amend statute and the annual Budget Act to provide dedicated funding and funding authority. Resources could either be provided as an augmentation in the State Budget or could be authorized, via a statutory and/or regulatory change, to be drawn from community college base apportionments.
- Adopt Recommendation 2.1 related to the development and implementation of a common assessment in order to ensure the fair and uniform implementation of this alternative funding model. Districts would be required to use the common assessment in order to participate in this alternative basic skills funding model.

Recommendation 8.4
Do not implement outcomes-based funding at this time.

Review of Outcomes-Based Funding

As part of its charge, the Task Force studied outcomes-based funding as one of the many potential strategies to promote improved student success. The topic was addressed extensively in both the full Task Force and in a smaller Working Group on Finance. In this examination, the Task Force benefited from input by practitioners from other states that have implemented outcomes-based funding as well as nationally recognized researchers who have examined various funding models. In addition, the Task Force reviewed the available literature, including numerous studies and reports from academic researchers and education groups.

The underlying premise of outcomes-based funding is that by providing funding to colleges in manner that rewards improvement in desired outcomes, college personnel will develop a greater focus on student success and modify activities and investments to harness the greatest possible achievement in the specified outcomes. As the Task Force examined the topic, they considered potential concerns about this funding model including: (1) the risk that community colleges might "cream" students in order to improve success rates; (2) that colleges serving more disadvantaged population might be financially penalized; and (3) that increased funding volatility might actually undermine the ability of colleges to plan and support effective programs. The Task Force also studied strategies that could be used to mitigate against these potential concerns. In this work, the Task Force studied the implementation of outcome-based funding in other states, including Pennsylvania, Indiana, Tennessee, Ohio, and Washington.

Of the models examined, the Task Force determined that the program implemented in Washington State offered the most promising approach. Their success metrics focus on momentum points and reward colleges for a variety of outcomes including advancing students through a basic skills sequence and accumulating specified thresholds of units that have been shown to be important "tipping points" leading to successful program completion. Each college is compared against its own past performance, thus neutralizing differences associated with local economic and demographic variables. The outcomes-based funding mechanism involves a relatively small portion of overall funding, thus limiting funding volatility. Lastly, the

Washington State model has demonstrated early signs that student outcomes have improved under the new funding formula.

Split Decision

After considerable review, the Task Force was deeply divided on the topic of outcome-based funding. A vocal minority supported implementing some version of outcome-based funding, while the majority of Task Force members did not support such a proposal at this time due to various concerns, some of which are noted above. For many Task Force members, the lack of evidence demonstrating that outcome-based funding made a positive impact on student success was an important factor in their decision to reject implementing outcome-based funding at this time. While some states have identified positive impacts, others have not and have terminated implementation of their outcomes-based funding models. The Task Force suggested that the Chancellor's Office continue to monitor implementation of outcomes-based funding in other states and model how various formulas might work in California.

Related Recommendation for an Accountability Score Card

In presentations to the Task Force, educational leaders from Washington and Ohio emphasized that while linking funding to outcomes helped their states bring attention to measures of success, it was the public reporting of outcome data that had the greatest effect on the planning and decisions of college leaders. This information fueled a spirited discussion in the Task Force that led to a widely supported recommendation that the California Community Colleges implement a new outcome-based accountably tool that would present key student success metrics in a clear and concise manner. These score cards would be posted at the state and local level and would help to concentrate the focus of educational leaders on student performance. (Please see Recommendation 7.3 for additional details on the score card proposal.)

Task Force on Student Success Members

Dr. Manuel Baca
Professor of Government Rio Hondo College
Member, Board of Governors, California Community Colleges
Member, Board of Trustees, Mt. San Antonio Community College District

Christopher Cabaldon
Mayor West Sacramento
Capitol Impact

Dr. Constance M. Carroll
Chancellor San Diego Community College District

Tara Cooper
Matriculation Student Personnel Assistant American River College

Dr. Yasmin Delahoussaye
Interim Vice Chancellor Educational Programs and Institutional Effectiveness Los Angeles Community Colleges District

Dr. Benjamin Duran
Superintendent/President Merced College
Co-Chair, Community College League's Commission on the Future

Kevin Feliciano
President, Student Senate for California Community Colleges

Dr. Robert Gabriner
Director, Research and Planning Group Center for Student Success and Director of the Educational Leadership Program at SF State University

Richard Hansen
Mathematics Instructor De Anza College
President, California Community College Independents

Dr. Brice Harris
Chancellor Los Rios Community College District

Carol Liu
Senator, 21st District

Rubén Lizardo
Associate Director PolicyLink

Dr. Peter MacDougall
President Emeritus Santa Barbara City College Member, Board of Governors, California Community Colleges

Dr. Jeannette Mann
President California Community College Trustees Member, Board of Trustees Pasadena Area Community College District

Dr. David Morse
English Professor Long Beach City College

Dr. Melinda Nish
President, California Community Colleges Chief Instructional Officers Executive Board
Vice President, Instruction, Orange Coast College

Dr. Jane Patton
Past President, Academic Senate

Cynthia Rico-Bravo
Counselor/Professor Counseling Faculty San Diego Mesa College

David Rattray
Senior Vice President of Education and Workforce Development Los Angeles Area Chamber of Commerce

Dr. Nancy Shulock
Professor/Director Institute for Higher Education Leadership and Policy California State University

Ex Officio Member
Dr. Jack Scott,
Chancellor, California Community Colleges

Executive Director
Amy C. Supinger

California Education Code on
California Community College Mission

66010.4. The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

(b) The California State University shall offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences and professional education, including teacher education. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be permitted only when mutually agreed upon by the Trustees of the California State University and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, as provided in subdivision (c) and pursuant to Section 66904. The doctoral degree may also be awarded jointly with one or more independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission. Research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in the California State University and shall be supported by the state. The primary mission of the California State University is undergraduate and graduate instruction through the master's degree.

(c) The University of California may provide undergraduate and graduate instruction in the liberal arts and sciences and in the professions, including the teaching professions. It shall have exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State University to award joint doctoral degrees in selected fields. The University of California shall be the primary state-supported academic agency for research.

(d) The independent institutions of higher education shall provide undergraduate and graduate instruction and research in accordance with their respective missions.

88500. The mission of the economic and workforce development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not necessarily be limited to, all of the following:

(a) To advance California's economic growth and global competitiveness through high quality education and services focusing on continuous workforce improvement, technology deployment, and business development, consistent with the current needs of the state's regional economies.

(b) To maximize and leverage the resources of the California Community Colleges to fulfill its role as the primary provider in fulfilling the vocational education and training needs of California business and industry.

(c) To work with representatives of business, labor, and professional trade associations to explore and develop new alternatives for assisting incumbent workers. A key objective is to enable incumbent workers to become more competitive in their region's labor market, increase competency, and identify career paths to economic self-sufficiency and lifelong access to good-paying jobs. This includes, but is not necessarily limited to, career ladder approaches.

(d) To collaborate with other state and local agencies, including partners under the federal Workforce Investment Act of 1998 (Public Law 105-220), and the Technology, Trade, and Commerce Agency, to deliver services that meet statewide and regional workforce, business development, technology transfer, and trade needs that attract, retain, and expand businesses.

(e) To develop local economic development agencies, the private sector, and labor and community groups, innovative solutions, as needed, in identified strategic priority areas, including, but not necessarily limited to, advanced transportation, biotechnology, small business, applied competitive technologies, including computer integrated manufacturing, production and continuous quality improvement, business and workforce improvement, environmental technologies, health care delivery, multimedia/entertainment, international trade, and workplace literacy. Strategic priority areas that may be explored if new or additional funding becomes available may include information technology, e-commerce and e-trade, and nanotechnology.

(f) To identify, acquire, and leverage community college and other vocational training resources when possible, to support local, regional, and statewide economic development.

(g) To create effective logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.

(h) To optimize access to community colleges' economic development services.

(i) To develop strategic public and private sector partnerships.

(j) To assist communities experiencing military base downsizing and closure.

Recommendations Regarding Repeatability

Introduction

In 2010, the California Community Colleges Chancellor's Office, acting under the direction of the California Community Colleges Board of Governors, began to call for changes to Title 5 §55041 on repeatable courses. The System Advisory Committee on Curriculum (SACC) spent considerable time considering the best ways to respond to this call for change, finally developing a package of resolutions that were presented at the Academic Senate for California Community Colleges' Spring 2011 Plenary Session. The issue engendered intense debate and led to several additional competing resolutions at the Plenary Session. Most of these resolutions ultimately failed or were declared moot. The resolution regarding repeatable courses that did pass in Spring 2011 read as follows:

9.03   S11   Eliminate Repeatability for "Activity" Courses
**   Richard Mahon, Riverside City College, Educational Policies Committee**

Whereas, Title 5 §55041 describes the types of courses that may be repeatable, including the often misunderstood "activity" course (§55041(c) (2) (B)), and the concept of repeatable courses is confusing and is often incorrectly applied at many colleges;

Whereas, Students should be encouraged to progress to more challenging levels of course content, and faculty can develop sequences of courses with beginning, intermediate, and advanced levels where students can demonstrate their proficiency at more advanced levels of a body of knowledge; and

Whereas, The data on repeatable courses show that students complete these courses in diminishing numbers over multiple opportunities, demonstrating that while opportunities exist for students to repeat "activity" courses several times, students do not avail themselves of these options;

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 regulations that eliminates the category of "activity" courses in Title 5 §55041(c) (2) (B) and defines repeatability for specific disciplines.

In part as a result of this recommendation the Chancellor's Office agreed to allow the Academic Senate additional time to develop new recommendations regarding repeatable courses and to bring them for approval to the Fall 2011 Academic Senate Plenary Session.

Throughout 2011, the Academic Senate has sought input regarding repeatable courses and the issues surrounding them in numerous ways. In late spring and early summer, several

conference calls with faculty who teach in the disciplines that most often make use of repeatable courses helped to provide information regarding student needs being served by repeatability.   A general session and breakout at the ASCCC Curriculum Institute in July 2011 featured further dialogue on these issues. In September, regional curriculum meetings held at Foothill College and Mount San Antonio College explored curricular alternatives that might be viable methods of meeting the needs previously served by repeatability. In addition to these public methods of gathering information, the Academic Senate also received direct input in the form of position statements and letters from various interested groups.

In conversations with discipline faculty, issues regarding the value of college credit and the meaning of a "C" grade also emerged. Many courses have been deemed worthy of college credit by curriculum committees for the FTES they generate, yet concerns exist about the rigor of the courses, the necessity of actually awarding valuable college credit for such participation, and whether students need a transcript indicating grades and credit for the courses. Repeatability allows students who have passed a course (grade of C or higher, Credit or Pass) to retake the course. Faculty have used repeatability to allow students who have not quite met proficiency or all the objectives of a course to earn a "C" for the first attempt and then return to repeat the course where the student might improve his or her grade and attain all necessary outcomes for the course. Questions arose about this practice because there is no guarantee that a student will return to repeat a course for which the student has earned a passing grade, and thus the student will have college credit for having achieved outcomes that he or she may not in fact have achieved. Furthermore, the argument that students who earn a "C" grade could benefit from more instruction and practice could apply to any course in the college curriculum, especially basic skills courses, yet those courses are specifically prohibited from use of repeatability.

At the same time, the Academic Senate continues to be mindful of the ongoing directive from the Chancellor's Office that our efforts in all areas, including this discussion, should be focused on students who are seeking specific academic goals. In the past, repeatability has been used to serve the needs of lifelong learning and service to the community in many areas. The Chancellor's Office has reminded us repeatedly that in the current economic climate we cannot continue to serve these purposes in the ways or to the degree that we have in the past.

All of the information from these various sources was considered by a Repeatability Task Force organized jointly by the Academic Senate and the Chancellor's Office. The task force included the past and current ASCCC Curriculum Committee Chairs, faculty representatives from the disciplines that would be most impacted by changes to repeatability, representatives for both administration and articulation, and Chancellor's Office staff.

After three intense meetings that included broad and lively discussion, the Repeatability Task Force arrived at the recommendations contained in this document. These recommendations represent the task force's best effort to find alternatives to repeatability wherever possible in order to make more viable the defense of those areas in which no alternatives were found. The intent of the Academic Senate is to find curricular solutions to repeatability in order to maintain consistency and ease of understanding of any restrictions placed on a discipline.

One of the more controversial aspects of the task force recommendations may be the limits suggested for both performance ensemble classes and for physical education courses as a whole. These limits were included to address a fear that without them the task force might be accused of having made no substantive change in those areas. Without the limits, students could continue to enroll in ensemble performance classes and to have those enrollments subsidized by state funding without end. Regarding physical education, members of the task force felt that new levels and more specifically focused courses could be proliferated almost endlessly, thus effectively allowing students to continue their enrollment in such classes indefinitely. While the task force did not reach unanimous agreement on the need for such limits or on the specifics of those limits, the majority decisions are reflected in the recommendations as a best attempt at both responding to the input of discipline faculty and demonstrating a meaningful contraction of repeatability in the areas that have prompted the most intense scrutiny.

The final decision as to whether these recommendations should represent the will of the Academic Senate in the revision of Title 5 §55041 on repeatable courses will be made by the delegates at the Fall 2011 Plenary Session. However, the delegates should be cognizant of the fact that no further time extension on this issue will be forthcoming from the Chancellor's Office. If a position that is acceptable both to the faculty and to the Chancellor's Office and Board of Governors cannot be identified at the Fall 2011 Plenary Session, then the Academic Senate will have no formal position to guide the Title 5 revision, leaving the revision—which will happen in any case—largely in the hands of non-faculty.

The Repeatability Task Force thanks you for your time in reading and your consideration of these recommendations.

Task Force Recommendations

The primary recommendation is to eliminate repeatable courses except under certain limited circumstances as outlined below.

Visual and Performing Arts

With reductions to arts budgets and minimal exposure to the arts in K-12, community college students find a wealth of opportunity to initiate study and to appreciate the arts at the colleges. Students without experience with the arts as possible majors or careers need time to test and try various types of studio art as well as performing arts. Through their exposure, students discover latent talent and develop existing skills through community college programs, leading some to choose one of the visual or performing arts disciplines as a major.

In order to become an art, dance, theater, or music major or to find a job in these areas directly from the community college, students need practice time as individuals, practice with groups or ensembles, and exposure to many genres or areas within a production or studio. Students need opportunities to study art and discern which art medium conveys each student's voice or to learn to play an instrument with a group, to grow to be the lead (or chair), or sing solos or with a choir. And because many students had limited access to arts programs during elementary, middle or high school, some students need more time to progress to a level of competency required for admission into upper division work or to secure a job. The development time for these disciplines may be from two to four years at the community college level.

Since most community college students attend a college for more than two years for many valid reasons, programs of study for visual and performing arts majors should be planned for students to develop in a minimum of two years and reach proficiency at a competitive level soon after that. Some students may take longer to develop the necessary skills, and private lessons may be required to help some students achieve the performance level desired. During the course of study, students will take general education courses along with courses for the major, including one or two performance courses each semester.

People within the community grow to appreciate the arts through the students and their productions or projects, which improves the culture beyond the boundary of the college. Performing arts programs are often dependent on participation of community members who complete the ensembles for the traditional music or theater students. With productions presented throughout the school year, and often in the summer, communities depend on entertainment and events that increase goodwill between the colleges and their patrons.

Recommendations:

- Continue repeatability for ensemble performance courses in music, theater and dance. Ensemble courses allowing repeatability will not be broken into separate levels. Leveled courses will not be eligible for repeatability.
- Limit students to repeating a specific performance course a maximum of 3 times and to a total of 16 units of performance courses total per college.
- Address community or extended participation needs through non-credit, audit, and community service classes by requesting appropriate changes to Ed Code.
- Eliminate repeatability for all other visual and performing classes, including all classes in studio art and all non-performance classes in music, theater, and dance. Purposes currently served by repeatability in these areas can be accomplished through existing curricular options.

Career Technical Education

Students studying vocational programs must meet degree requirements as well as licensing and other requirements established by the field. The goal of these programs is to provide enough time on task to become proficient with certain skills, especially hands-on application of the knowledge and information provided through instruction. When faculty can establish the acceptable level of proficiency required and the number of hours the college should expect a student to need to achieve that level, then a course can be designed to meet those goals. In all cases, students need access to equipment and facilities and must be supervised while working in labs and other specially outfitted classrooms and while using equipment or other resources pertinent to the course content. Whether students are learning to weld, perform smog checks, mix hair dye, or do court reporting at proficient speeds, all these tasks can be accomplished through curriculum structures that already exist. Both credit and noncredit curriculum can be developed to meet the needs of these students.

Recommendations:

- Eliminate repeatability for CTE classes. Purposes currently served by repeatability in this area can be accomplished through existing curricular options. Allow students to petition to repeat courses or use other existing curricular structures for purposes of fulfilling licensure requirements.
- Student need for retraining of job skills can be accommodated through lapse of time policies.

Physical Education

Students have enjoyed PE courses for years. The variety of sports and easy access to quality instruction have made these courses especially desirable to transfer students as well as students of life-long learning from the community. Well designed PE courses provide a core of instruction that teaches students about heart rates, nutrition, safety, and overall wellness in addition to time on the court, in the pool, or on fitness equipment. With the nation's interest in health beginning to rise due to recent reports on obesity, disease, and injury prevention, community colleges cannot overlook their responsibilities to educate students about behaviors and choices that may increase their chances for healthier, more productive lives.

Like visual and performing arts, K-12 once did the job of educating students about health, exercise, disease prevention, and wellness. With a reduced PE curriculum in elementary, middle, and high school, community colleges once again find themselves giving instruction that should already have been provided to citizens by age 18. In addition, students who have a good experience with PE in school often look to continue playing sports or engaging in organized wellness activities through PE courses in college.

Recommendations:

- Separate intercollegiate athletics from PE as much as possible. Use the separate TOP codes for the courses aimed at dance, PE, health, and athletics. Disciplines can continue to exist in any local division/department structure even when the courses are correctly coded according to the type of course that is offered.
- Eliminate repeatability for PE classes, including non-performance dance courses. Purposes currently served by repeatability in this area can be accomplished through existing curricular options. Performance courses in dance would be repeatable only if they are listed under the TOP code for dance and would be subject to the repeatability limitations for performance ensemble courses.
- Limit students to a total of 8 PE courses per college.
- Address community participation needs through non-credit, audit, and community service classes by requesting appropriate changes to Ed Code.

Intercollegiate Athletics

The above arguments for visual and performing arts ensembles support intercollegiate athletics as well. The rationale for development and the benefit to the community are the same as well as excellent benefits to the individual student because he or she must be a full time student with extra faculty support in the person of the coach. With athletics, however, further restrictions on units, hours, playing time, and contact with coaches can affect the courses that student-athletes take because of Commission on Athletics (COA) and NCAA regulations for eligibility.

Recommendations:

- Allow repeatability for in-season intercollegiate athletic courses in accordance with COA and NCAA eligibility requirements.
- Allow sport-specific off-season classes to be repeated twice subject to COA and NCAA eligibility requirements.

Adaptive PE

For those students who need physical therapy or other physical limitations, repeatability is essential and accommodations may be handled through DSPS. As long as each student has a student education plan through the DSPS office, then students have the ability to repeat courses. In addition, the adaptive PE courses should be coded (TOP code) as adaptive PE courses and not regular PE courses.

Recommendations:

- Only courses coded as adaptive PE courses may be repeatable. No limitation will be placed on repeatability for adaptive PE. As students transition out of adaptive PE courses and still need more help with increasing physical abilities, students will be able take regular PE courses.

Other Repeatable Courses, Such As Forensics, Journalism, Creative Writing, etc.

Students may need more experience in some of these areas, but the key is to examine the number of units a student accumulates during these experiences and whether a repeated experience is essential for transfer or a job. Why does the student need to take the course again? Or why does a student need experience with this content or skill again?   For students to achieve proficiency, one curriculum path may be designed; if the student just wants or needs another experience with the instructor or content, then an alternate curricular path can be developed. Alternate curricular structures can manage repeatability here.

Recommendations:

Eliminate repeatability for classes in these areas. Purposes currently served by repeatability in these areas can be accomplished through existing curricular options. No statutory or regulatory changes are needed.

RESEARCH PERTINENT TO INCREASING NUMBERS OF FULL-TIME, DIVERSE FACULTY

Benjamin, E. (2002). How Over-Reliance on Contingent Appointments Diminishes Faculty

Involvement in Student Learning. *Peer Review*, 5(1), 4-10.

Berrett, D. (2011). Study Finds Minority Students Benefit From Minority Instructors. *The Chronicle of

Higher Education*. Retrieved from http://chronicle.com/article/Study-Finds-Minority-Students/128893/

Ehrenberg, R. G., & Zhang, L. (2005). Do Tenure and Tenure-Track Faculty Matter? *The

Journal of Human Resources*, 40(3), 647-659.

Jacoby, D. (2006). Effects of Part-Time Faculty Employment on Community College

Graduation Rates. *Journal of Higher Education*, 77(6), 1082-1103.

Jaeger, A. (2008). Contingent Faculty and Student Outcomes. *Academe*, 94(6), 42-43.

Jaeger, A. J., & Eagan, M. K. (2010). Examining Retention and Contingent Faculty Use in a

State System of Public Higher Education. *Educational Policy*, 20(10), 1-31.

Jaschik, S. (2008). Evaluating the Adjunct Impact. *Inside Higher Ed*. Retrieved from
http:]]www.insidehighered/news.com/2008/11/06/adjuncts.

Jaschik, S. (2010). Adjuncts and Retention Rates. *Inside Higher Ed*. Retrieved from

http://www.insidehighered/news.com/2010/06/21/adjuncts

Umbach, P. D. (2007). How Effective Are They? Exploring the Impact of Contingent

Faculty on Undergraduate Education. *The Review of Higher Education*, 30(2), 91-123.

Resolution Regarding Process for New Course Creation

Whereas, all Foothill faculty are committed to the common goal of creating quality curriculum that meets student needs and recognize that collaboration fosters the creation of stronger, more innovative curriculum than might result from an author working alone, yet the current division-level curriculum committee structure often results in the creation of courses without collaboration, input or even notification of other faculty;

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings;

Whereas, curriculum created by one division may inadvertently duplicate or otherwise impact curriculum in another division, potentially resulting in significant consequences to WSCH and/or faculty load, yet part of the College Curriculum Committee's charge is to avoid duplication of curriculum in Foothill courses and programs;

Resolved, that the Foothill College Curriculum committee amend the current curriculum approval process such that when proposing a new course, prior to receiving a course number or C3MS shell, the faculty curriculum author(s) must submit a brief proposal to the College Curriculum Committee which includes the planned Course Description, Need/Justification Statement, and Discipline assignment(s); and,

Resolved, that if upon review/second read the CCC agrees that the course is interdisciplinary in nature, the author(s) will be encouraged to collaborate and/or actively seek input from faculty in all of the relevant disciplines as they continue to develop the course, and

Resolved, that if the College Curriculum Committee determines that the course is interdisciplinary in nature, once fully developed and approved by the Division CC the course must also be submitted to the College Curriculum Committee for review and final approval before it is sent to the FHDA Board of Trustees.