

College Curriculum Committee
Meeting Minutes
Tuesday, December 6, 2011
2:01 p.m. - 3:33 p.m.
Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: November 15, 2011	Minutes approved as written. M/S/C (Schultz, Jones).
2. Announcements <ul style="list-style-type: none"> a. Courses in Submissions from past years. b. ENGR 6 Reactivation c. Course Status in C3MS 	Speaker: Carolyn Holcroft, Cori Nunez <p>a. Nunez reported there are many courses that are still sitting in submissions in the C3MS since 2008. Nunez asked and received permission to delete old entries in C3MS that have not moved from edit.</p> <p>b. This course is being reactivated so alert constituents and check to see if this course might be appropriate to add to one of your programs.</p> <p>c. Nunez congratulated the committee on the number of courses that made the deadline into Review.</p> <p>Ziegenhorn voiced lengthy concerns about the fall deadline for CORs, both new and updates. There are so many things due in the Fall that it creates a hardship for the faculty. Lankford also feels strongly that various deadlines for non-catalog changes should be reinstated. Holcroft reminded that current policy of one deadline for all changes is only a couple years old and was result of much discussion and deliberation of problems with the old multiple-deadline system. Nunez and Holcroft emphasized that divisions are free to set their own earlier deadlines for revisions to avoid a last minute rush. Messina suggested that we have further discussion in Winter quarter.</p>
3. Report out from Biological & Health Sciences Division	Speaker: Gillian Schultz <p>Approved 63 courses for Title 5 updates; EMTP program has been completely rewritten. HLTH 21 is going to 4 units, and has a title change for Fall 2012. Process: the entire division constitutes their curriculum committee; all are required to review all CORs and respond. Horowitz commented that the BH faculty is spending a lot of time on TracDat updating SLOs as they teach different courses every quarter so faculty workload is disparate depending on how many courses one is responsible for. Holcroft suggested agendizing further discussion for a future meeting.</p>
4. Consent Calendar: <ul style="list-style-type: none"> a. General Ed Applications b. Stand Alone Application 	Speaker: Carolyn Holcroft <p>Request to pull HIST 10 for discussion due to a missing signature on the sub-committee form. Discussion occurred. M/S/C (Schultz, NacNiel) 1 abstention.</p> <p>All others (GE & Stand Alone) motion to approve (Day, Starer) approved. The committee commends the sub-committees for all the hard work.</p>
5. Discussion of GE App for SPED/CNSL 72 for Area IV: Social and Behavioral Sciences	Speaker: Ernie Schmidt <p>Concerns intro'd by Ziegenhorn. The sub-committee was unable to come to a consensus. CCC agreed that as currently written COR does not specify inclusion of all requirements for inclusion in Area IV, important so all faculty teaching course would be held to same standard and focus. Made suggestions for additions/clarifications to the COR and the application. Cashmore also suggested that Schmidt might consider expanding the course to a 4-unit course as the content could easily be expanded, and by</p>

	being 4 units it would then meet the entire area requirement, thereby not requiring the student to take an additional course to meet the requirement for that area.
6. New Course Process Resolution	<p>Speaker: Carolyn Holcroft This draft of the resolution clarifies that each Curr Rep is responsible to provide division info to the CCC and then all reps must be responsible to inform their own divisions, and facilitate conversations should concerns about overlap arise. Clarifications requested. Lankford (move), Horowitz (second) to approved the resolution with its current language now. Motion Fail. Holcroft will make modifications based on these discussions, forward the draft ASAP and the CCC Reps will return to their divisions for discussions. Please be prepared to take action at the January 17th meeting.</p>
7. GE Reciprocity from other CCs	<p>Speaker: Isaac Escoto Escoto introduced the issue that precipitated this resolution. This is only for students that have completed an associate's degree at another California community college. Many students affected bby lack of reciprocity and many are are re-entry students changing careers, some are allied health students. Starer recommended that this discussion should not be held here but with the Academic Senate. Holcroft reminded the group that the issue was raised two years ago when we had problems that decisions that were made by this body, were then reversed by the AS and that undermined the decisions made by Curriculum and it was established at that time that AS would support the decisions of this committee. Also reminded that traditionally senate is extremely reticent to take on matters perceived in any way as curricular. It was moved (Ragey, Schultz) that CCC should continue this discussion. Approved. Day and Escoto will make some changes and return it to the CCC in January. The committee was informed that we will likely be required to have 12 transfer degrees by 2012.</p>
8. Independent Studies vs. Selected Topics	Moved to next agenda
9. Non-Credit Curriculum Processes	Moved to next agenda

Attendees:

K. Armstrong, J. Baker, F. Cammin, B. Cashmore, B. Day, I. Escoto, M. Francisco, R. Hartwell, C. Holcroft, K. Horowitz, K. Jones, M. Knobel, S. Lankford, A. Lee, D. MacNeil, K. Messina, J. Ragey, E. Schmidt, G. Schultz, B. Shewfelt, P. Starer, B. Ziegenhorn

Minutes recorded by: C. Nuñez

Foothill College Curriculum Committee
Working Topics for 2011-2012

Topic	Summary/Content	Possible Action	Priority/ Deadlines	Status
Prerequisites/Content Review Process	<p>In March 2011 the BOG approved changes to Title 5 that remove the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. Also requires development of district In Fall '11 the ASCCC updated guidelines for best practices in content review implementation. FH CCC has not examined its content review process in many years.</p>	<p>FH CCC will reexamine content review process. Important: cannot implement new option until district policy/procedure in place (APM working on this Winter and Spring 2012)</p>	High	In progress
Process for Developing and Revising Interdisciplinary Courses	<p>At Foothill, individual course development and approval takes place at the division level. Consequently, there is no easy system for interdisciplinary faculty to remain apprised of, and collaborate on, new courses being developed by faculty in another division. This has historically created difficulty when a course is developed that might be cross-listed or that could significantly affect enrollment in another division. Resolution proposing new process agendized for action at first winter 2012 CCC meeting.</p>	<p>Devise process by which interdisciplinary courses are created and maintained with collaboration and transparency across divisions. Anticipate completing/implementing policy/procedure Fall 2011. Training re: matching of disciplines, courses and FSAs in Winter quarter 2011.</p>	High	In progress

<u>C-ID</u> (Course Identification Numbering System)	<p>This goal of this project is to assign a specific number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH has already submitted 30+ courses for review and faculty are strongly encouraged to participate in the development of descriptors for courses in their disciplines.</p>	<p>Discipline-specific list serve available at http://www.c-id.net/listserv.html. Discipline faculty strongly encouraged to review course descriptors, proposed model transfer curriculum and participate in listserv discussions.</p>	High	In process
General Education Learning Outcomes (GELOs)	<p>At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision in 2010-2011. In addition, with transfer degree implementation, differences in GE patterns may become significant and warrant careful discussion. Topic not addressed in 10-11 due to time constraints. Priority for 11-12, with emphasis on review of GELOs and development of assessment plan.</p>	<p>Review GELOs and make changes as needed. Advise re: assessment plan. Begin review/discussion Fall 2011.</p>	High	In process
Repeatability	<p>BOG proposing to eliminate repeatability in most areas. Expect adoption of new rules in Winter 2012. For disciplines in which a student needs multiple opportunities to gain skill (such as studio arts or PE) we <u>may</u> be permitted to offer several "levels" of a topic. Still awaiting clarification from CO re: maximum number of levels allowed.</p>	<p>CCC reps should be prepared to help faculty revise their CORs to reflect new requirements.</p>	Medium	In process

<p>Course Repetition</p> <p>http://www.cccco.edu/Portals/4/AA/Repeats_and_Withdrawals/Title 5 Advisory 9-8-11 2.pdf</p>	<p>In July '11, the Board of Governors adopted new title 5 regs limiting the number of times a student can repeat and withdraw from the same credit course to FIVE (to alleviate substandard grade - D, F, W or NP) with a district able to claim apportionment. ALL repeats/withdrawals in a student's enrollment record are counted towards the new limit. Note that Foothill has policy of requiring student to petition to Academic Council after 3 failed attempts. District reviewing course repetition policy.</p>	<p>Disseminate info to faculty and staff so students can be appropriately advised.</p>	<p>High</p>	<p>In process</p>
<p>Transfer Bill: SB 1440 (and related bill AB 2302)</p>	<p>SB 1440 requires CCCs to offer associate degrees for transfer. These degrees require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college is prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees receive automatic admission to a CSU at junior level status. AB 2302 requests that UCs accept students with transfer degrees. Also requires the CO to establish a process to identify courses that satisfy lower division preparation requirements (C-ID). Bill passed into law on 9/29/10. FH CCC received implementation training 2/2/11. Soc and Psych AA-T degrees approved by CCC on May 17, 2011.</p>	<p>Math finalizing AS-T degree proposal. Comm and Kinesiology faculty beginning to develop TMC-aligned degrees. Faculty urged to continue participating in C-ID project. Rumor mill says may be required to offer 12 in 2012.</p>	<p>Medium</p>	<p>In process</p>

Course Outlines of Record (CORs)	<p>The COR is important not only because it is required by law, but also because it is a primary mechanism by which our curriculum quality is communicated to CSUs, UCs and the State Chancellor's Office. Foothill reviews CORs for Title 5 compliance on a three-year cycle (schedule maintained by division deans). Extensive guidelines are available in the ASCCC paper "The Course Outline of Record: A Curriculum Reference Guide." Guides and examples also available via the "Help Me" buttons in C3MS.</p>	<p>Faculty urged to ensure "needs/justification" field is complete. CCC reps and Deans will receive list of next courses due for Title 5 compliance updates during first week of Spring 2011 quarter.</p>	High	Ongoing.
Foothill GE Pattern	<p>Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC subcommittees subsequently began evaluating courses for inclusion under these new guidelines. Courses on GE list under old pattern grandfathered through '11-'12 only. Resolution to allow students to choose to use IGETC or CSU GE pattern for Foothill AA degree, and resolution to allow limited GE reciprocity, passed CCC on May 31 agenda and passed by FH academic senate on June 6, 2011, with implementation beginning Fall 2011.</p>	<p>Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall '12, all courses on FH GE list must have been approved under the new GE guidelines.</p>	Medium	Ongoing

<u>College-Level Examination Program (CLEP) policy</u>	<p>Administered by the College Board, the program is intended to allowing students to earn college credit for satisfactory completion of a discipline-specific examination rather than by completing an actual college course. The Academic Senate of the CSU now supports the granting of credit for CLEP exams toward meeting GE requirements. Intersegmental faculty are also working to propose a policy about accepting CLEP credit toward Associate Degrees as well as IGETC. Foothill has not reviewed its CLEP policy in almost ten years. For more info:</p> <p><u>CLEP Exam descriptions</u> <u>ASCSU resolution on CLEP credit for GE</u></p>	<p>Review CLEP policy, and publish policy in College Catalog for transparency to students.</p>	Medium	Not started
Noncredit Curriculum Process	<p>Title 5 §55002 specifies that the process for development of curriculum must be mutually agreed upon between college administration and the academic senate. Because of concern from faculty teaching credit curriculum, it was mutually agreed that for at least the first year (2008-2009) noncredit curriculum would go first to the noncredit CC and then come to the CCC for final approval. However, the noncredit division would ultimately like to be able to develop and pass noncredit curriculum without having to gain approval from the CCC. For more info: <u>Noncredit at a Glance</u></p>	<p>Review/revise current process as agreed upon</p>	Medium	In process
Process for changing department titles/ four-letter indicators	<p>Changing department titles and/or four-letter department indicators has the potential to impact courses and programs in other departments/divisions. CCC should discuss how best to enact and impart such changes across campus so that any potentially negative impact is avoided.</p>	<p>Develop formal process for changing titles and indicators</p>	Med	Not started

Credit by Exam	<p>Title 5 §55050 permits community colleges to award credit by exam, of which the nature and content is determined by discipline faculty. FHDA Board Policy 6030 sets district policy for credit by exam but this has not been reviewed since 1998. The ASCCC urges local senates to ensure that students are aware of opportunities for credit by exam (see resolution 9.08 F10).</p>	<p>CBE policy language revised and approved by CCC on April 19, 2011.</p> <p>Work with APM committee to review current board policy and revise as appropriate.</p>	Medium	In progress administrative follow-up required
Red-lining Policy	<p>“Red-lining” is the practice whereby a student gets a sub-standard grade in a course at FH but then repeats the course at DA, FH crosses out the substandard FH grade (and removes it from the GPA) and allows the student to use the DA course and grade at FH.</p>	<p>Policy drafted, approved by CCC on April 19, 2011. Finalizing petition form/process, ideally move to MyPortal during summer 2011.</p>	Medium	In progress; administrative follow-up required
SB 532: AP courses and IB program				

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: Spanish 13A

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 I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Course Number & Title: Span 13A

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Emphasis on the difference between spoken and literary Spanish as well as the variation in language depending upon the topic, the setting, and the country. Discussion and analysis of cultural and historical issues based on authentic texts, current news broadcasts, and/or films.

- A. describe physical settings, events, cultural and historical aspects of Spanish speaking countries
- C. discuss materials dealing with culturally relevant topics and situations.
- H. recognize cultural differences among the Spanish-speaking countries.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

- 4. Describing cultural manifestations pertaining to literature, art and music.
- 5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity.
- 6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

- 6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

H3. Develop appreciation for what is significant about human life and its creations;

Supporting element(s) from the CoR:

- A. Cultural awareness:

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1. Analyze and compare the history of the Spanish-speaking world, with emphasis on Spain, Mexico, and the Caribbean. For example, the impact of 20th-century revolutions on the population movement among these regions, and its significance in the creation of national identities.
2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to the above-mentioned regions.
5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity. For example, discuss the origin, meaning and significance of the term “Spanglish”.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

B. Supporting element(s) from the CoR:

Course Content:

6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Course content:

4. Describe and discuss cultural manifestations pertaining to literature, art and music. For example, give an informed personal response to examples of “magical realism” or describe the cultural context that gave rise to the Arab architecture in Spain.

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

2. Expected Outcomes -

- A. describe physical settings, events, cultural and historical aspects of Spanish speaking countries
- B. use generic vocabulary
- C. discuss materials dealing with culturally relevant topics and situations.
- D. elicit information for a variety of purposes
- E. summarize and synthesize previous discussions and readings

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- F. respond with greater accuracy and speed to a variety of topics although with frequent errors
- G. employ idioms in culturally appropriate language situations
- H. recognize cultural differences among the Spanish speaking countries
- I. narrate and describe in all major time frames in paragraph- length discourse
- J. contribute to a conversation with sufficient accuracy, clarity, and precision to convey intended message without confusion
- K. utilize communicative strategies such as rephrasing and circumlocution

A. Cultural awareness

- 7. Understand the evolution and transformations of the Spanish language through interaction with African and Native American languages and cultures, as well as its historical relationship to Arabic, Hebrew, Catalan, and Gallego.
- 8. Examine the evolution of Spanish from its Latin roots to its modern form and appreciate the diversity of regional variations and accents within Spain and throughout Hispanic America.

B. Communicative skills

- 1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
- 2. Rephrasing on the spot with occasional pauses and hesitations
- 3. Interrupting, turn-taking
- 4. Guessing strategies for comprehension
- 5. Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers.

C. Vocabulary related to:

- 1. Social expectations, relationships, conflicts
- 2. Cultural and ethical values
- 3. Politics, history, current events
- 4. Music, literature, art, film
- 5. Idioms, colloquial and formal expressions

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

H8. Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

H9. Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

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A. Cultural awareness

1. Analyzing and comparing the history of the Spanish-speaking world, with emphasis on Spain, Mexico, Cuba, Puerto Rico, República Dominicana.
2. Discussion of pre-Colombian life and culture, and of the impact of Spain in the New World, with special attention to the above-mentioned regions.
3. Gaining awareness of current events and particular issues related to these populations and countries.
4. Describing cultural manifestations pertaining to literature, art and music.
5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity.
6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

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

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

Supporting element(s) from the CoR:

2. Expected Outcomes -

- A. describe physical settings, events, cultural and historical aspects of Spanish speaking countries
- B. use generic vocabulary
- C. discuss materials dealing with culturally relevant topics and situations.
- D. elicit information for a variety of purposes
- E. summarize and synthesize previous discussions and readings
- F. respond with greater accuracy and speed to a variety of topics although with frequent errors
- G. employ idioms in culturally appropriate language situations
- H. recognize cultural differences among the Spanish speaking countries
- I. narrate and describe in all major time frames in paragraph- length discourse
- J. contribute to a conversation with sufficient accuracy, clarity, and precision to convey intended message without confusion
- K. utilize communicative strategies such as rephrasing and circumlocution

B. Communicative skills

1. Advanced language functions such as characterizing people, asking for clarification, reacting

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appropriately, elaborating, summarizing, reacting to criticism, etc.

- 2. Rephrasing on the spot with occasional pauses and hesitations
- 3. Interrupting, turn-taking
- 4. Guessing strategies for comprehension
- 5. Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

- I. narrate and describe in all major time frames in paragraph-length discourse
- J. contribute to a conversation with sufficient accuracy, clarity, and precision to convey intended message without confusion

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).

Supporting element(s) from the CoR:

- 5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity.

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).

Supporting element(s) from the CoR:

Requesting Faculty:Patricia Crespo-Martín

Date:2/21/10

Division Curr Rep:Elvira Coffin

Date:2/21/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

**General Education Review Request
AREA I - HUMANITIES**

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: SPAN 13B

Breadth Criteria:

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A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

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- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title:Span 13B Intermediate Conversation

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

1. Analyze and compare the history of the Spanish-speaking world, with emphasis on Central America. For example, students will explore the reasons for the differences in the democratic development of the Central American republics.
2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to Central America. For example, study the Olmeca civilization and why we refer to it as the “mother” of Central American cultures.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Supporting element(s) from the CoR:

4. Describe and discuss cultural manifestations pertaining to literature, art and music. For example, Central America is the cradle of the Spanish poetic movement of “Modernismo”. Students will read the poetry of Rubén Darío and analyze its context and impact.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Supporting element(s) from the CoR:

6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures. For example, analyze the concept of “machismo” and the meaning behind the new codified crime of “feminicidio” in some Central American countries.
7. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes

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H3. Develop appreciation for what is significant about human life and its creations;
Supporting element(s) from the CoR:

2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to Central America. For example, study the Olmeca civilization and why we refer to it as the “mother” of Central American cultures.
3. Gain awareness of current developments in politics and the arts. Students have to follow weekly blogs and/or columnists, specifically on the topics of current art, technology, the environment and politics.
4. Describe and discuss cultural manifestations pertaining to literature, art and music. For example, Central America is the cradle of the Spanish poetic movement of “Modernismo”. Students will read the poetry of Rubén Darío and analyze its context and impact.
5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity

H4. Make reasoned judgments that reflect ethical and aesthetic human values;
Supporting element(s) from the CoR:

A. Cultural awareness:

6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures. For example, analyze the concept of “machismo” and the meaning behind the new codified crime of “femicidio” in some Central American countries.
7. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

4. Describe and discuss cultural manifestations pertaining to literature, art and music. For

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example, Central America is the cradle of the Spanish poetic movement of “Modernismo”. Students will read the poetry of Rubén Darío and analyze its context and impact.

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

Expected Outcomes - The student will be able to:

- A. describe physical settings, events, historical and cultural aspects of Spanish speaking countries
- B. use fairly extensive vocabulary although primarily generic
- C. express agreement/disagreement in group discussions on various topics
- D. elicit information for a variety of purposes
- E. compare language usage for formal and informal situations
- F. summarize and synthesize previous discussions and readings
- G. respond with greater accuracy and speed to a variety of topics although with sporadic errors
- H. initiate, sustain and close conversations
- I. recognize cultural differences among the Spanish speaking countries
- J. participate actively in some formal exchanges on concrete topics related to events of current public, and personal interest or individual relevance
- K. narrate with control of theme and aspects adapting to the demands of the conversation
- L. state an opinion or cite conditions

7. Examine the evolution of Spanish from its Latin roots to its modern form and appreciate the diversity of regional variations and accents within Spain and throughout Hispanic America

B. Communicative skills

- 1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
- 2. Rephrasing on the spot with occasional pauses and hesitations
- 3. Interrupting, turn-taking
- 4. Guessing strategies for comprehension
- 5. Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers.

C. Vocabulary related to:

- 1. Social expectations, relationships, conflicts
- 2. Cultural and ethical values
- 3. Politics, history, current events
- 4. Music, literature, art, film

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5. Idioms, colloquial and formal expressions

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
Supporting element(s) from the CoR:

H8. Recognition of the variety of valid interpretations of artistic expression;
Supporting element(s) from the CoR:

H9. Appreciation of our common humanity within the context of diverse cultures;
Supporting element(s) from the CoR:

A. Cultural awareness

1. Analyze and compare the history of the Spanish-speaking world, with emphasis on Central America. For example, students will explore the reasons for the differences in the democratic development of the Central American republics.
2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to Central America. For example, study the Olmeca civilization and why we refer to it as the “mother” of Central American cultures.
3. Gain awareness of current developments in politics and the arts. Students have to follow weekly blogs and/or columnists, specifically on the topics of current art, technology, the environment and politics.
4. Describe and discuss cultural manifestations pertaining to literature, art and music. For example, Central America is the cradle of the Spanish poetic movement of “Modernismo”. Students will read the poetry of Rubén Darío and analyze its context and impact.
5. Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity
6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures. For example, analyze the concept of “machismo” and the meaning behind the new codified crime of “femicidio” in some Central American countries.
7. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes

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H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures. For example, analyze the concept of “machismo” and the meaning behind the new codified crime of “femicidio” in some Central American countries.
7. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes

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

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

Supporting element(s) from the CoR:

Expected Outcomes - The student will be able to:

- A. describe physical settings, events, historical and cultural aspects of Spanish speaking countries
- B. use fairly extensive vocabulary although primarily generic
- C. express agreement/disagreement in group discussions on various topics
- D. elicit information for a variety of purposes
- E. compare language usage for formal and informal situations
- F. summarize and synthesize previous discussions and readings
- G. respond with greater accuracy and speed to a variety of topics although with sporadic errors
- H. initiate, sustain and close conversations
- I. recognize cultural differences among the Spanish speaking countries
- J. participate actively in some formal exchanges on concrete topics related to events of current public, and personal interest or individual relevance
- K. narrate with control of theme and aspects adapting to the demands of the conversation
- L. state an opinion or cite conditions.

B. Communicative skills

1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
2. Rephrasing on the spot with occasional pauses and hesitations
3. Interrupting, turn-taking
4. Guessing strategies for comprehension
5. Pronunciation that interferes occasionally with comprehension by native speakers not used to

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non-native speakers.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

- C. express agreement/disagreement in group discussions on various topics
- D. elicit information for a variety of purposes
- H. initiate, sustain and close conversations
- J. participate actively in some formal exchanges on concrete topics related to events of current public, and personal interest or individual relevance
- K. narrate with control of theme and aspects adapting to the demands of the conversation
- L. state an opinion or cite conditions.

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).

Supporting element(s) from the CoR:

- 3. Gain awareness of current developments in politics and the arts. Students have to follow weekly blogs and/or columnists, specifically on the topics of current art, technology, the environment and politics.
- 4. Describe and discuss cultural manifestations pertaining to literature, art and music. For example, Central America is the cradle of the Spanish poetic movement of "Modernismo". Students will read the poetry of Rubén Darío and analyze its context and impact.

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).

Supporting element(s) from the CoR:

Requesting Faculty:Patricia Crespo-Martín

Date:2/21/10

Division Curr Rep:Elvira Coffin

Date:2/21/10

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REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title:Span 14A Advanced Conversation I

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 I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title:Span 14A Advanced Conversation I

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

Discussion of the cultural manifestations and history of the Spanish-speaking world, including that of the Latino population of the U.S.

A. Cultural awareness

1. Analyze and compare the history of the Spanish-speaking world, with emphasis on Colombia, Venezuela and the areas of impact of the Inca empire. For example, explore the history of the independence of Panama from Colombia.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Supporting element(s) from the CoR:

A. Cultural awareness

5. Describe and analyze cultural manifestations pertaining to literature, art and music. For example, provide the cultural context out of which magical realism emerged, and discuss its impact. Or describe the influence of African slaves on Peruvian music.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Supporting element(s) from the CoR:

8. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes. For example, analyze the concept of "justice" in the new judicial system in Bolivia, and reflect on one's own conception of justice.

H3. Develop appreciation for what is significant about human life and its creations;

Supporting element(s) from the CoR:

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1. Analyze and compare the history of the Spanish-speaking world, with emphasis on the Colombia, Venezuela and the areas of impact of the Inca empire. For example, explore the independence of Panama from Colombia.
2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to the above-mentioned regions. For example, read excerpts from “The Royal Commentaries” by Inca Garcilaso.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Supporting element(s) from the CoR:

6. Choose the right register as a cultural choice that is appropriate to the setting and situation. That is, engage in a discussion about language and how it intersects with cultural values.
7. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish-speaking peoples and cultures. For example, students will discuss “politically incorrect” language, especially in sayings and expressions.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

5. Describe and analyze cultural manifestations pertaining to literature, art and music. For example, provide the cultural context out of which magical realism emerged, and discuss its impact. Or analyze the influence of African slaves on Peruvian music.

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

2. Expected outcomes

- F. compare language usage for formal and informal situations
- G. summarize and synthesize previous discussions and readings
- H. respond with greater accuracy, speed and fluency to a variety of topics with few errors
- I. employ idioms in culturally appropriate language situations
- J. demonstrate an increased ability to speak informally and idiomatically about topics studied and related to those studied in class
- K. employ increasingly sophisticated vocabulary, pertinent to the topic at hand
- L. resort to illustration or narration when vocabulary is above the student's level
- M. engage in a discussion providing argument to support an opinion

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B. Communicative skills

1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
2. Rephrasing on the spot with occasional pauses and hesitations
3. Interrupting, turn-taking
4. Guessing strategies for comprehension

C. Vocabulary related to:

1. Social expectations, relationships, conflicts
2. Cultural and ethical values. For example, analyze the influence of religion in the Spanish language.
3. Politics, history, current events
4. Music, literature, art, film
5. Idioms, colloquial and formal expressions

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

H8. Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

H9. Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

A. Cultural awareness

1. Analyze and compare the history of the Spanish-speaking world, with emphasis on the Colombia, Venezuela and the areas of impact of the Inca empire. For example, explore the independence of Panama from Colombia.
2. Discuss pre-Colombian life and culture, and the impact of Spain in the New World, with special attention to the above-mentioned regions. For example, read excerpts from “The Royal Commentaries” by Inca Garcilaso.
3. Gain awareness of current events and particular issues related to these populations and countries.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

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

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

Supporting element(s) from the CoR:

Course description:

Designed to give students practice in oral / aural communication skills in an environment of increasingly challenging language situations. Practice of idioms and vocabulary as different form the usage of formal, written and literary language. Work on differentiating and choosing the culturally appropriate register for a given situation. Discussion of the cultural manifestations and history of the Spanish-speaking world, including that of the Latino population of the U.S.

- A. Communicative skills
 - 1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
 - 2. Rephrasing on the spot with occasional pauses and hesitations
 - 3. Interrupting, turn-taking
 - 4. Guessing strategies for comprehension
 - 5. Pronunciation that interferes occasionally with comprehension by native speakers not used to non-native speakers.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

- C. employ communicative strategies such as rephrasing, circumlocution and illustration
- G. summarize and synthesize previous discussions and readings
- M. Engage in a discussion providing arguments to support an opinion
- N. Narrate fully and accurately in all time frames

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).

Supporting element(s) from the CoR:

- 4. Gaining awareness of current events and particular issues related to these populations [Colombia, Venezuela, Ecuador, Perú and Bolivia], as they have settled in the U.S.: biculturalism, bilingualism, representation in popular culture, ect.

- 7. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and

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lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures. For example, students will discuss “politically incorrect” language, especially in sayings and expressions.

8. Engage in critical analysis and comparison of the student's own values and cultural assumptions with regard to those of Spanish-Speaking peoples and cultures, assessing the significance of changing values and attitudes. For example, analyze the concept of “justice” in the new judicial system in Bolivia, and reflect on one's own conception of justice.

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).

Supporting element(s) from the CoR:

Requesting Faculty:Patricia Crespo-Martín

Date:2/21/10

Division Curr Rep:Elvira Coffin

Date:2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: SPAN 14B

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 I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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AREA I - HUMANITIES

Course Number & Title:Span 14 B Advanced Conversation II

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

Course Objectives:

- A. describe the geography, historical events and cultural aspects of the Spanish-speaking world, with special emphasis on Argentina, Chile, Uruguay and Paraguay.
- B. analyze critically the history of the Spanish-speaking world and evaluate its current situation, especially as it relates to the history and especial problems of the Latino population in the U.S. For example, research the history of the American involvement in the Pinochet ascent to power.
- D. summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays. For example, discuss Borges' "El Aleph". Give an informed response to the movie "La historia oficial" which includes the recent history of Argentina.

Course Content:

- A. Cultural awareness
- 1. Analyze and compare the history of the Southern Cone. For example, the history of the missions in Paraguay, the influence of Italian immigration in the Spanish of Argentina and Uruguay.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Supporting element(s) from the CoR:

Course Objectives:

- D. summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays. For example, discuss Borges' "El Aleph". Give an informed response to the movie "La historia oficial" which includes the recent history of Argentina.

Course Outcomes:

- A. Cultural Awareness
- 4. Describe cultural manifestations pertaining to literature, art and music from the region of Latin America. For example, read "El matadero" and explain the impact of the "civilización vs barbarie" theme in Latin America.

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H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Supporting element(s) from the CoR:

Integration of cultural competency into conversational skills: what's appropriate in a given culture (in terms of register, vocabulary and values) and in a given setting within that culture.

Course Outcomes:

A. Cultural Awareness

6. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures. For example, students will discuss the intersection of “tango” and “machismo”.

H3. Develop appreciation for what is significant about human life and its creations;

Supporting element(s) from the CoR:

A. Cultural awareness:

1. Analyze and compare the history of the Southern Cone. For example, the history of the missions in Paraguay, the influence of Italian immigration in the Spanish of Argentina and Uruguay.
2. Evaluation of pre-Colombian life and culture in the above-mentioned region, and of the impact of Spain in the New World.
3. Critical analysis of current events and particular issues related to these populations and countries. For example, describe the meaning of “peronismo” and its influence today.
4. Describe cultural manifestations pertaining to literature, art and music from the region of Latin America. For example, read “El matadero” and explain the impact of the “civilización vs barbarie” theme in Latin America.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Supporting element(s) from the CoR:

Course Objective:

- D. summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays. For example, discuss Borges’ “El Aleph”. Give an informed response to the movie “La historia oficial” which includes the recent history of Argentina.

Course Content:

A. Cultural Awareness:

3. Critical analysis of current events and particular issues related to these populations and countries. For example, describe the meaning of “peronismo” and its influence today.

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H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

Course Objectives:

D. summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays. For example, discuss Borges' "El Aleph". Give an informed response to the movie "La historia oficial" which includes the recent history of Argentina.

Course Content:

A. Cultural Awareness:

4. Describe cultural manifestations pertaining to literature, art and music from the region of Latin America. For example, read "El matadero" and explain the impact of the "civilización vs barbarie" theme in Latin America.

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

2. Expected outcomes

D. express agreement/disagreement in group discussions on various topics, from both a concrete and an abstract perspective

E. construct and develop hypotheses to explore alternative possibilities

F. argue from a concrete or an abstract point of view

G. elicit information for a variety of purposes, with the appropriate pitch, stress and tone.

H. employ with accuracy low-frequency structures (ranging from idioms and colloquial expressions to formal formulaic language)

I. employ detailed vocabulary, specific to the topic at hand

B. Communicative skills

1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.

2. Improvising, reacting to criticism and rephrasing on the spot with fluency and confidence

3. Extended discourse without unnatural or lengthy hesitations

1. Explain complex matter in detail, on concrete and abstract topics

C. Vocabulary related to:

1. Social expectations, relationships, conflicts

2. Cultural and ethical values

3. Politics, history, current events

4. Music, literature, art, film

5. Idioms, colloquial and formal expressions

6. Vocabulary building skills such as recognizing prefixes, suffixes, guessing strategies appropriate to the context.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

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Supporting element(s) from the CoR:

H8. Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

H9. Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

B. analyze critically the history of the Spanish-speaking world and evaluate its current situation, especially as it relates to the history and especial problems of the Latino population in the U.S. For example, research the history of the American involvement in the Pinochet ascent to power.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

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

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

Supporting element(s) from the CoR:

Continuation of SPAN 14A. Designed to give students practice in aural/ oral communication skills in an environment of increasingly challenging language situations. Evaluation and response to real, current material: politics, literature, art, music, film. Critical analysis of the cultural manifestations and history of the Spanish-speaking world, including the Latino population of the U.S. Evaluation of the cultural values inherent in conversation. Integration of cultural competency into conversation skills: what's appropriate in a given culture (in terms of register, vocabulary and values) and in a given setting within that culture.

B. Communicative skills

1. Advanced language functions such as characterizing people, asking for clarification, reacting appropriately, elaborating, summarizing, reacting to criticism, etc.
2. Improvising, reacting to criticism and rephrasing on the spot with fluency and confidence
3. Extended discourse without unnatural or lengthy hesitations
4. Explain complex matter in detail, on concrete and abstract topics
5. Provide structured arguments that separate main ideas from supporting arguments
6. Pronunciation that does not interfere with comprehension by native speakers not used to non-native speakers

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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- C. employ communicative strategies such as rephrasing and circumlocution with greater confidence and fluency
- D. summarize and synthesize a variety of narratives: news, movies, reviews, literature in various genres and essays. For example, discuss Borges' "El Aleph". Give an informed response to the movie "La historia oficial" which includes the recent history of Argentina.
- K. engage in a discussion providing a structured argument to support and defend an opinion
- L. provide coherent narrations of paragraph length in all times frames

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).

Supporting element(s) from the CoR:

- E. analyze critically the history of the Spanish-speaking world and evaluate its current situation, especially as it relates to the history and especial problems of the Latino population in the U.S. For example, research the history of the American involvement in the Pinochet ascent to power.

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).

Supporting element(s) from the CoR:

Requesting Faculty:Patricia Crespo-Martín

Date:2/21/10

Division Curr Rep:Elvira Coffin

Date:2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request

AREA III - NATURAL SCIENCES

Course Number & Title: BIOL 010 - General Biology: Basic Principles

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 III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long

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time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

- * To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

Course Number & Title: BIOL 010 - General Biology: Basic Principles

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:

N1. An understanding of the scientific method, including its attributes and limitations;

Matching course objective(s):

- 2A. explain the scientific method and demonstrate its application to problem solving.
- 2B. critically evaluate scientific information.
- 2C. relate methods of science and the role science plays in today's world.

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course objective(s):

- 2B. critically evaluate scientific information.
- 2C. relate methods of science and the role science plays in today's world.

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;

Matching course objective(s):

- 2A. explain the scientific method and demonstrate its application to problem solving.
- 2B. critically evaluate scientific information.
- 10A1. Generating and testing hypotheses - Component of most laboratory activities.

N4. The ability to use inductive and deductive reasoning;

Matching course objective(s):

- 2A. explain the scientific method and demonstrate its application to problem solving.
- 2B. critically evaluate scientific information.
- 10A1. Generating and testing hypotheses - Component of most laboratory activities.

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N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;

Matching course objective(s):

- 2B. critically evaluate scientific information.
- 2P. use basic mathematic, communication and critical thinking skills in the study of biology.
- 10B1. Critical thinking - Component of most laboratory activities.
- 12B3. 500 word essay - summarize a critical evaluation of a daily menu discussing protein content, cardiovascular risk analysis, and cancer risk analysis.

N6. The ability to evaluate, use and communicate scientific data;

Matching course objective(s):

- 2N. use basic laboratory skills to explore topics in biology.
- 2O. use library and internet facilities to explore topics in biology.
- 2P. use basic mathematic, communication and critical thinking skills in the study of biology.
- Critical component of most laboratory activities

N7. An introduction to current scientific theories within the field of study;

Matching course objective(s):

- 2D. describe basic principles and processes common to all forms of life.
- 2E. explain the cell theory and describe the structure and function of cells
- 2F. relate basic nutrition concepts to cell function and disease prevention
- 2G. understand the risk factors associated with cardiovascular disease and cancer
- 2H. describe basic genetic principles unifying past and present life forms.
- 2I. describe human genetic diseases and disorders.
- 2J. describe the evidence that supports the theory of evolution
- 2K. explain evolution's central role as a theory in biology
- 2L. describe basic ecological principles and relate them to current environmental issues.

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

Matching course objective(s):

- 2N. use basic laboratory skills to explore topics in biology.

N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course objective(s):

- 2N. use basic laboratory skills to explore topics in biology.

Depth Map: Additionally, include any of the following:

N10. An appreciation of the contributions of science to modern life;

Matching course objective(s):

- 2F. relate basic nutrition concepts to cell function and disease prevention
- 2G. understand the risk factors associated with cardiovascular disease and cancer
- 2I. describe human genetic diseases and disorders.
- 2L. describe basic ecological principles and relate them to current environmental issues.

N11. An appreciation of the contributions to science of diverse people and cultures;

Matching course objective(s):

- Part of the historical presentation of key discoveries in the field of biology.

N12. An understanding of the interdependence of humans and their environment;

Matching course objective(s):

- 2L. describe basic ecological principles and relate them to current environmental issues.
- 2M. discuss the importance of each human in preserving, protecting and improving the quality of life for all organisms

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N13. A recognition of how human behavior has altered the environment;

Matching course objective(s):

2M. discuss the importance of each human in preserving, protecting and improving the quality of life for all organisms

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course objective(s):

Part of the historical presentation of key discoveries in the field of biology.

Depth Map: Additionally, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course objective(s):

10C. Biology lab skills

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills

N18. Analysis and interpretation of data;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills.

N19. Formulation and testing of hypotheses;

Matching course objective(s):

10A. Scientific Method

N20. Communicating effectively through oral and/or written work;

Matching course objective(s):

10A. Scientific Method

12B2. 300 word essay - discuss previous interactions with nature, reflect on the impact these interactions to personal development, identify other individuals that should be introduced to this experience and consider the preservation of the habitat in which the experience took place.

12B3. 500 word essay - summarize a critical evaluation of a daily menu discussing protein content, cardiovascular risk analysis, and cancer risk analysis.

N21. A minimum of one collaborative activity;

Matching course objective(s):

All laboratory activities are collaborative

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course objective(s):

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One unit of lab

Depth Map: Additionally, include any of the following:

N23. Keep accurate and complete experimental records;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills.

12C1. Maintain and analyze a diet and exercise diary for one day.

N24. Perform quantitative and qualitative measurements;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills.

12C1. Maintain and analyze a diet and exercise diary for one day.

N25. Interpret experimental results and draw reasonable conclusions;

Matching course objective(s):

10A. Scientific Method

10C. Biology lab skills.

N26. Analyze data statistically and assess the reliability of results;

Matching course objective(s):

N27. Critically evaluate the design of an experiment;

Matching course objective(s):

10A. Scientific Method

N28. Design experiments to test hypotheses;

Matching course objective(s):

10A. Scientific Method

N29. Work effectively in small groups and teams.

Matching course objective(s):

All laboratory activities are collaborative efforts conducted in groups of 2 to 6 students

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):

2P. use basic mathematic, communication and critical thinking skills in the study of biology

12B. Writing assignments

12C. Computation and writing

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

Matching course objective(s):

2P. use basic mathematic, communication and critical thinking skills in the study of biology

10C. Biology lab skills.

12C. Computation and writing

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

Matching course objective(s):

2P. use basic mathematic, communication and critical thinking skills in the study of biology

12B. Writing assignments

12C. Computation and writing

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):

2M. discuss the importance of each human in preserving, protecting and improving the quality of life for all organisms

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):

2O. use library and internet facilities to explore topics in biology.

2P. use basic mathematic, communication and critical thinking skills in the study of biology.

Requesting Faculty: Kathleen Duncan _____ Date: October 26, 2011 _____

Division Curr Rep: Gillian Schultz _____ Date: October 28, 2011 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Kathleen Armstrong, Gillian Schultz

Comments:

Recommend approval 12/12/11

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

General Education Review Request

AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Honors Political Economy 09H

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.

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Honors Political Economy 09H _____

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: Must include the following:

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

Matching course objective(s):

Description: Analysis of the contending theoretical formulations of International Political Economy (IPE) emphasizing the interconnection between economics and politics in the broad context of a global economy and the formulation of national public policy. Systematic analysis of economic and political policy issues of current national and international significance are emphasized and investigated.

2D. Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

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

Matching course objective(s):

2A. Identify and analyze the contending theoretical formulations of the international political economy and their interconnections to the state.

2B. Critically evaluate the international political economy including trade, finance and development within the broad context of world politics.

2C. Assess competing analytical and theoretical models used in the study of political economy particularly in evaluating the historical development and current operation of the world economy.

2D. Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

2F. Identify and systematically analyze the political ideologies underlying global political economy issues.

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

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):

6

- A. Development of research paper topic, thesis, and outline and analytical model.
- B. Written Twenty Page analytical Research paper assignment on specific topic of interest utilizing the scientific method of analysis
- C. Group Oral presentation (Power Point) on assigned seminar topic
- D. Lead Seminar on assigned research topic findings
- E. Consistent participation in seminar demonstrating substantial knowledge of literature and ability to systematically analyze and synthesize it.
- F. Individual and group conferences with professor on a regular basis to guide students in research project assignment.

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):

2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

S5. Explain world development and global relationships;

Matching course objective(s):

- 2D. Identify the central structural and historical features of the global Political economy and their changing circumstances in a global market place.
- 2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.
- 2F. Identify and systematically analyze the political ideologies underlying global political economy issues.
- 2G. Analyze the role of the WTO in the International Political Economy

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

Matching course objective(s):

4H. Analyze the Extent and role of the public, quasi-public, and private sectors: Government, proprietorship, partnership and corporation in

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Sustainable and capacity-building and government role

1. **Infrastructural development**
2. **Allocation distribution of national resources**
3. **Stabilization of market**
4. **Education, research and development**
5. **Institutions in monetary and fiscal policies**
6. **Environment, workplace safety**

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

Matching course objective(s):

- 4.

C2. Analysis of International finance in the IPE:
C3. Examine the role of Multinational corporations in the IPE
C4. Assess the role of Non-governmental organizations in the IPE
Economic theory and history
Capital flows
International trade
Balance of payments problems
Current Account and fiscal Account

S8. Assess the distribution of power and influence;

Matching course objective(s):

- 4I. Sustainable and capacity-building and government role in:**
1. **Infrastructure**
2. **Allocation distribution**
3. **Stabilization**
4. **Education, research and development**
5. **Institutions in monetary and fiscal policies**
6. **Environment, workplace safety**
7. **Resources conservation**

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

Matching course objective(s):

4F. Analysis of :
International development; population, poverty
Contemporary Problems in political economy such as indigenous populations, environment, poverty, status of women
4G. Socio-economic organizations
1. **Laissez faire, mixed economy, socialism**
2. **Marxism, facism, and corporatism**

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

Matching course objective(s):

- 4.

C1. Investigate the role of Socialist economics in the Capitalist World Economy
2. Analysis of International finance in the IPE
3. Examine the role of Multinational corporations in the IPE
4. Assess the role of Non-governmental organizations in the IPE
D. Economic theory and history
1. **Capital flows**
2. **International trade**
E. International development; population, poverty

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

F. Contemporary Problems in political economy such as indigenous populations, environment, poverty, status of women

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

Matching course objective(s):

2C. Assess competing analytical and theoretical models used in the study of political economy particularly in evaluating the historical development and current operation of the world economy.

2D. Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

2E. Identify and critically analyze some of the leading policy issues in the global political economy.

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

Matching course objective(s):

2A. Identify and analyze the contending theoretical formulations of the international political economy and their interconnections to the state.

2B. Critically evaluate the international political economy including trade, finance and development within the broad context of world politics and how these affect human behavior.

2C. Assess competing analytical and theoretical models used in the study of political economy particularly in evaluating the historical development and current operation of the world economy.

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

Matching course objective(s):

4J. Analysis of Geopolitics vs geo-economics

1. Protectionism, trade issues, industrial policy

2. Colonialism and revolution

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

Matching course objective(s):

4K. Analysis of American political economy impacts on society :

1. World War 1 and the 1920's

2. Great depression, New Deal, Keynesianism, World War II and Globalism

3. Cold War, affluence, poverty, fair deal, new frontier, Great Society

4L. Efforts to restructure and downsize

1. Intertantional linkages

2. Ethnic fragmentation welfare state, entitlements

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

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

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Matching course objective(s):

6.

Development of research paper topic, thesis, and outline and analytical model.

Group Oral presentation (Power Point) on assigned seminar topic

Lead Seminar on assigned research topic findings

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

Matching course objective(s):

6.

Development of research paper topic, thesis, and outline and analytical model.

Written Twenty Page analytical Research paper assignment on specific topic of interest utilizing the scientific method of analysis

Group Oral presentation (Power Point) on assigned seminar topic

Lead Seminar on assigned research topic findings

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

Matching course objective(s):

6B. Written Twenty Page analytical Research paper assignment on specific topic of interest utilizing the scientific method of analysis under direction of Instructor.

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):

4M. Analysis of Regionalism: NAFTA, European Community (European Union) APEC

1. IGO's, NGO's, IMF

2. IBRD, WTO, MNC'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):

12. Development of critical, analytical research and writing skills as manifested in 20 page analytical research paper using the scientific method.

Requesting Faculty: Dr. Joseph A. Woolcock _____ Date: October 21, 2011 _____

Division Curr Rep: Bill Ziegenhorn _____ Date: 10-25-11 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Andy Lee
Bill Ziegenhorn
Dave Bush

Comments:

Subcommittee recommends approval 12-4-11

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

General Education Review Request

AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: SPED 62 Psychological Aspects of Disabilities _____

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: SPED 62, Psychological Aspects of Disabilities _____

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 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

Outcome 2D. Distinguish and explain gender and cross-cultural differences relevant to people with disabilities.

Description 4B.1. Emphasizes basic concepts of disability which impact a person with disability such as stress, crisis, self-concept, body image, and stigma.

Description 4B.3. Psychological issues (depression, stress, anxiety, social connectedness, and low self-esteem) effecting men and women across cultures.

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. Demonstrate an understanding of the historical background of disability and the evolution of the term disability from different eras.

Description 4A.2. Evolution and use of the term disability from medical, rehabilitation, social, and new disability paradigms.

Methods of Evaluation 6a. Objective exams 6b. Oral presentations 6c. Cooperative learning assignments

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. Identify and apply appropriate counseling techniques and interventions when working with persons with disabilities and their families.

Description 4B.2. Provides an overview of different coping strategies and interventions for persons with disabilities (psycho-therapeutic techniques – cognitive, behavioral, and psycho-dynamic approaches).

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 2B. Exhibit sensitivity towards people with disabilities and chronic illness.

Outcome 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Description 4B.3. Psychological issues (depression, stress, anxiety, social connectedness, and low self-esteem) effecting men and women across cultures.

Description 4B.1. Emphasizes basic concepts of disability which impact a person with disability such as stress, crisis, self-concept, body image, and stigma.

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):

Outcome 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

Description 4C.2. Family member's emotional and financial challenges, changes in the lifestyles, and roles of each family member.

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

Matching course objective(s):

Outcome 2E. Identify and apply appropriate counseling techniques and interventions when working with persons with disabilities and their families.

Description 4B.2. Provides an overview of different coping strategies and interventions for persons with disabilities (psycho-therapeutic techniques – cognitive, behavioral, and psycho-dynamic approaches).

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):

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Outcome 2B. Exhibit sensitivity towards people with disabilities and chronic illness.

Description 4A.2. Evolution and use of the term disability from medical, rehabilitation, social, and new disability paradigms.

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

Matching course objective(s):

Outcome 2B. Exhibit sensitivity towards people with disabilities and chronic illness.

Outcome 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

Description 4B.1. Emphasizes basic concepts of disability which impact a person with disability such as stress, crisis, self-concept, body image, and stigma.

Description 4B.2. Provides an overview of different coping strategies and interventions for persons with disabilities (psycho-therapeutic techniques – cognitive, behavioral, and psycho-dynamic approaches).

Description 4B.3. Psychological issues (depression, stress, anxiety, social connectedness, and low self-esteem) effecting men and women across cultures.

Description 4C.2. Family member's emotional and financial challenges, changes in the lifestyles, and roles of each family member.

Description 4C.3. Effective therapeutic techniques and resources for family members to cope with their psychological, social, and financial issues.

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. Demonstrate an understanding of the historical background of disability and the evolution of the term disability from different eras.

Outcome 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

Outcome 2D. Distinguish and explain gender and cross-cultural differences relevant to people with disabilities.

Outcome 2E. Identify and apply appropriate counseling techniques and interventions when working with persons with disabilities and their families.

Methods of Evaluation 6a. Objective exams 6b. Oral presentations 6c. Cooperative learning assignments 6d. Research papers

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

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Matching course objective(s):

Outcome 2A. Demonstrate an understanding of the historical background of disability and the evolution of the term disability from different eras.

Outcome 2C. Compare and contrast the psychological and social impact of disability on the individual, family, and society.

Methods of Evaluation 6a. Objective exams 6b. Oral presentations 6c. Cooperative learning assignments 6d. Research papers

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: Russell Wong _____ Date: October 25, 2011 _____

Division Curr Rep: Beatrix Cashmore _____ Date: October 25, 2011 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee
Bill Ziegenhorn
Dave Bush

Comments:

Subcommittee recommends approval 12-5-11

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ENGR 600 **Division:** PSME

Course Title: INTRODUCTION TO CLEANTECH

Catalog Description:

The Cleantech revolution is destined to impact and shape our near- and long-term future in ways similar to IT and communication revolutions of the past two decades. Observing through lenses of energy security, climate change, and sustainability, this survey-type course will cover a range of topics including current energy generation and distribution, various renewable energies in early or mature stages, storage, transportation, efficiency, and much more. In addition to a central technical focus, policy, economic and environmental considerations will be addressed when applicable. The course is intended for college and advanced high school students in science and engineering fields as well as the general public with a keen interest in the Cleantech sector. An important objective is to provide an introductory head start for the target audience and to prepare them for continuing education and/or job opportunities in the field.

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:
66010.4 (a)(1)
2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

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

This course supports the career preparation mission of Foothill College

Criteria B. -- Need (Explain)

Students need the opportunity to prepare for new careers.

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

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

MJF 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)

MJF 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)

MJF 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: Marnie Francisco

Date: 3/11/10

Division Curriculum Representative: Marnie Francisco _____ **Date:** 3/11/10

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 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.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MUS/THTR 2F **Division:** Fine Arts & Communication

Course Title: HISTORY OF AMERICAN MUSICAL THEATRE

Catalog Description:

An introductory survey of the history of the American musical theatre genre. Includes roots in British music halls, Viennese operetta and African American jazz through the “golden age” of the musical and up to the contemporary Broadway stage. Emphasis will be placed on genres and styles, as well as the key composers, lyricists, librettists, directors, producers, designers, choreographers and performers. Examines how the musical mirrors contemporary social and political events.

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:

In advance of this new course inclusion into the two appropriate AA degrees, this course is well integrated into the objectives and goals of both programs.

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:

Gives students career preparation in the field of music and musical theatre.

Criteria B. -- Need (Explain)

This course is transferable to both CSU and UC, and gives students career training in the field of music/musical theatre.

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

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

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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: Milissa Carey MC **Date:** 11/30/11

Division Curriculum Representative: Robert Hartwell **Date:** 12/2/11

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCBSS403 **Division:** NON CREDIT

Course Title: Map to College:My Action Plan to College Part I

Catalog Description:

A bridge to college class that introduces high school students, re-entry students and adult students to community college. Focus on major areas of study, career programs, how to become a college student and the value of a college degree or certificate.

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:
 Readies the student and prepares them so they succeed at the postsecondary level.

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:

Readies the student and prepares them so they succeed at the postsecondary level.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful at the postsecondary level. This course, the first of two, introduces the student to basic concepts and skills needed to be successful in college.

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

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

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. (“55805.5. Types of Courses Appropriate to the Associate Degree” criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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: Janet Weber _____ **Date:** 12/12/11

Division Curriculum Representative: Donald MacNeil _____ **Date:** 12/12/11

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCBS404 **Division:** NON CREDIT

Course Title: Map to College:My Action Plan to College Part II

Catalog Description:

A bridge to college class that introduces high school students, re-entry students and adult students to community college. Focus on major areas of study, career programs, how to become a college student and the value of a college degree or certificate.

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:
 Readies the student and prepares them so they succeed at the postsecondary level.
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:

Readies the student and prepares them so they succeed at the postsecondary level.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful at the postsecondary level. This course, the second of two, introduces the student to basic concepts and skills needed to be successful in college.

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

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

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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: Janet Weber _____ **Date:** 12/12/11 _____

Division Curriculum Representative: Donald MacNeil _____ **Date:** 12/12/11 _____

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCBS 405 **Division:** PSME

Course Title: SUPPLEMENTAL INSTRUCTION

Catalog Description:

An open-entry, open-exit course for students who seek academic support, through supplemental instructions and use of computers, to fill in missing prerequisite knowledge and strengthen skills developed in a referring course or courses as follows: CHEM 1A, 1B, 1C, 12A, 12B, 12C, 25, 30A, 30B, 34H, 36, 36X, 36Y, 70, 100, 100X, 100Y, CIS 1, 2, 12A, 12C, 12D, 12W, 15A, 15B, 15C, 15D, 15P, 18, 19A, 19D, 19K, 19L, 19M, 19N, 19P, 19V, 19W, 25A, 25B, 27A, 27B, 27C, 27D, 27P, 30, 50A, 51A, 52A, 52B, 52C, 52E, 52F, 52J, 52K, 52N, 52P, 52Q, 54C, 54D, 54E, 55A, 55B, 55C, 60, 61A, 61B, 61C, 61X, 61Y, 62A, 63A, 63A1, 63B, 68A, 68B, 68C1, 68C2, 68C3, 68E, 68H, 68J, 68K, 68L, 68M, 78, 96, 96X, 96Y, CNET 52A, 53A, 53B, 53C, 53F, 53M, 53N, 54A, 54B, 54C, 54D, 54E, 54G, 54H, 54I, 54J, 54L, 54M, 54N, 54Q, 56A, 56B, 56C, 56E, 56F, 56G, 56J, 60F, 60K, 65A, 65B, 65C, 75A, 75B, 75C, 75D, 75E, 75F, 75G, 75I, 80A, 95A, 95G, 97A, 99, 112, 113, 116A, 116B, 118, 119, C S 1A, 1B, 1C, 2A, 2B, 2C, CS 200,

ENGR 10, 34H, 35, 36, 36X, 36Y, 37, 37L, 45, 49, MATH 1A, 1B, 1C, 1D, 2A, 2B, 10, 11, 12, 22, 34H, 36, 36X, 36Y, 44, 48A, 48B, 48C, 49, 51, 105, 220, 221, 224, 230, 230J, 230X, 231, 234, 235, 236, 238, 300, PHYS 2A, 2B, 2C, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 6, 12, 34H, 36, 36X, 36Y.

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:

66010.4 (a)(1)

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

Adopted June 24, 2009

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

This course supports the transfer and basic skills mission of Foothill College

Criteria B. -- Need (Explain)

Students need the opportunity to increase their understanding of both basic skills and transfer level material in mathematics, the sciences and engineering.

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

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

MJF 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)

MJF 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)

MJF 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: Marnie Francisco

Date: 10/13/09

Division Curriculum Representative: Marnie Francisco _____ **Date: 10/13/09** _____

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 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.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCEL 403A **Division:** NON CREDIT

Course Title: TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS
Part I

Catalog Description:

This course will introduce the adult English-learner to the community college campus and requirements for successful studies, and to prepare ESL students for successful transition to credit college-level coursework. The primary focus will be on Listening and Speaking activities in the classroom, including note taking and class participation.

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:

Readies the English as a second language student and prepares them so they succeed at the postsecondary level.
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:

Readies the English as a second language student and prepares them so they succeed at the postsecondary level.

Criteria B. -- Need (Explain)

English as a second language students are often unprepared to transition to the postsecondary level. This course, the first of two, introduces the student to skills needed to be successful in college.

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

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

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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: Ann Cartier _____ **Date:** 12/12/11 _____

Division Curriculum Representative: Donald MacNeil _____ **Date:** 12/12/11 _____

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCEL 403B **Division:** NON CREDIT

Course Title: TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS
Part III

Catalog Description:

This course will introduce the adult English-learner to the community college campus and requirements for successful studies, and to prepare ESL students for successful transition to credit college-level coursework. The primary focus will be on Listening and Speaking activities in the classroom, including note taking and class participation.

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:

Readies the English as a second language student and prepares them so they succeed at the postsecondary level.
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:

Readies the English as a second language student and prepares them so they succeed at the postsecondary level.

Criteria B. -- Need (Explain)

English as a second language students are often unprepared to transition to the postsecondary level. This course, the second of two, introduces the student to skills needed to be successful in college.

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

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

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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: Ann Cartier _____ **Date:** 12/12/11

Division Curriculum Representative: Donald MacNeil _____ **Date:** 12/12/11

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

Resolution Regarding Process for New Course Creation

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 and the CCC has responsibility for coordinating the development of new curriculum between and among divisions,

Resolved that anytime faculty wish to develop a new course or propose major changes to an existing course which would change the overall course intent or student audience, the CCC Rep(s) from their division will present this information at the next upcoming College Curriculum Committee meeting using a concise user-friendly form developed by the Curriculum Team;

Resolved, that CCC members are responsible for carefully considering whether new courses might impact courses or curriculum in their own divisions and if so, for subsequently initiating communication with/between appropriate interdisciplinary faculty;

Resolved that any conflicts or concerns regarding potentially overlapping curriculum be resolved informally through discussions between relevant division/department faculty members; and,

Resolved that in accordance with "primary reliance," and only in those rare cases where department and/or division faculty cannot informally agree on how to resolve a potential conflict, the CCC will take a formal vote to decide the question.

General Education Review Request

AREA III - NATURAL SCIENCES

Course Number & Title: Hort 10: Environmental Horticulture and the Urban Landscape

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 III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long

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time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

- * To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

Course Number & Title: Hort 10: Environmental Horticulture and the Urban Landscape

Please note: All reference numbers refer to the Title V course outline numbering system

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:

N1. An understanding of the scientific method, including its attributes and limitations;

Matching course objective(s):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

1. Evaluate the principles of sustainability.
2. Compare and contrast the sustainability of current landscape practices.
3. Examine the sustainability of historic cultures.
4. Examine local developments regarding sustainability.

Course lab activity:

10 A. Application of the scientific method to biological ,restoration ecology and sustainability.

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course objective(s):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 H. Evaluate theories and practices in environmental horticulture.

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Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

1. Evaluate the principles of sustainability.
2. Compare and contrast the sustainability of current landscape practices.
3. Examine the sustainability of historic cultures.
4. Examine local developments regarding sustainability.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.
2. Examine current philosophies of sustainable horticulture.

Course evaluation activities:

6 C. Term projects and reports

6 D. Lab skills activities

Course lab activity:

10 A. Application of the scientific method to biological ,restoration ecology and sustainability.

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;**Matching course objective(s):****Course objective:**

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

1. Evaluate the principles of sustainability.
2. Compare and contrast the sustainability of current landscape practices.

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.
2. Examine current philosophies of sustainable horticulture.

Course lab activity:

10 A. Application of the scientific method to biological ,restoration ecology and sustainability.

N4. The ability to use inductive and deductive reasoning;**Matching course objective(s):****Course objective:**

2 E. Demonstrate knowledge of the impact of urban activities on environmental systems.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 E. Demonstrate knowledge of the impact of urban activities on environmental systems through research on the evolution of each system.

1. Changes in ecosystem components.
 - a. Pollution.
 - b. Erosion.
 - c. Development.
2. Development of human support systems.
 - a. Parks and green spaces.

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<p>b. Utility systems. c. Social networks. d. Housing.</p> <p>4 H. Evaluate theories and practices in environmental horticulture. 1. Identify root causes of the environmental crisis. 2. Examine current philosophies of sustainable horticulture.</p> <p>Course lab activity: 10 A. Application of the scientific method to biological ,restoration ecology and sustainability.</p>
<p>N5. The practice of thinking critically, including evaluating ideas and contrasting opinions; Matching course objective(s):</p> <p>Course objective: 2 C. Demonstrate an understanding of the evolution of ecological concepts. 2 E. Demonstrate knowledge of the impact of urban activities on environmental systems. 2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes. 2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis. 2 H. Evaluate theories and practices in environmental horticulture.</p> <p>Course expanded description: 4 C. Landscape ecology of urban environments and the evolution of ecological concepts. 1. Ecosystem structure and function (plant, animal, environmental relationships). 2. Sustainable resources (land, water, energy, food, etc.). 3. Energy flow in ecosystems. 4. Controlling system inputs and outputs. 5. Population growth. 6. Overview of ecosystem restoration and management. 4 E. Demonstrate knowledge of the impact of urban activities on environmental systems through research on the evolution of each system. 1. Changes in ecosystem components. a. Pollution. b. Erosion. c. Development. 2. Development of human support systems. a. Parks and green spaces. b. Utility systems. c. Social networks. d. Housing. 4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes. 1. Sustainable urban landscape management 2. Vegetation, insect, and disease management 3. Water resource management 4. Recycling and composting 5. Hazardous materials management 4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis. 1. Examine theories supporting Integrated Pest Management. 2. Review data on pesticide use. 3. Survey plant material types and useage in habitats. 4. Survey habitat classifications in natural areas. 4 H. Evaluate theories and practices in environmental horticulture. 1. Identify root causes of the environmental crisis. 2. Examine current philosophies of sustainable horticulture.</p> <p>Course evaluation activities:</p>

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6 B. Mid-term & final examinations

6 C. Term projects and reports

6 D. Lab skills activities

Course lab activity:

10 D. Analysis of site restoration projects.

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards

N6. The ability to evaluate, use and communicate scientific data;

Matching course objective(s):

Course objective:

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.

2. Review data on pesticide use.

3. Survey plant material types and usage in habitats.

4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.

2. Examine current philosophies of sustainable horticulture

4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

1. Classroom discussion on current events.

2. Develop design processes for review by class charettes.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

Course evaluation activities:

6 C. Term projects and reports

6 D. Lab skills activities

Course lab activity:

10 B. Use of microscopes to examine microscopic organisms collected during field labs.

10 D. Analysis of site restoration projects.

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

10 H. Evaluate and compare urban development sites.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards

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N7. An introduction to current scientific theories within the field of study;

Matching course objective(s):

Course objective:

- 2 C. Demonstrate an understanding of the evolution of ecological concepts.
- 2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.
- 2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

- 4 C. Landscape ecology of urban environments and the evolution of ecological concepts.
 - 1. Ecosystem structure and function (plant, animal, environmental relationships).
 - 2. Sustainable resources (land, water, energy, food, etc.).
 - 3. Energy flow in ecosystems.
 - 4. Controlling system inputs and outputs.
 - 5. Population growth.
 - 6. Overview of ecosystem restoration and management.
- 4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.
 - 1. Sustainable urban landscape management
 - 2. Vegetation, insect, and disease management
 - 3. Water resource management
 - 4. Recycling and composting
 - 5. Hazardous materials management
- 4 H. Evaluate theories and practices in environmental horticulture.
 - 1. Identify root causes of the environmental crisis.
 - 2. Examine current philosophies of sustainable horticulture

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

Matching course objective(s):

Course objective:

- 2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.
- 2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

- 4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

- 1. Evaluate the principles of sustainability.
- 2. Compare and contrast the sustainability of current landscape practices.
- 3. Examine the sustainability of historic cultures.
- 4. Examine local developments regarding sustainability.

- 4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

- 3. Survey plant material types and usage in habitats.
- 4. Survey habitat classifications in natural areas.

- 4. L Gather information using environmental science laboratory techniques. (see lab activities)

Course evaluation activities:

- 6 D. Lab skills activities

Course lab activity:

- 10 A. Application of the scientific method to biological ,restoration ecology and sustainability.
- 10 B. Use of microscopes to examine microscopic organisms collected during field labs.
- 10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

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N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course objective(s):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

1. Evaluate the principles of sustainability.
2. Compare and contrast the sustainability of current landscape practices.
3. Examine the sustainability of historic cultures.
4. Examine local developments regarding sustainability.

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.
2. Review data on pesticide use.
3. Survey plant material types and usage in habitats.
4. Survey habitat classifications in natural areas.

4 L Gather information using environmental science laboratory techniques. (see lab activities)

Course evaluation activities:

6 D. Lab skills activities

Course lab activity:

10 A. Application of the scientific method to biological ,restoration ecology and sustainability.

10 B. Use of microscopes to examine microscopic organisms collected during field labs.

Depth Map: Additionally, include any of the following:

An appreciation of the contributions of science to modern life;

Matching course objective(s):

Course objective:

2 C. Demonstrate an understanding of the evolution of ecological concepts.

2 D. Describe the process for planning, design, construction, and management of landscapes and gardens that follow ecological guidelines.

2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.

Course expanded description:

4 C. Landscape ecology of urban environments and the evolution of ecological concepts.

1. Ecosystem structure and function (plant, animal, environmental relationships).
2. Sustainable resources (land, water, energy, food, etc.).
3. Energy flow in ecosystems.
4. Controlling system inputs and outputs.
5. Population growth.
6. Overview of ecosystem restoration and management.

4 D. Planning, design, management, and construction of landscapes and gardens that follow ecological guidelines.

1. Urban design issues.
 - a. City streetscapes.
 - b. Parks.
 - c. Commercial landscapes.

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- d. Residential landscapes and gardens.
- 2. Environmental audits and planning for growth.
- 3. Legal, cultural, and economic issues.
- 4. Regulatory processes and mitigation measures.
- 5. Designing the urban forest.
 - a. Street tree programs, tree ordinances, and urban forest preservation.
 - b. Heritage trees.
- 6. Wetlands restoration.
- 7. Community gardens.
- 8. Restorative gardens (horticultural therapy).

4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.

- 1. Sustainable urban landscape management
- 2. Vegetation, insect, and disease management
- 3. Water resource management
- 4. Recycling and composting
- 5. Hazardous materials management

N11. An appreciation of the contributions to science of diverse people and cultures;

Matching course objective(s):

Course objective:

2 B. Exhibit an understanding of the history of environmental horticulture, the application of ecological principles, and its impact on both American and international cultures.

Course expanded description:

4 B. Examination of the history of environmental horticulture and the urban landscape, the application of ecological principles, and its impact on both American and international cultures.

- 1. Overview of the planning, design, construction, and management of urban landscapes.
- 2. Global, local, and cultural context for urban and sub-urban communities.
- 3. Sustainable urban environments.

N12. An understanding of the interdependence of humans and their environment;

Matching course objective(s):

Course objective:

2 C. Demonstrate an understanding of the evolution of ecological concepts.

2 E. Demonstrate knowledge of the impact of urban activities on environmental systems.

2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.

Course expanded description:

4 C. Landscape ecology of urban environments and the evolution of ecological concepts.

- 1. Ecosystem structure and function (plant, animal, environmental relationships).
- 2. Sustainable resources (land, water, energy, food, etc.).
- 3. Energy flow in ecosystems.
- 4. Controlling system inputs and outputs.
- 5. Population growth.
- 6. Overview of ecosystem restoration and management.

4 E. Demonstrate knowledge of the impact of urban activities on environmental systems through research on the evolution of each system.

- 1. Changes in ecosystem components.
 - a. Pollution.
 - b. Erosion.
 - c. Development.
- 2. Development of human support systems.
 - a. Parks and green spaces.
 - b. Utility systems.

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- c. Social networks.
- d. Housing.

4 K. Field trips illustrating environmental issues - representative examples include:

- 1. DeAnza Kirsch Center environmental study area
- 2. Haight Ashbury Neighborhood Council Gardens
- 3. Coyote Point Natural History Center
- 4. Various Bay Area wetlands
- 5. Hewlett Foundation (LEED certified structure and site)
- 6. Jasper Ridge Biological Preserve

Course lab activity:

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

N13. A recognition of how human behavior has altered the environment;

Matching course objective(s):

Course objective:

- 2 B. Exhibit an understanding of the history of environmental horticulture, the application of ecological principles, and its impact on both American and international cultures.
- 2 C. Demonstrate an understanding of the evolution of ecological concepts.
- 2 D. Describe the process for planning, design, construction, and management of landscapes and gardens that follow ecological guidelines.
- 2 E. Demonstrate knowledge of the impact of urban activities on environmental systems.
- 2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.

Course expanded description:

4 B. Examination of the history of environmental horticulture and the urban landscape, the application of ecological principles, and its impact on both American and international cultures.

- 1. Overview of the planning, design, construction, and management of urban landscapes.
- 2. Global, local, and cultural context for urban and sub-urban communities.
- 3. Sustainable urban environments.

4 C. Landscape ecology of urban environments and the evolution of ecological concepts.

- 1. Ecosystem structure and function (plant, animal, environmental relationships).
- 2. Sustainable resources (land, water, energy, food, etc.).
- 3. Energy flow in ecosystems.
- 4. Controlling system inputs and outputs.
- 5. Population growth.
- 6. Overview of ecosystem restoration and management.

4 D. Planning, design, management, and construction of landscapes and gardens that follow ecological guidelines.

- 1. Urban design issues.
 - a. City streetscapes.
 - b. Parks.
 - c. Commercial landscapes.
 - d. Residential landscapes and gardens.
- 2. Environmental audits and planning for growth.
- 3. Legal, cultural, and economic issues.
- 4. Regulatory processes and mitigation measures.
- 5. Designing the urban forest.
 - a. Street tree programs, tree ordinances, and urban forest preservation.
 - b. Heritage trees.
- 6. Wetlands restoration.
- 7. Community gardens.
- 8. Restorative gardens (horticultural therapy).

4 E. Demonstrate knowledge of the impact of urban activities on environmental systems through research on the evolution of each system.

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<ul style="list-style-type: none">1. Changes in ecosystem components.<ul style="list-style-type: none">a. Pollution.b. Erosion.c. Development.2. Development of human support systems.<ul style="list-style-type: none">a. Parks and green spaces.b. Utility systems.c. Social networks.d. Housing. <p>4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.</p> <ul style="list-style-type: none">1. Sustainable urban landscape management2. Vegetation, insect, and disease management3. Water resource management4. Recycling and composting5. Hazardous materials management <p>Course lab activity:</p> <p>10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.</p> <p>10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.</p> <p>10 H. Evaluate and compare urban development sites.</p>

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course objective(s):

Course objective:

- 2 C. Demonstrate an understanding of the evolution of ecological concepts.
- 2 E. Demonstrate knowledge of the impact of urban activities on environmental systems.

Course expanded description:

4 B. Examination of the history of environmental horticulture and the urban landscape, the application of ecological principles, and its impact on both American and international cultures.

- 1. Overview of the planning, design, construction, and management of urban landscapes.
- 2. Global, local, and cultural context for urban and sub-urban communities.
- 3. Sustainable urban environments.

4 E. Demonstrate knowledge of the impact of urban activities on environmental systems through research on the evolution of each system.

- 1. Changes in ecosystem components.
 - a. Pollution.
 - b. Erosion.
 - c. Development.
- 2. Development of human support systems.
 - a. Parks and green spaces.
 - b. Utility systems.
 - c. Social networks.
 - d. Housing.

Course lab activity:

10 H. Evaluate and compare urban development sites.

Depth Map: Additionally, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course objective(s):

Course objective:

2 J. Participate in group projects regarding data collection and analysis.

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2 K. Gather information using environmental science laboratory techniques

Course expanded description:

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

4 K. Field trips illustrating environmental issues - representative examples include:

1. DeAnza Kirsch Center environmental study area

2. Haight Ashbury Neighborhood Council Gardens

3. Coyote Point Natural History Center

4. Various Bay Area wetlands

5. Hewlett Foundation (LEED certified structure and site)

6. Jasper Ridge Biological Preserve

Course lab activity:

10 C. Techniques for identifying plants used in site mitigations.

10 D. Analysis of site restoration projects.

and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

10 H. Evaluate and compare urban development sites.

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course objective(s):

Course objective:

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 J. Participate in group projects regarding data collection and analysis.

2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.

2. Review data on pesticide use.

3. Survey plant material types and usage in habitats.

4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.

2. Examine current philosophies of sustainable horticulture.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

Course lab activity:

10 B. Use of microscopes to examine microscopic organisms collected during field labs.

10 C. Techniques for identifying plants used in site mitigations.

10 E. Use of library and internet resources to gather information on assigned environmental research projects.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

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N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course objective(s):

Course objective:

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards

Course lab activity:

10 D. Analysis of site restoration projects.

10 E. Use of library and internet resources to gather information on assigned environmental research projects.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

N18. Analysis and interpretation of data;

Matching course objective(s):

Course objective:

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.

2. Examine current philosophies of sustainable horticulture.

Course lab activity:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards

N19. Formulation and testing of hypotheses;

Matching course objective(s):

Course objective:

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.

2. Review data on pesticide use.

3. Survey plant material types and usage in habitats.

4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.

2. Examine current philosophies of sustainable horticulture.

Course lab activity:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards

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N20. Communicating effectively through oral and/or written work;

Matching course objective(s):

Course objective:

2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

1. Classroom discussion on current events.

2. Develop design processes for review by class charettes.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

Course evaluation activities:

6 C. Term projects and reports

Course lab activity:

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

N21. A minimum of one collaborative activity;

Matching course objective(s):

Course objective:

2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

1. Classroom discussion on current events.

2. Develop design processes for review by class charettes.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

Course evaluation activities:

6 C. Term projects and reports

Course lab activity:

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course objective(s):

Lab will meet for 1 lecture/lab hour and 2 lab hours/week

Depth Map: Additionally, include any of the following:

N23. Keep accurate and complete experimental records;

General Education Review Request

AREA III - NATURAL SCIENCES

Matching course objective(s):**Course objective:**

2 J. Participate in group projects regarding data collection and analysis.
2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

4 J. Participate in group projects regarding data collection analysis.
 1. Identify salient topics regarding sustainability.
 2. Collect data regarding selected topics.
 3. Prepare a group presentation on the pros and cons of the selected topic.
4 J. Participate in group projects regarding data collection analysis.
 1. Identify salient topics regarding sustainability.
 2. Collect data regarding selected topics.
 3. Prepare a group presentation on the pros and cons of the selected topic.

Course lab activity:

10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

N24. Perform quantitative and qualitative measurements;**Matching course objective(s):****Course objective:**

2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.
2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.
2 H. Evaluate theories and practices in environmental horticulture.
2 J. Participate in group projects regarding data collection and analysis.
2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.

1. Sustainable urban landscape management
2. Vegetation, insect, and disease management
3. Water resource management
4. Recycling and composting
5. Hazardous materials management

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.
2. Review data on pesticide use.
3. Survey plant material types and usage in habitats.
4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.
2. Examine current philosophies of sustainable horticulture.

4 L. Gather information using environmental science laboratory techniques. (see lab activities)

Course evaluation activities:

6 D. Lab skills activities

Course lab activity:

10 B. Use of microscopes to examine microscopic organisms collected during field labs.
10 C. Techniques for identifying plants used in site mitigations.
10 D. Analysis of site restoration projects.
10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.

N25. Interpret experimental results and draw reasonable conclusions;

General Education Review Request

AREA III - NATURAL SCIENCES

Matching course objective(s):**Course objective:**

2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.

1. Sustainable urban landscape management
2. Vegetation, insect, and disease management
3. Water resource management
4. Recycling and composting
5. Hazardous materials management

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.
2. Review data on pesticide use.
3. Survey plant material types and usage in habitats.
4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

1. Identify root causes of the environmental crisis.
2. Examine current philosophies of sustainable horticulture.

Course evaluation activities:

6 C. Term projects and reports

6 D. Lab skills activities

Course lab activity:

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards.

N26. Analyze data statistically and assess the reliability of results;**Matching course objective(s):****Course objective:**

2 F. Recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

4 F. Investigate and identify methods and practices for sustainable landscape management and restorative practices in urban landscapes.

1. Sustainable urban landscape management
2. Vegetation, insect, and disease management
3. Water resource management
4. Recycling and composting
5. Hazardous materials management

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.
2. Review data on pesticide use.

General Education Review Request AREA III - NATURAL SCIENCES

- 3. Survey plant material types and usage in habitats.
- 4. Survey habitat classifications in natural areas.
- 4 H. Evaluate theories and practices in environmental horticulture.
 - 1. Identify root causes of the environmental crisis.
 - 2. Examine current philosophies of sustainable horticulture.
- 4 J. Participate in group projects regarding data collection analysis.
 - 1. Identify salient topics regarding sustainability.
 - 2. Collect data regarding selected topics.
 - 3. Prepare a group presentation on the pros and cons of the selected topic.

Course evaluation activities:

6 D. Lab skills activities

Course lab activity:

- 10 D. Analysis of site restoration projects.
- 10 H. Evaluate and compare urban development sites.
- 10 I. Compare and contrast landscapes using principles of sustainability.
- 10 J. Evaluate the effectiveness of "green building" principles using LEED standards.

N27. Critically evaluate the design of an experiment;

Matching course objective(s):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

- 4 J. Participate in group projects regarding data collection analysis.
 - 1. Identify salient topics regarding sustainability.
 - 2. Collect data regarding selected topics.
 - 3. Prepare a group presentation on the pros and cons of the selected topic.

Course lab activity:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

N28. Design experiments to test hypotheses;

Matching course objective(s):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 H. Evaluate theories and practices in environmental horticulture.

Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

- 1. Evaluate the principles of sustainability.
- 2. Compare and contrast the sustainability of current landscape practices.
- 3. Examine the sustainability of historic cultures.
- 4. Examine local developments regarding sustainability.

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

- 1. Examine theories supporting Integrated Pest Management.
- 2. Review data on pesticide use.
- 3. Survey plant material types and usage in habitats.
- 4. Survey habitat classifications in natural areas.

4 H. Evaluate theories and practices in environmental horticulture.

- 1. Identify root causes of the environmental crisis.
- 2. Examine current philosophies of sustainable horticulture.

General Education Review Request

AREA III - NATURAL SCIENCES

Course lab activity:

- 10 B. Use of microscopes to examine microscopic organisms collected during field labs.
- 10 C. Techniques for identifying plants used in site mitigations.
- 10 H. Evaluate and compare urban development sites.
- 10 I. Compare and contrast landscapes using principles of sustainability.

N29. Work effectively in small groups and teams.**Matching course objective(s):****Course objective:**

- 2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.
- 2 J. Participate in group projects regarding data collection and analysis.
- 2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

- 4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.
 - 1. Classroom discussion on current events.
 - 2. Develop design processes for review by class charettes.
- 4 J. Participate in group projects regarding data collection analysis.
 - 1. Identify salient topics regarding sustainability.
 - 2. Collect data regarding selected topics.
 - 3. Prepare a group presentation on the pros and cons of the selected topic.

Course lab activity:

- 10 G. Site surveys of natural areas or restoration projects in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures.
- 10 H. Evaluate and compare urban development sites.

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):****Course objective:**

- 2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.
- 2 J. Participate in group projects regarding data collection and analysis.

Course expanded description:

- 4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.
 - 1. Classroom discussion on current events.
 - 2. Develop design processes for review by class charettes.
- 4 J. Participate in group projects regarding data collection analysis.
 - 1. Identify salient topics regarding sustainability.
 - 2. Collect data regarding selected topics.
 - 3. Prepare a group presentation on the pros and cons of the selected topic.

Course evaluation activities:**6 C. Term projects and reports****Course lab activity:**

- 10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**Matching course objective(s):****Course objective:**

General Education Review Request

AREA III - NATURAL SCIENCES

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

Course expanded description:

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.
2. Review data on pesticide use.
3. Survey plant material types and usage in habitats.
4. Survey habitat classifications in natural areas.

Course lab activity:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

10 J. Evaluate the effectiveness of "green building" principles using LEED standards.

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

Matching course objective(s):

Course objective:

2 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

Course expanded description:

4 I. Share ideas and discoveries with students and clients using design, written documents, and oral presentations.

1. Classroom discussion on current events.
2. Develop design processes for review by class charettes.

Course evaluation activities:

6 C. Term projects and reports

Course lab activity:

10 H. Evaluate and compare urban development sites.

10 I. Compare and contrast landscapes using principles of sustainability.

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):

Course objective:

2 A. Describe the scientific method and explain its uses and limitations as it pertains to environmental biology and restoration ecology.

2 B. Exhibit an understanding of the history of environmental horticulture, the application of ecological principles, and its impact on both American and international cultures.

2 C. Demonstrate an understanding of the evolution of ecological concepts.

Course expanded description:

4 A. Utilize the scientific method to examine environmental biology, restoration ecology, and sustainability hypotheses.

1. Evaluate the principles of sustainability.
2. Compare and contrast the sustainability of current landscape practices.
3. Examine the sustainability of historic cultures.
4. Examine local developments regarding sustainability.

4 B. Examination of the history of environmental horticulture and the urban landscape, the application of ecological principles, and its impact on both American and international cultures.

1. Overview of the planning, design, construction, and management of urban landscapes.
2. Global, local, and cultural context for urban and sub-urban communities.
3. Sustainable urban environments.

Course lab activity:

10 F. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas.

General Education Review Request AREA III - NATURAL 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):

Course objective:

2 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

2 J. Participate in group projects regarding data collection and analysis.

2 K. Gather information using environmental science laboratory techniques.

Course expanded description:

4 G. Investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.

1. Examine theories supporting Integrated Pest Management.

2. Review data on pesticide use.

3. Survey plant material types and usage in habitats.

4. Survey habitat classifications in natural areas.

4 J. Participate in group projects regarding data collection analysis.

1. Identify salient topics regarding sustainability.

2. Collect data regarding selected topics.

3. Prepare a group presentation on the pros and cons of the selected topic.

4 K. Field trips illustrating environmental issues - representative examples include:

1. DeAnza Kirsch Center environmental study area

2. Haight Ashbury Neighborhood Council Gardens

3. Coyote Point Natural History Center

4. Various Bay Area wetlands

5. Hewlett Foundation (LEED certified structure and site)

6. Jasper Ridge Biological Preserve

Course lab activity:

10 E. Use of library and internet resources to gather information on assigned environmental research projects.

Requesting Faculty: Daniel Svenson

Date: _____

Division Curr Rep: Gillian Schultz

Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Gillian Schultz, Kathleen Armstrong

Comments:

Denied by Sub-committee 12/12/11: Split decision by Natural Sciences subcommittee. Denied based on concern that course is primarily application focused rather than primarily focused on core science content appropriate for a GE course. There was also lack of agreement on the mapping of specific content to GE application criteria. Suggestion was brought to edit course to enhance core content and make course more like an Environmental Ecology course.

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



COURSE OUTLINES

Schedule & Course Information

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[Currently Available Classes](#)
[Course Catalog](#)
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[Green Sheets](#)
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[Dates & Deadlines](#)
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Learning Outcomes Initiatives

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Foothill College

Approved Course Outlines

Biological and Health Sciences Division

HORT 10 ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE **Summer 2008**

48 hours lecture 36 hours laboratory and **5 Units**

Total Quarter Learning Hours: 84 (Total of all Lecture, Lecture/Lab and Lab hours)

Lecture Hours: 48 **Lab Hours: 36** **Lecture/Lab: N/A**

Note: If Lab hours are specified, see item 10. *Lab Content* below.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active	Grading:	Letter
Degree Status: Applicable	Credit Status:	Credit
GE Status: Natural Sciences (w/laboratory)		

Articulation Office Information -

Transferability: Both **Validation:**

1. Description -

Environmental horticulture encompasses the planning, design, construction, and management of the urban landscape. Relevant topics include ecosystem restoration and management, landscape ecology, sustainable landscape management, sustainable use of natural resources, urban horticulture, and urban landscape design.

2. Course Objectives -

The student will be able to:

- A. demonstrate an understanding of the evolution of ecological concepts.
- B. exhibit an understanding of the history of environmental horticulture, the application of ecological principles, and its impact on both American and international cultures.
- C. describe the process for planning, design, construction, and management of landscapes and gardens that follow ecological guidelines.
- D. describe the scientific method and explain its uses and limitations as it pertains to environmental biology.
- E. demonstrate knowledge of the impact of urban activities on environmental systems.
- F. recognize the attributes of sustainable landscapes and methods for restorative practices in urban landscapes.
- G. investigate theories in environmental horticulture through reading, research, practice, and use of scientific analysis.
- H. gather information using environmental science laboratory techniques.
- I. evaluate theories and practices in environmental horticulture.
- J. share ideas and discoveries with students and clients using design, written documents, and oral presentations.

3. Special Facilities and/or Equipment -

Horticultural laboratory, sustainable garden, and related horticultural facilities and equipment.

4. Course Content (Body of knowledge) -

- A. Environmental horticulture and the urban landscape
 - 1. Overview of the planning, design, construction, and management of urban landscapes
 - 2. Global, local, and cultural context for urban and sub-urban communities
 - 3. Sustainable urban environments
- B. Landscape ecology of urban environments

1. Ecosystem structure and function (plant, animal, environmental relationships)
2. Sustainable resources (land, water, energy, food, etc.)
3. Energy flow in ecosystems
4. Controlling system inputs and outputs
5. Population growth
6. Overview of ecosystem restoration and management

C. Planning, design, and construction

1. Urban design issues
 - a. City streetscapes
 - b. Parks
 - c. Commercial landscapes
 - d. Residential landscapes and gardens
2. Environmental audits and planning for growth
3. Legal, cultural, and economic issues
4. Regulatory processes and mitigation measures
5. Designing the urban forest
 - a. Street tree programs, tree ordinances, and urban forest preservation
 - b. Heritage trees
6. Wetlands restoration
7. Community gardens
8. Restorative gardens (horticultural therapy)

D. Sustainable landscape management practices

1. Sustainable urban landscape management
2. Vegetation, insect, and disease management
3. Water resource management
4. Recycling and composting
5. Hazardous materials management

E. Lab activities

1. Application of the scientific method
2. Use of microscopes to examine microscopic organisms collected during field labs
3. Techniques for identifying plants used in site mitigations
4. Use of library and internet resources to gather information on assigned environmental research projects
5. In-class discussions and debates on issues concerning the ecology and sustainability of natural resources in urban areas
6. Site surveys of natural sites in urban settings to assess the affects of pollution and monitor progress/effectiveness of mitigation measures

F. Field trips illustrating environmental issues - representative examples include:

1. DeAnza Kirsch Center environmental study area
2. Haight Ashbury Neighborhood Council Gardens
3. Coyote Point Natural History Center
4. Various Bay Area wetlands

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Participation through attendance
- B. Mid-term & final examinations
- C. Term projects and reports
- D. Lab skills activities

7. Representative Text(s) -

Chiras, Daniel D. Environmental Science - 7th Edition, Sudbury, MA: Jones and Bartlett, 2006

8. Disciplines -

Environmental Horticulture & Design

9. Method of Instruction - No content

10. Lab Content - No content

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing Assignments - No content

13. Need/Justification -

This course is a required core course for the AS degree and Certificate of Achievement in Environment Horticulture & Design.

Course status: Active
Last updated: 2011-12-02 10:35:13

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Foothill College

Approved Course Outlines

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Process for Noncredit Curriculum Development, Approval and Implementation
May 2008

The process for Noncredit Curriculum development, approval and implementation will follow the process outlined in Foothill College's Curriculum Development Handbook (Revised May 2003).

1. The course approval process will become the responsibility of the individual division.

The Noncredit Division will be responsible for the development of noncredit curriculum in 7 approved areas. The Division curriculum committee will have faculty representation from the seven areas:

Health & Safety Education
Parenting Education
Family & Consumer Sciences
Short-Term Vocational Programs w/High Employment Potential
ESL
Immigrant Education
Basic Skills (Supervised Tutoring)

The Adaptive Learning Division will be responsible for the development of noncredit curriculum in 2 approved areas. The Division curriculum committee will have faculty representation from the two areas:

Older Adults
Persons with Disabilities

B. Division/Department Process/Committee Role

"Approval of individual courses; majors and certificates management; faculty and dean sign-off; division curriculum committees; division process: broad based, includes entire division and/or department; initial assignment of TOPS codes to courses, units/hours/load."

The Noncredit Division and the Adaptive Learning Division will follow these guidelines for course approval.

New/Changed Courses¹

1. Faculty create and write new courses or change existing courses. This process, however, is not an isolated one. Faculty work with

¹ CMS will be used in accordance with current college practices.

colleagues, the Dean, the CCCR, etc. in moving the course to Division Curriculum Committee approval.

2. Using the details and examples in this Handbook, the faculty member checks carefully to ensure that the Course Outline follows carefully the format, the writing perimeters, and the organization required.

3. Every finalized COR must have a completed Course Outline Cover Sheet. This in-house college form is filed with each course outline in order to track changes, revisions, load, et.al.

4 Next, the appropriate department reviews the course. If the course is approved, the faculty ensures that any necessary Secondary Division consultation occurs, and when appropriate, that the Library Liaison has been involved. Upon completion, the course outline is submitted to the Division Curriculum Committee.

5. The Division Curriculum Committee reviews the outline. If approved, the appropriate signatures are secured. The College Curriculum Committee Representative has final signature approval and assumes responsibility for ensuring that the outline and course meet all requirements. Upon CCCR signature, the COR and Course Outline Cover Sheet is forwarded to the Division Assistant for final preparation and transmission to Curriculum Coordinator and Library.

6. The Course Outline Cover Sheet (hard copy) with original signatures and an ELECTRONICVERSION of the course outline are submitted to the Curriculum Coordinator for inclusion in the catalog and schedules.

The Noncredit Division and the Adaptive Learning Division will follow these guidelines for course development, approval and implementation. All noncredit courses are subject to approval by the CCC Chancellor's Office.

Course Numbering:

Numbers 1-49 are used for courses transferable to the University of California.

Numbers 1-99 are used for courses transferable to the California State Universities.

Numbers 100 and above are for non-transferable courses.

- 200-299 are prerequisites for required courses that lead to A.A./A.S. degrees.
- 300-399 are workshop, review and other courses offered to meet special collegiate needs of a community nature.
- **400-499 are non-credit, non-graded courses in consumer, senior, or special education or other areas that do not apply to an A.A./A.S. degree.**

Course numbers with “S” suffix indicate the first half of the course; “T” indicates the second half (see page 14).

The Noncredit Division and the Adaptive Learning Division will follow the course numbering guidelines as follows:

Noncredit Division

NCHS 400-499	Health & Safety Education
NCP 400-499	Parenting Education
NCFC 400-499	Family & Consumer Sciences
NCSV 400-499	Short-Term Vocational Programs w/High Employment Potential
NCEL 400-499	ESL
NCIE 400-499	Immigrant Education
NCBS 400-499	Basic Skills (Supervised Tutoring)

Adaptive Learning Division

NCOA 400-499	Older Adults
NCPD 400-499	Persons with Disabilities

Guiding Information:

From the CCCCO’s Noncredit Primer:

CEC § 84757 Categories of Noncredit Courses Eligible for State Funding

The following are the noncredit categories eligible for funding:

- 01 Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships**
- 02 Elementary and secondary basic skills and other classes such as remedial academic courses or classes in reading, mathematics, and language arts.**

- 03 English as a second language**

- 04 Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking,**

listening reading, writing, mathematics, decision making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.

05 Education programs for persons with substantial disabilities

06 Short-term vocational programs with high employment potential

07 Education programs for older adults

08 Education programs for home economics

09 Health and safety education

AY 2008-09:

This will be a Pilot Year as we develop the new Noncredit Division and coursework in the seven areas. Credit divisions with related coursework to the seven areas can veto submitted noncredit curriculum for AY 2008-09 if they show or provide evidence that it fails to meet the CCCCO's criteria which specifies that noncredit curriculum "treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students."² Thereafter credit faculty would need to attend Noncredit Division curriculum meetings to voice concerns. The Noncredit Division will regularly publish Division Curriculum Meeting schedules so any credit faculty may contact the chair with their request to be put on the agenda should they have any concerns they wish to share with the committee.

For additional noncredit information from the CCC Chancellor's Office:

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/InstitutionalProgramsandServicesUnit/Noncredit/ReferenceMaterials/tabid/532/Default.aspx>

²BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS, TITLE 5. EDUCATION, DIVISION 6. CALIFORNIA COMMUNITY COLLEGES, CHAPTER 6. CURRICULUM AND INSTRUCTION, SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS § 55002(c), Standards and Criteria for Courses and Classes, (1) Standards for Approval.

GE Reciprocity for Students Already Possessing an Associate's Degree

Whereas, Title 5 §55063 mandates that all students who earn a California community college Associate's Degree must satisfactorily complete at least 18 semester or 27 quarter units of general education coursework from five specific areas, and demonstrate competence in written expression at the level of "Freshman composition" and mathematics competence at the level of "intermediate algebra";

Whereas, Foothill College already participates in a GE reciprocity agreement whereby students who obtain certification of completion of associate degree general education requirements at one of seven other local community colleges are not required to complete additional GE coursework at Foothill;

Whereas, students who have completed a B.A. or B.S. degree from a regionally accredited university are exempt from completing our local general education pattern for a Foothill A.A/A.S;

Whereas, the Academic Senate for California Community Colleges encourages general education reciprocity among California Community Colleges as a best practice; and

Resolved, that the Foothill College faculty exempt students who have already earned an Associate's Degree from another California Community College or who submit General Education certification from another California Community College from having to complete any additional general education or additional minimum English/mathematics proficiency coursework in order to earn a Foothill A.A/A.S

Placement of Courses within Disciplines

The statewide Academic Senate is primarily responsible for recommending the contents of the Disciplines List, and local senates are responsible for working with their governing boards to develop policies and procedures for hiring faculty and determining equivalency. Local academic senates are also primarily responsible for placement of all credit courses offered by a college in appropriate disciplines. Title 5, §53200, which defines the areas that are *academic and professional matters*, includes as the first such area “curriculum, including establishing prerequisites and placing courses within disciplines.”

The task of assigning courses to disciplines is important for two reasons. First it helps describe the course by classifying it in a discipline (e.g., Anthropology 103 is clearly an anthropology course). Second, it indicates what preparation is needed to teach the course. Only a faculty member with a master’s degree or its equivalent in anthropology may teach Anthropology 103 (except if this course is also listed under another discipline).

Each credit course offered by your college must be in a discipline. The curriculum committee, usually an

academic senate committee (see Title 5, §55002 (a) (1) for required academic senate primacy), is where the process of assigning a course to a discipline (or disciplines) occurs. By now all colleges have assigned courses to disciplines. The disciplines are those that appear in the Disciplines List (*Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, March 2003). For clarity and as a convenient reference, discipline designations should appear on course outlines of record.

The only courses that do not need to be placed within a discipline are community service (i.e., not-for-credit) courses and those courses taught under contract with external agencies and not supported by state apportionment³.

Some courses may be appropriately placed in more than one discipline. For example, a course entitled an Economic History of the United States may be appropriately placed in both the *economics* and the *history* disciplines. This means that it is placed in both disciplines by the college curriculum committee. Such a placement means that a faculty member with minimum qualifications in *either* discipline would be qualified to teach this course, provided that he or she also possesses any additional qualifications established by the governing board in conjunction with its academic senate or senates (such “additional qualifications are explained below, under Faculty Service Areas).

Other courses may not clearly fall within a single discipline in that they might combine two or more disciplines to such a degree that they need to be taught by someone with some preparation in

³ Some classes taught under contract may be supported by state apportionment.

the constituent disciplines. These courses are designated as *interdisciplinary*. Examples can be drawn from the many humanities courses taught in community colleges. Some colleges have courses listed under the discipline of *humanities* and taught by someone with minimum qualifications in *humanities*. However, under *Humanities* in the Disciplines List we find the following:

Master's in Humanities OR

The equivalent OR

See Interdisciplinary Studies (*Minimum Qualifications*, 7)

And the entry for Interdisciplinary Studies is as follows:

Master's in the Interdisciplinary area OR

*Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline[s]. (*Minimum Qualifications*, 7)*

Therefore the *interdisciplinary* designation requires more specialized minimum qualifications than courses listed under two or more disciplines. For example someone with minimum qualifications in *humanities* may teach a course entitled *Western Civilization* and listed under the *Humanities* discipline. Someone who has a master's degree in one of its component disciplines and upper division or graduate course work in one of the other constituent disciplines is also eligible to teach this course (exactly how much coursework in a second discipline is not specified in the Disciplines List).

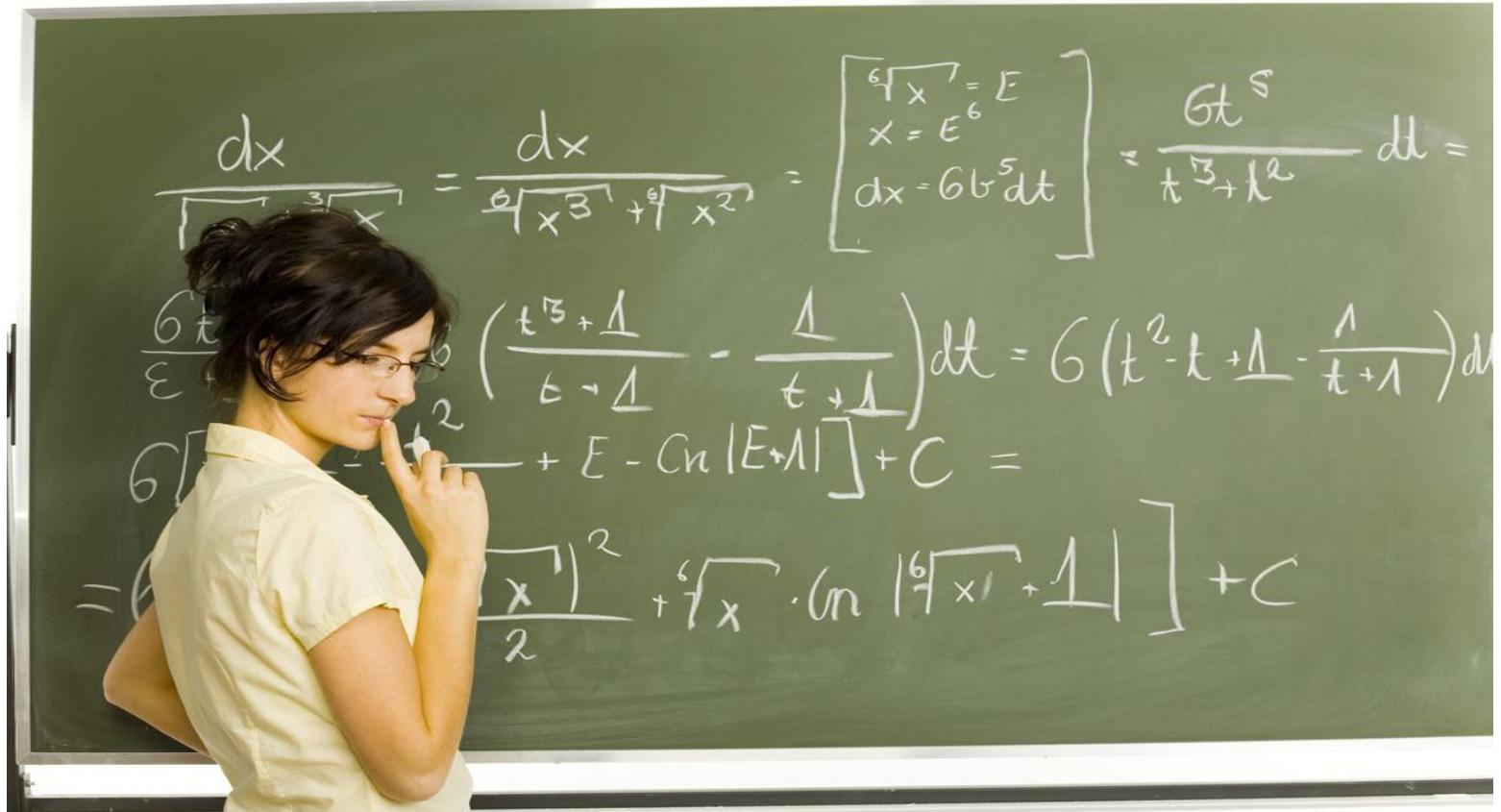
Component disciplines for this course may be art, philosophy, and literature. Agreement on qualifications to teach any such course should be made by the college curriculum committee and based on the course outline of record.

Noncredit courses also need to be placed into disciplines; however, the list of disciplines for noncredit differs somewhat from the list of disciplines on the for-credit side. For example, the

noncredit list includes *basic skills* and *citizenship* as designations. All noncredit designations can be found in Title 5, §53412.

A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

We also must keep in mind that cross-listing a course might affect its articulation status. If, for example, Journalism 140 is also listed as Speech Communication 140, then the articulation agreements for either course need to be extended to the other course title. Articulation could be denied if a receiving institution questions the appropriateness of such a cross-listing on the grounds that a course whose content could be taught by an instructor in a different discipline would not have sufficient concentration in the discipline for which it is being articulated. This problem would be more likely to occur with articulation to University of California campuses, which require faculty review of community college courses, than at California State University campuses, where articulation relies on community college certification. For this reason, curriculum committees should include your college's articulation officer, who can provide insight into these concerns and make suggestions.



Minimum Qualifications for Faculty and Administrators in California Community Colleges

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*"Empowering Community Colleges through
Leadership, Advocacy, and Support"*

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INTRODUCTION

Overview of Minimum Qualifications and the Disciplines Lists

This eighth edition of *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is an update of the disciplines lists including those adopted by the Board of Governors of the California Community Colleges at their regularly scheduled meeting on November 2, 2009. It incorporates changes that resulted from recommendations from the Academic Senate for California Community Colleges and its delegates, and a comprehensive review of regulations regarding the minimum qualifications and disciplines lists. This change amends the previous edition. It is intended to be effective immediately and should be employed as appropriate in each community college district. A summary of the changes to the *Master's List* and the new category of disciplines requiring a *Specific Bachelor's or Associate Degree List* are noted below:

ACTION	DISCIPLINE	DESCRIPTION
MODIFICATION (Master's Degree List)	Agriculture	Eliminated the option of combining a Bachelor's degree in an agricultural science and a Master's degree in another related agricultural field.
MODIFICATION (Master's Degree List)	Humanities	Eliminated interdisciplinary studies from the description of the discipline.
MODIFICATION (Master's Degree List)	Instructional Design / Technology	Added a Master's degree in educational technology.
MODIFICATION (Master's Degree List)	Political Science	Eliminated the option of a Master's degree in public administration and added the Master's in public administration may be used in conjunction with a Bachelor's degree in another defined area of political science.
NEW (Master's Degree List)	Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, OR the equivalent.
NEW (Specific Bachelor's or Associate Degree List)	Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.

INTRODUCTION

History of Minimum Qualifications and the Disciplines Lists

The complete disciplines lists with revisions to that adopted by the Board of Governors of the California Community Colleges were designed to replace the system of credentials that was in force until June 30, 1990. The relevant sections of the *Education Code* were adopted by the Legislature in September 1988, as part of AB 1725, the community college reform bill.

Significant amendments were made by AB 2155 and SB 1590 of 1989, SB 2298 of 1990, and SB 343 of 1993. Faculty internship programs were authorized by SB 9 of 1991. The disciplines lists used to implement the minimum qualifications for credit instructors, counselors, and librarians are incorporated by reference into the Board's regulations.

These lists were prepared and reviewed primarily by the Academic Senate for California Community Colleges. They were first adopted in July 1989, underwent minor revisions in November 1990, May 1991, September 1993, September 1996, April 1999, November 2002, September 2005, November 2007, and November 2009.

Process to Initiate Changes to the Disciplines Lists

Users of this booklet are encouraged to forward recommendations for additions, changes, and/or suggestions through their local academic senates to the Academic Senate for California Community Colleges or to the Academic Affairs Division of the Chancellor's Office. The Academic Senate and Academic Affairs Division in the Chancellor's Office continually monitor issues and questions relating to minimum qualifications.

The Academic Senate regularly considers changes to these lists, and recommendations from the Senate to the Board of Governors are developed through active collaboration between the local senates, professional organizations within the state, and the Chancellor's Office. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Districts may establish local qualifications beyond the minimum standards defined in the Disciplines Lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.

INTRODUCTION

Guidelines for the Using Discipline Lists

These disciplines lists must be used in conjunction with the Board of Governors minimum qualifications regulations (title 5, sections 53400-53430). Applicable rules specified in title 5 include the following:

- Degrees and credits generally must be from accredited institutions (section 53406).
- An occupational license or certificate is required in certain instances (section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (section 53430).

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, DSP&S personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Types of Discipline Lists Included in the Handbook

Since its inception, the Disciplines List had been divided into two parts to differentiate those disciplines for which a Master's degree is required as a precondition for employment, from those for which it is not. Generally, disciplines have been included on the Master's List if universities typically offer sufficient upper-division and graduate instruction in applicable subjects to permit their awarding advanced degrees in that discipline. On the other hand, disciplines for which there is no or limited graduate training, as found in some career and technical education fields, have been included on the non-Master's List. In those cases where a Master's degree is not generally expected or available, the minimum standard has been a Bachelor's degree in any subject, plus two years of work experience directly related to the teaching assignment or an Associate degree in any subject, plus six years of work experience directly related to the teaching assignment.

In May 2009, the California Community Colleges Board of Governors approved changes to title 5, sections 53407 and 53410 to allow the creation of a third option within the minimum qualifications to be defined requiring a Bachelor's or Associate degree in a specific discipline, plus requisite years of professional experience. There are four types of discipline lists contained in this handbook.

INTRODUCTION

List Type	Description	Starts on Page
Alphabetical listing of the disciplines	<p>This is a list of all the disciplines from A to Z. This combined list contains all of the disciplines on one list: Disciplines requiring a Master's degree; Disciplines in Which a Master's Degree is Not Generally Expected or Available but Which Requires a Specific Bachelor's or Associate Degree and Commensurate Professional Experience; and Disciplines in Which a Master's Degree is not Generally Expected or Available, but which requires any Bachelor's or Associate Degree and commensurate professional experience.</p>	4
Disciplines requiring a Master's degree	<p>This is an alphabetical list of all of the disciplines that require a Master's degree or its equivalent. This category contains mostly academic and transfer disciplines. Whenever this list mentions a Master's degree, any degree in the discipline beyond the Master's would also satisfy that qualification.</p> <p>Under each of the disciplines in this list, the phrase 'OR the equivalent' refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in Education Code Section 87359 and title 5, section 53430.</p>	40
Disciplines in which a Master's degree is not generally expected or available but which requires a specific Bachelor's or Associate degree and commensurate professional experience	<p>The Academic Senate for California Community Colleges has recognized the growing gap between the structure for determining minimum qualifications and the evolving nature of teaching disciplines. As such, this is a new category created in May 2009. Disciplines on this list require a Bachelor's or Associate degree in a specific area, plus a specified number of years of experience. The first and only discipline on this list was approved by the Board of Governors of the California Community Colleges in November 2009. The first discipline is Biotechnology, which requires a Bachelor's degree in biological sciences or chemistry or biochemistry or engineering, and two years of full-time related work experience.</p>	49

INTRODUCTION

List Type	Description	Starts on Page
Disciplines in Which a Master's Degree is not Generally Expected or Available	<p>This is an alphabetical list of all of the disciplines in which a Master's degree is not generally expected or available. This category contains mostly career technical educational disciplines. The minimum qualifications for disciplines on this list are any Bachelor's degree and two years of experience, or any Associate degree and six years of experience, unless otherwise noted.</p> <p>The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included in the discipline.</p>	50

ALPHABETICAL LISTING OF ALL DISCIPLINES

This is a comprehensive list of all of the disciplines included in the handbook. The list contains four columns for: the discipline, the minimum qualifications for the discipline, if it requires a Master's degree and is therefore on the list for disciplines requiring a Master's degree, and if there is a specific statutory or regulation that applies to the discipline..

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent.	Yes	(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)
Addiction Paraprofessional Training	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Administration of Justice (Police science, corrections, law enforcement)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Aeronautics (Airframe and powerplant, aircraft mechanics, aeronautical engineering technician, avionics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Agriculture	Master's in agriculture, agriculture science, education with a specialization in agriculture or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science) OR the equivalent.	Yes	
Agricultural Business and Related Services (Inspection, pest control, food processing/meat cutting)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Agricultural Engineering (Equipment and machinery, farm mechanics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Agricultural Production (Animal science, plant science, beekeeping, aquaculture)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Air Conditioning, Refrigeration, Heating (Solar energy technician)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Animal Training and Management (Exotic animal training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Anthropology	Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.	Yes	
Appliance Repair (Vending machines)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Archaeological Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Architecture	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Art	<p>Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.</p> <p><i>Note: "Master's in fine arts" as used here refers to any Master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.</i></p>	Yes	
Astronomy	See Physics/Astronomy	Yes	
Athletic Training	<p>The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.</p> <p><i>Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.</i></p>		
Auto Body Technology (Antique and classic auto restoration)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Automotive Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Aviation (Flight, navigation, ground school, air traffic control)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Banking and Finance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Barbering	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Bicycle Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.	Yes	
Biotechnology	Bachelor's degree in biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Bookbinding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Broadcasting Technology (Film making/video, media production, radio/TV)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Building Codes and Regulations (Inspecting of construction, building codes, contractor training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Building Maintenance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Business Education	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.	Yes	
Business Machine Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cabinet Making	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cardiovascular Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Carpentry	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ceramic Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.	Yes	
Coaching	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Commercial Art (Sign making, lettering, packaging, rendering)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Communication Studies (Speech Communications)	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Computer Science	Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering mathematics, or business administration OR Bachelor's degree in any of the above AND a Master's degree in information science, computer information systems, or information systems OR the equivalent. <i>Note: Courses in the use of computer programs for application to a particular discipline may be classified, for the minimum qualification purposes, under the discipline of the application.</i>	Yes	
Computer Service Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Construction Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Construction Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cosmetology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. <i>(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>	Yes	title 5, section 53410.1
Court Interpreting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Court Reporting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Culinary Arts/Food Technology (Food service, meat cutting, baking, waiter/waitressing, bartending)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.	Yes	
Dental Technology (Dental assisting, dental hygiene)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Diagnostic Medical Technology (Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Diesel Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Dietetics See Nutritional Science/Dietetics			

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Dietetic Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Drafting CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CAD (Computer Aided Drafting)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Drama/Theater Arts	Master's in drama/theater arts/performance OR Bachelor's in drama/theater/performance AND Master's in comparative literature, English, speech, literature, or humanities OR the equivalent.	Yes	
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.	Yes	
Ecology	Master's in ecology or environmental studies OR the equivalent OR see interdisciplinary studies.	Yes	
Economics	Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.	Yes	
Education	Master's in education OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Electricity (Electrical power distribution)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electromechanical Technology (Industrial mechanical technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electromicroscopy	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electronic Technology (Radio, television, computer repair, avionics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electronics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electroplating	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Emergency Medical Technologies	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Engineering	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent. <i>(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>	Yes	title 5, section 53410.1
Engineering Support (Surveying, engineering aides)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Engineering Technology	Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR the equivalent.	Yes	
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Equine Science (Equine training, equitation, farrier science, pack horse management)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.	Yes	
Estimating	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ethnic Studies	Master's in the ethnic studies field OR the equivalent OR see interdisciplinary studies.	Yes	
Fabric Care (Laundry and dry cleaning)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Fashion and Related Technologies (Merchandising, design, production)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Family and Consumer and Studies/Home Economics:	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.	Yes	
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.	Yes	
Fire Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Flight Attendant Training	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Fluid Mechanics Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Folk Dance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent.	Yes	
Forestry/Natural Resources (Range management; soil, air and water resources; fish/wildlife management; parks and recreation)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Furniture Making	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR see interdisciplinary studies.	Yes	
Gerontology	Master's in gerontology OR the equivalent OR see interdisciplinary studies.	Yes	
Graphic Arts (Desktop publishing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Gunsmithing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.	Yes	
Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Health Information Technology (Medical record technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Heavy Duty Equipment Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Health Services Director/ Health Services Coordinator/ College Nurse	Minimum Qualifications for these faculty members specified in title 5, section 53411.	Yes	title 5, section 53411

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.	Yes	
Hotel and Motel Services	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Humanities	Master's in humanities OR the equivalent.	Yes	
Industrial Design	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Maintenance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Safety	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Industrial Technology (Foundry occupations)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Instructional Design/Technology	Master's in instructional design/technology or educational technology OR the equivalent.	Yes	
Insurance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Interior Design	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Interdisciplinary Studies	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline. <i>Note: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's list.</i>	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Janitorial Services	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Jewelry	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.	Yes	
Labor Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Law	JD or LL.B <i>NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.</i>	Yes	
Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in title 5, section 53415.	Yes	title 5, section 53415.

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Legal Assisting (Paralegal)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Library Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Library Science	Master's in library science, or library and information science, OR the equivalent.	Yes	
Linguistics	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.	Yes	
Licensed Vocational Nursing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Locksmithing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Machine Tool Technology (Tool and die making)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.	Yes	
Manufacturing Technology (Quality control, process control)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marine Diving Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marine Engine Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.	Yes	
Martial Arts/Self-Defense	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Masonry (Concrete, cement work, bricklaying)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English OR the equivalent.	Yes	
Materials Testing Technology (Destructive testing or nondestructive examination)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.	Yes	
Media Production (Also see Broadcasting Technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Medical Instrument Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Mining and Metallurgy (Oil field operations)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mortuary Science	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Motorcycle Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Multimedia	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Music	Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.	Yes	
Music Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Musical Instrument Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Music Merchandising	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.	Yes	
Nursing Science/ Clinical Practice	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Nutritional Science/Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent. Note: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this, pursuant to title 5, section 53410.1.	Yes	title 5, section 53410.1
Occupational Therapy Assisting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ornamental Horticulture (Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Pharmacy Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Philosophy	Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or religious studies, OR the equivalent.	Yes	
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.	Yes	
Photographic Technology/ Commercial Photography	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.	Yes	
Physical Sciences	See Interdisciplinary Studies	Yes	
Physical Therapy Assisting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Physics/Astronomy	Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.	Yes	
Piano Tuning and Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Plastics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Plumbing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Political Science	Master's in political science, government, or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B. OR the equivalent.	Yes	
Printing Technology (Typography, composition, printing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Private Security (Security management, safety/accident control, hazardous substance management crime prevention)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Prosthetics and Orthotics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Psychiatric Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Psychology	Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Public Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Radiological Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Radiation Therapy	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.	Yes	
Real Estate	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Registered Veterinary Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Rehabilitation Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.	Yes	
Respiratory Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Respiratory Technologies	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Restaurant Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Retailing (Purchasing, merchandising, sales)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Robotics (Computer integrated manufacturing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sanitation and Public Health Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Search and Rescue	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sheet Metal	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ship and Boat Building and Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Shoe Rebuilding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sign Language, American	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Sign Language/ English Interpreting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Small Business Development (Entrepreneurship)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Small Engine Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Social Science	Master's in social science OR the equivalent OR see interdisciplinary studies.	Yes	
Sociology	Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.	Yes	
Special Education	Minimum Qualifications for these faculty members are specified in title 5, section 53414.	Yes	title 5, section 53414
Speech Communication	See Communication Studies	Yes	
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, OR the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Stagecraft	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience,		
Steamfitting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Surgical Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Telecommunication Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Theater Arts	See Drama/Theater Arts	Yes	
Transportation	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Travel Services (Dispatching)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Upholstering	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	Minimum Qualifications	Masters Degree Required	Statutory Law or Regulation apply
Vision Care Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Watch and Clock Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Welding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Women's Studies	Master's in women's studies OR the equivalent OR see interdisciplinary studies.	Yes	

DISCIPLINES REQUIRING A MASTER'S DEGREE

This section of the handbook contains a list of the disciplines requiring a Master's degree. These disciplines lists must be used in conjunction with the Board of Governors minimum qualifications regulations (title 5, sections 53400-53430). Applicable rules specified in title 5 include the following:

- Degrees and credits generally must be from accredited institutions (section 53406).
- An occupational license or certificate is required in certain instances (section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (section 53430).

Whenever this list mentions a master's degree, any degree beyond the master's would also satisfy that qualification.

Under each of the disciplines below, the phrase 'OR the equivalent' refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in Education Code Section 87359 and title 5, section 53430.

Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Discipline	Areas Included in the Discipline
Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent. <i>(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>
Agriculture	Master's in agriculture, agriculture science, education with a specialization in agriculture or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science) OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Anthropology	Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.
Art	Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent. <i>(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)</i>
Astronomy	See Physics/Astronomy
Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.
Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.
Business Education	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.
Chemistry	Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.
Communication Studies (Speech Communication)	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.
Computer Science	Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering mathematics, or business administration OR Bachelor's degree in any of the above AND a Master's degree in information science, computer information systems, or information systems OR the equivalent. <i>(NOTE: Courses in the use of computer programs for application to a particular discipline may be classified, for minimum qualifications purposes, under the discipline of the application.)</i>
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. <i>(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Dietetics	See Nutritional Science/Dietetics
Drama/Theater Arts	Master's in drama/theater arts/performance OR Bachelor's in drama/theater arts/performance AND Master's in comparative literature, English, speech, literature, or humanities OR the equivalent.
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.
Ecology	Master's in ecology or environmental studies OR the equivalent OR see interdisciplinary studies.
Economics	Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.
Education	Master's in education OR the equivalent.
Engineering	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent. <i>(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>
Engineering Technology	Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR the equivalent.
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Ethnic Studies	Master's in the ethnic studies field OR the equivalent OR see interdisciplinary studies.
Family/Consumer Studies and Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent.
Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR see interdisciplinary studies.
Gerontology	Master's in gerontology OR the equivalent OR see interdisciplinary studies.
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.
Health Services Director/ Health Services Coordinator/College Nurse	Minimum Qualifications for these faculty members specified in title 5, section 53411.
History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.
Humanities	Master's in humanities OR the equivalent.
Instructional Design/ Technology	Master's in instructional design/technology or educational technology OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Interdisciplinary Studies	<p>Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.</p> <p><i>Note: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's list.</i></p>
Journalism	<p>Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.</p>
Law	<p>JD or LL.B.</p> <p><i>(NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.)</i></p>
Learning Assistance Instructors	<p>Minimum Qualifications for these faculty members are specified in title 5, section 53415.</p>
Library Science	<p>Master's in library science, library and information science, OR the equivalent.</p>
Linguistics	<p>Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.</p>
Management	<p>Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.</p>
Marketing	<p>Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.</p>
Mass Communication	<p>Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English OR the equivalent.</p>

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.
Music	Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR The minimum qualifications as set by the Board of Registered Nursing, whichever is higher.
Nutritional Science/Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent. <i>(NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)</i>
Philosophy	Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or religious studies, OR the equivalent.
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.
Physical Sciences	See Interdisciplinary Studies
Physics/Astronomy	Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.
Political Science	Master's in political science, government, or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B. OR the equivalent.
Psychology	Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.
Social Science	Master's in social science OR the equivalent OR see interdisciplinary studies.
Sociology	Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.
Special Education	Minimum Qualifications for these faculty members are specified in title 5, section 53414.
Speech Communication	See Communication Studies.
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, OR the equivalent.
Theater Arts	See Drama/Theater Arts
Women's Studies	Master's in women's studies OR the equivalent OR see interdisciplinary studies.

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE

This section of the handbook contains a list of the disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or associate degree. The minimum qualifications for disciplines on this list are specifically named bachelor's degree(s) and two years of experience or specifically named associate degree(s) and six years of experience. This is a new category created in May 2009. The Board of Governors adopted the first and only discipline on this list in November 2009.

Discipline	Areas Included in the Discipline
Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

This section of the handbook contains a list of the disciplines in which a Master's degree is not generally available. The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

Discipline	Areas Included in the Discipline
Addiction Paraprofessional Training	
Administration of Justice	Police science, corrections, law enforcement
Aeronautics	Airframe and power plant, aircraft mechanics, aeronautical engineering technician, avionics
Agricultural Business and Related Services	Inspection, pest control, food processing/meat cutting
Agricultural Engineering	Equipment and machinery, farm mechanics
Agricultural Production	Animal science, plant science, beekeeping, aquaculture
Air Conditioning, Refrigeration, Heating	Solar energy technician
Animal Training and Management	Exotic animal training
Appliance Repair	Vending machines
Archaeological Technology	
Architecture	
Athletic Training	<i>(Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.)</i>
Auto Body Technology	Antique and classic auto restoration
Automotive Technology	
Aviation	Flight, navigation, ground school, air traffic control
Banking and Finance	
Barbering	
Bicycle Repair	
Bookbinding	
Broadcasting Technology	Film making/video, media production, radio/TV

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Building Codes and Regulations	Inspecting of construction, building codes, contractor training
Building Maintenance	
Business Machine Technology	
Cabinet Making	
Cardiovascular Technology	
Carpentry	
Ceramic Technology	
Coaching	
Commercial Art	Sign making, lettering, packaging, rendering
Commercial Music	
Computer Information Systems	Computer network installation, microcomputer technology, computer applications
Computer Service Technology	
Construction Management	
Construction Technology	
Cosmetology	
Court Interpreting	
Court Reporting	
Culinary Arts/Food Technology	Food service, meat cutting, baking, waiter/waitressing, bartending
Dental Technology	Dental assisting, dental hygiene
Diagnostic Medical Technology	Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology
Diesel Mechanics	
Dietetic Technician	
Drafting	CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CADD (Computer Aided Drafting)
Electricity	Electrical power distribution

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Electromechanical Technology	Industrial mechanical technology
Electromicroscopy	
Electronic Technology	Radio, television, computer repair, avionics
Electronics	
Electroplating	
Emergency Medical Technologies	
Engineering Support	Surveying, engineering aides
Environmental Technologies	Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment
Equine Science	Equine training, equitation, farrier science, pack horse management
Estimating	
Fabric Care	Laundry and dry cleaning
Fashion and Related Technologies	Merchandising, design, production
Fire Technology	
Flight Attendant Training	
Fluid Mechanics Technology	
Folk Dance	
Forestry/Natural Resources	Range management; soil, air and water resources; fish/wildlife management; parks and recreation
Furniture Making	
Graphic Arts	Desktop publishing
Gunsmithing	
Health Care Ancillaries	Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy
Health Information Technology	Medical record technology

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Heavy Duty Equipment Mechanics	
Hotel and Motel Services	
Industrial Design	
Industrial Maintenance	
Industrial Relations	
Industrial Safety	
Industrial Technology	Foundry occupations
Insurance	
Interior Design	
Janitorial Services	
Jewelry	
Labor Relations	
Legal Assisting	Paralegal
Library Technology	
Licensed Vocational Nursing	
Locksmithing	
Machine Tool Technology	Tool and die making
Manufacturing Technology	Quality control, process control
Marine Diving Technology	
Marine Engine Technology	
Martial Arts/Self-Defense	
Masonry	Concrete, cement work, bricklaying
Materials Testing Technology	Destructive testing or nondestructive examination
Media Production	Also see Broadcasting Technology
Medical Instrument Repair	
Mining and Metallurgy	Oil field operations
Mortuary Science	
Motorcycle Repair	
Multimedia	
Music Management	
Music Merchandising	
Musical Instrument Repair	
Nursing Science/Clinical Practice	
Occupational Therapy Assisting	
Office Technologies	Secretarial skills, office systems, word processing, computer applications, automated office training

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Ornamental Horticulture	Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design
Pharmacy Technology	
Photographic Technology/ Commercial Photography	
Physical Therapy Assisting	
Piano Tuning and Repair	
Plastics	
Plumbing	
Printing Technology	Typography, composition, printing
Private Security	Security management, safety/accident control, hazardous substance management, crime prevention
Prosthetics and Orthotics	
Psychiatric Technician	
Public Relations	
Radiological Technology	
Radiation Therapy	
Real Estate	
Registered Veterinary Technician	
Rehabilitation Technician	
Respiratory Technician	
Respiratory Technologies	
Restaurant Management	
Retailing	Purchasing, merchandising, sales
Robotics	Computer integrated manufacturing
Sanitation and Public Health Technology	
Search and Rescue	
Sheet Metal	
Ship and Boat Building and Repair	
Shoe Rebuilding	
Sign Language, American	
Sign Language/English Interpreting	
Small Business Development	Entrepreneurship
Small Engine Mechanics	
Stagecraft	
Steamfitting	

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Surgical Technology	
Telecommunication Technology	
Transportation	
Travel Services	Dispatching
Upholstering	
Vision Care Technology	
Watch and Clock Repair	
Welding	

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CHAPTER 2.5 QUALIFICATIONS FOR COMMUNITY COLLEGE PERSONNEL

ARTICLE 1. GENERAL PROVISIONS

§87350. Plan for new mechanism of faculty qualifications; inclusions

The plan for a new mechanism of faculty qualifications being developed by the Chancellor of the California Community Colleges pursuant to Chapter 1465 of the Statutes of 1986 shall include all of the following:

- (a) A transition provision, which would grandfather existing bargaining unit definitions.
- (b) Consideration of projected California demographics.
- (c) Consideration of affirmative action policies and programs.

§87351. Minimum qualifications for service, operative date

The minimum qualifications for service prescribed by this chapter shall become operative on July 1, 1990.

ARTICLE 2. MINIMUM QUALIFICATIONS AND HIRING CRITERIA

§87355. Persons authorized to serve under credential; possession of minimum qualifications; regulations

Notwithstanding Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, student personnel worker, supervisor, administrator, or chief administrative officer under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. The board of governors shall adopt regulations as necessary to implement this requirement.

§87536. Faculty members and specified employees; regulation adoption; state-mandated local program

- (a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

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(b) The Legislature finds and declares that this section does not create a state-mandated local program because compensation of faculty will continue to be determined through the collective bargaining process or meet and confer sessions.

§87357. Minimum qualifications; establishment and maintenance; “discipline”; definition and recommendations

In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

- (1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.
- (2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

(b) The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term “discipline” and shall prepare and maintain a list of disciplines that are “reasonably related” to one another, as that phrase is used in the minimum qualifications. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term “discipline,” the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the

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practical ramifications of any proposed definition of the term "discipline" on issues of reassignment, transfer, and reduction in force. The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master's degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for service.

§87358. Review of districts' application of minimum qualifications

The board of governors shall periodically designate a team of community college faculty, administrators, and trustees to review each community college district's application of minimum qualifications to faculty and administrators.

§87359. Employment of faculty and administrators not meeting applicable minimum qualifications; process

The board of governors shall adopt regulations setting forth a process authorizing local governing boards to employ faculty members and educational administrators who do not meet the applicable minimum qualifications specified in the regulations adopted by the board of governors pursuant to Section 87356. Unless and until amended pursuant to the process described in Section 87357, the regulations shall require all of the following:

- (a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.
- (b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination, and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to section 87358.
- (c) Until a joint agreement is reached and approved pursuant to subdivision (b), the

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district process in existence on January 1, 1989, shall remain in effect.

§87359.5. Review of job relevance requirements; time

By May 1, 1989, the board of governors shall have reviewed or contracted for review of, the job relevance of the requirements of Sections 87408, 87408.5, 87408.6, and any other physical fitness tests or examinations, and other conditions of employment, applicable to community college personnel.

ARTICLE 3. HIRING CRITERIA

§87360. Development of criteria; inclusions; agreement; process in effect prior to agreement; times

- (a) In establishing hiring criteria for faculty and administrators, district governing boards shall, no later than July, 1990, develop criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- (b) No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.
- (c) Until a joint agreement is reached and approved pursuant to subdivision (b), the existing district process in existence on January 1, 1989, shall remain in effect.

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CHAPTER 4. EMPLOYEES

SUBCHAPTER 4. MINIMUM QUALIFICATIONS

ARTICLE 1. SCOPE AND DEFINITIONS

§53400. Scope.

This Subchapter implements should be read in conjunction with the requirements of Education Code Sections 87001, 87002, 87003, 87356 and 87359 concerning minimum qualifications for community college faculty and administrators. The provisions of this subchapter are effective July 1, 1990.

NOTE: Authority cited: Sections 66700, 70901, 87001, 87356 and 87359, Education Code. Reference: Sections 87001, 87002, 87003, 87356 and 87359, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
4. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§53401. Applicability to Community Services and Contract Classes.

Community service or contract classes which do not award college credit and are not supported by state apportionment are not subject to the provisions of this Subchapter. Contract classes which award college credit are subject to this Subchapter, even if they are not supported by state apportionment.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

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§53402. Definitions.

- (a) "Administrator" means any person employed by the governing board of a district in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code.
- (b) "Educational administrator" means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.
- (c) "Faculty" or "faculty member" means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisory, nonmanagement community college certification qualifications.

NOTE: Authority cited: Sections 66700, 70901 and 87001, Education Code. Reference: Sections 87001, 87002 and 87003, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).

§53403. Applicability of Amendments.

Notwithstanding changes that may be made to the minimum qualifications established in this division, or to the implementing discipline lists adopted by the Board of Governors, the governing board of a community college district may continue to employ a person to teach in a discipline or render a service subject to minimum qualifications, if he or she, at the time of initial hire by the district, was qualified to teach in that discipline or render that service under the minimum qualifications or disciplines lists then in effect.

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Every person authorized to serve under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. However, a credential shall be invalid when the holder has been convicted of any crime that, under former law, would have been mandatory grounds for revocation, or when the Chancellor's Office has determined that the credential was obtained by fraud.

NOTE: Authority cited: Sections 70901, 87355 and 87356, Education Code. Reference: Sections 70901(b)(l)(B), 87355 and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. New second paragraph and amendment of Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53404. Definition of Experience.

Where years of professional or occupational experience are referred to in this Subchapter, the requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. Applicants bear the responsibility for verifying all experience by documentation satisfactory to the districts.

As used in this Subchapter, "professional experience" includes teaching experience. "Occupational experience" does not include teaching experience.

As used in this Section, "year" means that period of time which in that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(l)(B) and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

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§53405. Certificated Employees.

Whenever in this Division, reference is made to “certificated employees” or to employees in “positions with certification qualifications,” where such references are to certificates or credentials issued by the Board of Governors, these references are deemed to also apply to persons employed by districts pursuant to minimum qualifications established pursuant to Subchapter 4 of this Division.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

New section filed 5-15-93; operative 6-4-93 (Register 93, No.25).

§53406. Requirement for Accredited Degrees and Units; Definition of Accredited Institution.

All degrees and units used to satisfy minimum qualifications shall be from accredited institutions, unless otherwise specified in this Article.

For purposes of this Subchapter, “accredited institution” shall mean a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. It shall not mean an institution “approved” by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education.

Determination of equivalency of foreign degrees shall be according to district rule.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No.38).

§53407. Disciplines Lists.

The Board of Governors hereby adopts and incorporates by reference into this provision the two lists published by the Chancellor’s Office, entitled ‘Disciplines Requiring the Master’s Degree’ and ‘Disciplines in which the Master’s Degree is not Generally Expected or Available,’ as revised September 1993, for the following purposes:

- (1) to establish a working definition of the term “discipline” as used in Section 53410;

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- (2) to define which disciplines are "reasonably related" to one another, for purposes of Section 53410;
- (3) to define disciplines in which the master's degree is not generally expected or available, as opposed to those for which the master's degree is required, for purposes of Section 53410.

NOTE: Authority cited: Sections 70901, 87356 and 87357. Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

ARTICLE 2. QUALIFICATIONS AND EQUIVALENCIES

§53410. Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians.

The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

- (a) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.
- (b) Possession of master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's discipline.
- (c) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, but where a specific bachelor's or associate degree is available:
 - (1) Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or
 - (2) Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.
- (d) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, which are, generally, disciplines in specialized technical, trade, or industrial fields, either of the following:

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- (1) Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or
- (2) Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.

NOTE: Authority cited: Sections 66700, 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87003, and 87356, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of first paragraph and subsections (a) and (b) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
4. Amendment of Note filed 11-10-93; operative 10-8-93 (Register 93, No.46).
5. Editorial correction of subsection (c)(2) (Register 96, No. 40).

§53410.1. Professional License As Alternative Qualification.

For disciplines specified in this section, a bachelor's degree in the discipline of the assignment plus a professional license or certification may be substituted for the minimum qualifications specified in Section 53410. The license or certification so substituted must be valid in California. The following professional licenses and certifications are acceptable:

<i>Discipline</i>	<i>License or Certification</i>
Accounting	Certified Public Accountant
Counseling	Marriage and Family Therapist
Engineering	Professional Engineer
Nutritional Science/Dietetics	Registered Dietitian

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

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§53411. Minimum Qualifications for Health Services Professionals.

- (a) The minimum qualifications for a health services professional with overall responsibility for developing and directing student health services shall be a valid, current California license as a registered nurse, and either of the following:
 - (1) a master's degree in nursing and a California Public Health Nurse certificate; or
 - (2) a bachelor's degree in nursing, a California Public Health Nurse certificate, and a master's degree in health education, sociology, psychology, counseling, health care administration, public health, or community health.
- (b) Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87003 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53412. Minimum Qualifications for Instructors of Noncredit Courses.

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

- (a) For an interdisciplinary noncredit basic skills course, a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.
- (b) For a noncredit basic skills course in mathematics, a bachelor's in mathematics.
- (c) For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.
- (d) For a noncredit course in citizenship, a bachelor's degree in any discipline, and six semester units in American history and institutions.

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- (e) For a noncredit course in English as a second language (ESL), any one of the following:
 - (1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.
 - (2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.
 - (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.
 - (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.
- (f) For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
- (g) For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
- (h) For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:
 - (1) A bachelor's degree with a major related to the subject of the course taught, and either (A) or (B) below:
 - (A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.
 - (B) One year of professional experience working with older adults.
 - (2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during

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the first year of employment as a noncredit instructor.

- (i) For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.
- (j) For a short-term noncredit vocational course, any one of the following:
 - (1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.
 - (2) An associate degree; and six years of occupational experience related to the subject of the course taught.
 - (3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.
 - (4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
2. Amendment filed 6-19-91; operative 7-19-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 50).
3. Amendment of first paragraph and subsection (b) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
4. Repealed and new section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
5. Editorial correction of printing error in subsection (a) and inadvertent omission of subsection (h)(1) (Register 92, No. 45).
6. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

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§53413. Minimum Qualifications for Apprenticeship Instructors.

- (a) Until July 1, 1995, the minimum qualifications for service as a community college faculty member teaching credit or noncredit apprenticeship courses shall be satisfied by meeting both of the following requirements:
 - (1) Six years of occupational experience in an apprenticeable trade, including at least two years at the journeyman level; and
 - (2) Sixty clock hours or four semester units of instruction in materials, methods, and evaluation of instruction. This requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.
- (b) On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:
 - (1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
 - (2) Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen (18) semester units of degree applicable college level course work, in addition to apprenticeship credits.
- (c) On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:
 - (1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
 - (2) A high school diploma; and six years of occupational experience in the occupation to be taught including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

HISTORY

- 1. New section filed 10-30-90 with Secretary of State by Board of Governors, California

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Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

2. Amendment of subsections (a), (b) and (b)(3) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. New subsections (c)-(c)(2) filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
4. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53414. Minimum Qualifications for Disabled Students Programs and Services Employees.

- (a) The minimum qualifications for service as a community college counselor of students with disabilities shall be satisfied by meeting one of the following requirements;
 - (1) Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling, or
 - (2) Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or
 - (3) A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;
 - (A) Counseling or guidance for students with disabilities; or
 - (B) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.
- (b) The minimum requirements for service as a community college faculty member teaching a credit course in adapted physical education shall be the minimum qualifications for an instructor of credit physical education, and fifteen semester units of upper division or graduate study in adapted physical education.

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- (c) The minimum requirements for service to work with students with speech and language disabilities shall be satisfied by meeting the following requirements:
 - (1) Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and
 - (2) Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.
- (d) Except as provided in Subsections (a) through (c) above, the minimum requirements for service as a community college faculty member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements:
 - (1) Possession of a master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and
 - (2) Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to:
 - (A) Learning disabilities;
 - (B) Developmental disabilities;
 - (C) Deaf and hearing impaired;
 - (D) Physical disabilities; or
 - (E) Adapted computer technology.
- (e) The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following:
 - (1) The minimum qualifications for providing credit specialized instruction for students with disabilities as specified in this section.
 - (2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.

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- (3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.
- (4) For noncredit vocational courses, an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment of subsections (a)(3), (b), (c)(2) and (d), and new subsections (e)-(e)(4) filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
4. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53415. Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators.

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:

- (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
- (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

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HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53416. Minimum Qualifications for Work Experience Instructors or Coordinators.

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Section 55252, shall be the minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53417. Licensed or Certificated Occupations.

In addition to other minimum qualifications specified in this article, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current, valid certificate to work or a license to practice in California, whenever the instructor's possession of such a certificate or license is required for program or course approval, or when current occupational certification is essential for effective instruction, as determined through local hiring procedures.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53420. Minimum Qualifications for Educational Administrators.

The minimum qualifications for service as an educational administrator shall be both of the following:

- (a) Possession of a master's degree; and
- (b) One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment

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NOTE: Authority cited: Sections 66700, 70901 and 87356, Education Code. Reference: Sections 87002 and 87356, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of section heading and first paragraph filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53430. Equivalencies.

- (a) No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.
- (b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.
- (c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.
- (d) Until a joint agreement is reached and approved pursuant to Subdivision (b), the district shall be bound by the minimum qualifications set forth in this Subchapter.

NOTE: Authority cited: Sections 66700, 70901 and 87359, Education Code. Reference: Section 87359, Education Code.

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HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of subsections (a) and (b) filed 10-25-91; operative 11-24-91 (Register 92, No.9).
3. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).
4. Amendment of subsections (a), (b) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

SUBCHAPTER 5. FACULTY INTERNSHIP PROGRAMS

§53500. General Authority.

The governing board of any community college district may establish a faculty internship program pursuant to the provisions of this Subchapter and Section 87487 of the Education Code. In accordance therewith, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code or in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications but who lack teaching experience may also be included in internship programs authorized by this Section to the extent authorized by the local governing board. A student employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, and shall meet the minimum qualifications specified in Section 53502.

For purposes of this Subchapter, the term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern," and may serve as a volunteer or receive a stipend according to policies established by the district.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Section 87487, Education Code.

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HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Amendment of first paragraph filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

§53501. Purposes.

The purposes of the faculty internship shall include, but not be limited to, the following:

- (a) To enhance the recruitment of qualified persons pursuing the master's or doctoral degrees, or both, into faculty positions in community colleges in California, particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated. In order to accomplish this purpose, the internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, to the community college environment and student population.
- (b) To enhance the recruitment of qualified persons pursuing an associate degree into faculty positions in community colleges in California, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of faculty is anticipated. In order to accomplish these purposes, the internship program shall serve to introduce industry practitioners to the community college environment and student populations while encouraging them to complete their associate degree.
- (c) To enhance community college efforts toward building a diverse and representative faculty. In order to accomplish this purpose, the internship program shall place special emphasis on locating and attracting qualified graduate students who are members of underrepresented groups.

NOTE: Authority cited: Sections 70901, 87105 and 87487, Education Code. Reference: Sections 87101 and 87487, Education Code.

HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. New subsection (b) and subsection relettering filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

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§53502. Minimum Qualifications.

A student employed as a faculty intern shall meet the following minimum qualifications:

- (a) For those disciplines in which a master's degree is required, faculty interns shall be enrolled in a master's or doctoral program at the University of California, the California State University, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code, and shall have completed at least one-half of the coursework, or the equivalent in that graduate program.
- (b) For those disciplines for which a master's degree is not expected or required, the faculty intern shall possess any license or certificate required to do that work and (1) be within one year of completing the associate degree and have six years industry experience in the discipline, or (2) have completed the associate degree and have completed five years of industry experience in that discipline.
- (c) Faculty interns shall only be assigned to teach or to serve in a discipline in which they would be legally qualified to teach or render service upon completion of their graduate studies or associate degree and six years of industry experience in that discipline. A faculty intern shall be limited to two years of participation in the program.
- (d) Each faculty intern shall serve under the direct supervision of a mentor who is legally qualified to teach the course or render the service that the faculty intern is providing. The district governing board shall ensure that faculty mentors provide substantial direct in-class supervision and evaluation of interns' teaching capabilities. The mentor shall have no other assigned duties during the time that the faculty intern is teaching or rendering service. The mentor is responsible for providing direct monitoring and systematic contact with the faculty intern.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Sections 70901 and 87487, Education Code.

HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. Amendment filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

CHAPTER 7. SPECIAL PROGRAMS

SUBCHAPTER 2.5 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

ARTICLE 5. STAFFING STANDARDS

§56260. Staff.

EOPS shall be provided by certificated director, instructors and counselors and other support staff employed by the governing board of the community college district. All staff funded by EOPS who are not supervised by the EOPS Director shall be accountable to the EOPS Director for the services rendered to EOPS students pursuant to the approved EOPS program plan.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640-69655, Education Code.

HISTORY

1. New section filed 9-24-87; operative 10-24-87 (Register 87, No.40).

§56262. Director Qualifications.

- (a) The EOPS Director must meet the minimum qualifications for a student services administrator as specified in section 53420 of this part, or must possess a Community College Supervisor Credential.
- (b) In addition, an EOPS Director hired after October 24, 1987, must have, within the last four years, two years of experience or the equivalent.
 - (1) In the management or administration of educational programs, community organizations, government programs, or private industry in which the applicant dealt predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages or,
 - (2) As a community college EOPS counselor or EOPS instructor, or have comparable experience in working with disadvantaged clientele.
- (c) In addition, an EOPS director hired after October 24, 1987, shall have completed a minimum of six units of college-level course work predominantly relating to ethnic minorities or persons handicapped by educational, language, or social disadvantages.

NOTE: Authority cited: Sections 69648, 70901(b)(1)(B) and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

HISTORY

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

1. New section filed 9-24-87; operative 10-24-87 (Register 87, No. 40).
2. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of printing error in subsection (a) (Register 91, No. 29).

§56264. Counselor Qualifications.

- (a) EOPS "Counselors" are those persons designated by the community college to serve as certificated counselors in the EOPS program and must possess the Community College Counselor Credential or possess a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent, and
- (b) In addition, EOPS counselors hired after October 24, 1987, shall:
 - (1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages or,
 - (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages and,
- (c) In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640-69655, Education Code.

HISTORY

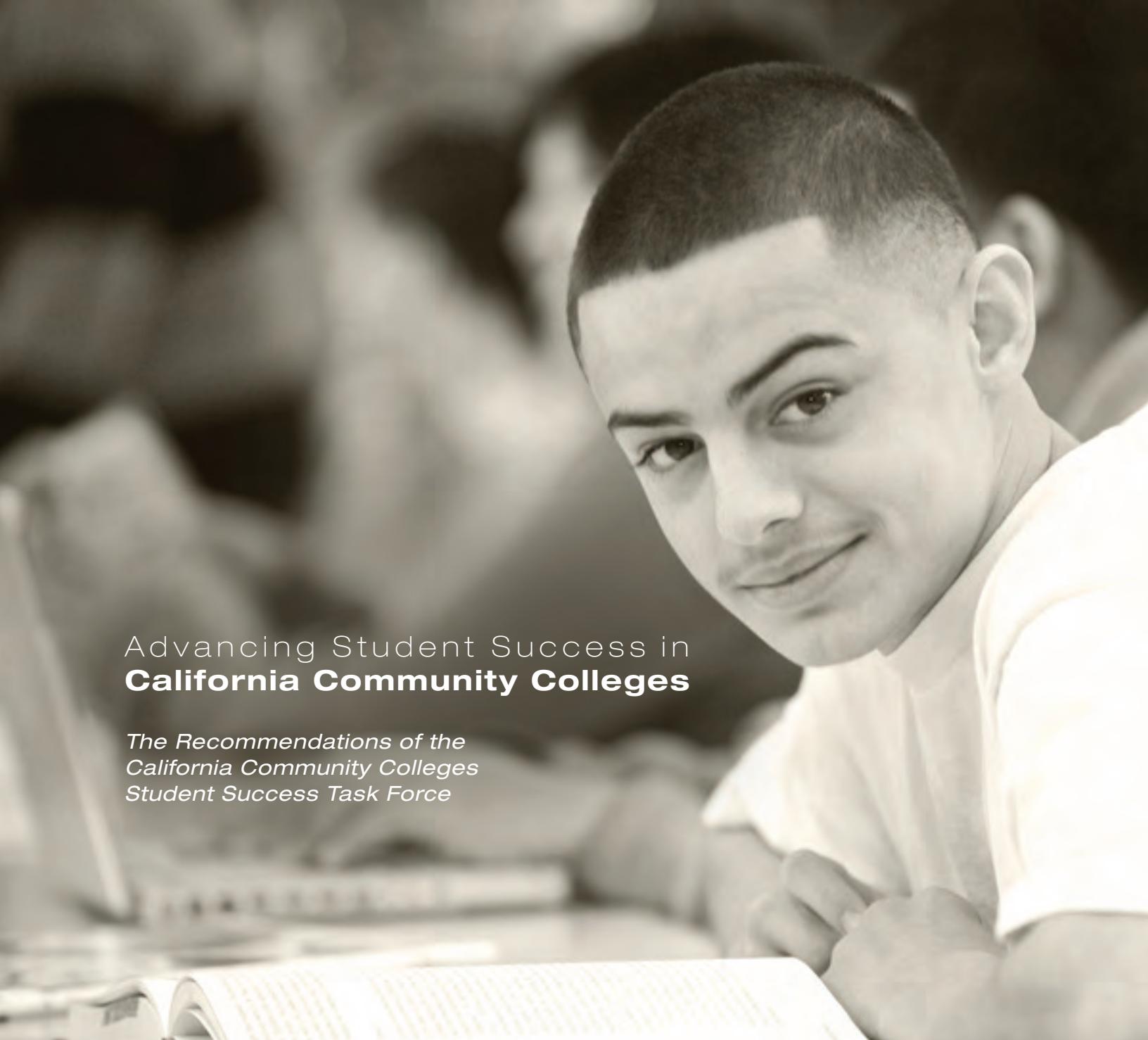
1. New section filed 9-24-87; operative 10-24-87 (Register 87, No.40).
2. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

APPR 111	BASIC MATH, SCIENCE & ELECTRICITY
APPR 117A	CUTTING & WELDING FOR PLUMBERS
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Advancing Student Success in
California Community Colleges

*The Recommendations of the
California Community Colleges
Student Success Task Force*

CALIFORNIA COMMUNITY COLLEGES

**STUDENT
SUCCESS**

T A S K F O R C E

1 2 3 4 5 6 7 8 9

PART I

ADVANCING STUDENT SUCCESS IN THE CALIFORNIA COMMUNITY COLLEGES

Introduction

Each year, the California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation's community college student population. Across the state, our 112 community colleges and 71 off-campus centers enroll students of all ages, backgrounds, and levels of academic preparation. We are a system that takes pride in serving the most diverse student population in the nation, and we value that diversity as our greatest asset. Most of our students are seeking enhanced skills, certificates, or college degrees that will prepare them for well-paying jobs. Community colleges also offer, though in fewer numbers than in the past, enrichment courses that serve students who seek personal growth and life-long learning.

The California Community Colleges have a strong record of benefiting our students and the communities we serve:

- The California Community Colleges are the state's largest workforce provider, offering associate degrees and short-term job training certificates in more than 175 different fields.
- The California Community Colleges train 70 percent of California nurses.
- The California Community Colleges train 80 percent of firefighters, law enforcement personnel, and emergency medical technicians.
- 28 percent of University of California graduates and 55 percent of California State University graduates transfer from a community college.
- Students who earn a California Community College degree or certificate nearly double their earnings within three years.

Background on the California Community Colleges

The California Community Colleges is the largest of California's three segments of public higher education, which also include the University of California and the California State University system. With 2.6 million students, the California Community Colleges is the largest system of community college education in the United States.

Operating through 112 colleges and 71 off-campus centers, California's two-year institutions provide primary programs of study and courses, in both credit and noncredit categories, that address its three primary areas of mission: education for university transfer; career technical education; and basic skills. The community colleges also offer a wide range of programs and courses for specialized populations, for leadership development, and proficiency in co-curricular activities. The student population served by all of the community college programs is characterized by enormous diversity in age, in ethnicity and cultural heritage, in walks of life, in their economic situations, in academic preparation, and in their purposes and goals.

The differentiated missions and purposes of the California Community Colleges, the University of California, and the California State University system were clearly outlined in the Master Plan for Higher Education in 1960. The community colleges were designated to have an open admission policy and bear the most extensive responsibility for lower-division, undergraduate instruction. The community college mission was further revised in 1988 with the passage of Assembly Bill 1725, which called for comprehensive reforms in every aspect of community college education and organization.

Further legislation built on this framework, adding the Matriculation Program, the Disabled Students Programs & Services, and the Equal Opportunity Programs & Services, to provide categorical funding and special services to help meet the needs of the diverse range of students in the California Community Colleges. Although many of these categorical programs have been seriously underfunded as a result of the state's fiscal crisis, they still afford an outline for addressing such needs as assessment, placement, counseling, adaptive education, and other approaches designed to promote student learning and student success.

The California Community Colleges can and should take pride in these positive impacts. For the students who successfully navigate our colleges, we provide tremendous opportunity for self-improvement and economic benefit.

However, there is another set of statistics that are a cause of concern. These figures relate to the large numbers of our students who never make it to the finish line:

- Only 53.6 percent of our degree-seeking students ever achieve a certificate, degree, or transfer preparation. For African-American and Latino students, the rate is much lower (42 percent and 43 percent respectively).
- Of the students who enter our colleges at one level below transfer level in Math, only 46.2 percent ever achieve a certificate, degree, or transfer preparation. Of those students entering four levels below, only 25.5 percent ever achieve those outcomes.
- Of our students who seek to transfer to a four-year institution, only 41 percent are successful. For African Americans, only 34 percent succeed. For Latinos, the figure is 31 percent.

While these statistics reflect the challenges many of our students face, they also clearly demonstrate the need for our system to recommit to finding new and better ways to serve our students.

Overview of Recommendations

This report, the product of the Community College Student Success Task Force, contains recommendations aimed at 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 strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement. This report presents a 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 Task Force's student success plan relies 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 more accurately determine the skill levels of entering students;
- New technology and additional counselors to create more robust student services, including broader and more widespread use of student educational plans;
- 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 related to the instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that resources (both financial and organizational) are better aligned with student success;
- Stronger statewide 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 many good practices already in place; and
- Better alignment of local district and college goals with the education and workforce needs of the state.

This plan calls for greater coordination between K-12 schools and community colleges. Under the proposal, K-12 education and community colleges will align standards with meaningful definitions of college readiness so that students receive consistent messages about expectations throughout their educational careers about what it takes to be ready for,

and successful in, college. We will develop consistent policies, programs, and coherent educational pathways across our colleges in order to better serve the many students who attend more than one college. The colleges, while retaining their local character, will function as a system with common practices to best serve students.

The community college system will leverage technology to better serve students, because this generation and future generations of students contain many digital natives. These students expect to use technology to access the world around them as they conduct commerce, socialize, and learn. While technological solutions cannot take the place of human contact and will not work for all students, they have shown tremendous 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 report envisions restructuring the community college system to provide students with more structure and guidance to encourage better choices and increase their probability of success. A primary curricular goal is to increase the effectiveness of basic skills instruction by identifying and disseminating strategies that have proven effective at preparing students for college-level work.

More than 70 percent of community college students enter the system under-prepared to do college-level work. A majority of these are first generation college students, low-income, and/or are from underrepresented groups. These students face the most challenging obstacles for success and, unfortunately, have the lowest completion rates in the system. A major focus of the Task Force is to give these students the tools, support, and academic foundation to succeed.

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 necessary for gainful employment; the state needs the overarching K-12 and community college policies and delivery systems to address 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 access to courses and to financial aid.

Together, the recommendations contained in this report will improve the effectiveness of the community colleges and help more students to attain their educational objectives.

Defining Student Success

Because students come to California Community Colleges with a wide variety of goals, measuring their success requires multiple measures. Despite this diversity of objectives, most students come to community colleges with the intention of earning a degree or certificate and then getting a job. For some, entering the workforce is a longer term goal, with success defined as transferring to, and subsequently graduating from, a four-year college. For others, the academic goal is earning an associate degree. Still other community college students are looking to acquire a discrete set of job skills to help them enter into the workforce in a shorter time frame. This could be accomplished by either com-

pleting a vocational certificate program or through any number of skill-oriented courses. Regardless of their goals, the vast majority of students come to community colleges in need of basic skills in reading, writing, and/or mathematics.

Acknowledging the varied educational goals of students, the Task Force adopted a set of student success outcome metrics. The Task Force recommends that the system define success using the following metrics:

- Percentage of community college students completing their educational goals
- Percentage of community college students earning a certificate or degree, transferring, or achieving transfer-readiness
- Number of students transferring to a four-year institution
- Number of degrees and certificates earned

While the above-noted metrics are key measures of student achievement, recent research has highlighted the value of also monitoring intermediate measures of student progress. Specifically, along the path to completion, there are a number of key "momentum" points associated with an improved probability of success. Each time a student progresses beyond a momentum point the likelihood of reaching his or her educational goal increases. The recognition of these momentum points guided the work of the Task Force and helped structure recommendations aimed at improving completion rates. Examples of progression metrics include:

- Successful course completion
- 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

To place additional focus on these critical progression metrics, the Task Force recommends that system-wide accountability efforts be updated to include the collecting and reporting of both the outcomes and the progression measures 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 performing in educating those historically disadvantaged populations whose educational success is vital to the future of the state.

A Commitment to Equity

As the Task Force deliberated over strategies to improve student success rates in the community colleges, they were unanimous and resolute in their belief that improvements in college success rates should not come at the expense of access. The California Community Colleges take great pride in being the gateway to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups. Our system “looks like California” and we are committed to maintaining that quality. The goal of equitable access—and the commitment to help all students achieve success—is a driving force behind the recommendations contained in this report.

The Task Force’s recommendations are aimed at increasing the number of students from all demographic and socioeconomic subgroups who attain a certificate, complete a degree, or transfer to a four-year college or university. As such, improving overall completion rates and closing achievement gaps among historically underrepresented students are co-equal goals. The Task Force’s commitment to educational equity is reflected throughout the recommendations, but perhaps most explicitly in its proposal to establish statewide and college-level performance goals that are disaggregated by racial/eth-

nic group. Doing so will allow the system and state leaders to monitor impacts of the policy changes on these subgroups while also focusing state and local efforts on closing gaps in educational attainment. Given California’s changing demographic profile, the success of these historically underrepresented groups will determine the fortunes of our state.

Task Force Origins and Process

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 Student Success Task Force. The resulting 20-member Task Force was composed of a diverse group of community college leaders, faculty, students, researchers, staff, and external stakeholders. The Task Force delved deeply into complex college and system-level policies and practices. It worked for seven months to identify best practices for promoting student success and to develop statewide strategies to take these approaches to scale while ensuring that educational opportunity for historically underrepresented students would not just be 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 help students achieve their educational objectives.

STATE AND NATIONAL

Fiscal Reality

The California Community Colleges are in the midst of a serious fiscal crisis brought on by unprecedented cuts in state funding. Historically, the community colleges have been the lowest funded of California's segments of public education. For many decades, lean funding has forced an overreliance on less expensive part-time faculty and resulted in too few counselors and advisors. Course offerings are often insufficient to meet local needs.

While funding has always been scarce, the state's current fiscal crisis and resulting cuts in funding to the California Community Colleges have greatly exacerbated these significant challenges. Deep cuts to categorical programs in the 2009-10 State Budget reduced by roughly half the funding available to support critical student services such as counseling, advising, assessment, and tutoring. Cuts in base apportionment funding in the 2009-10 and 2011-12 State Budgets, totaling over 8 percent, have forced colleges to reduce thousands of course sections, barring access to hundreds of thousands of potential students. The lack of cost-of-living allocations in the State Budget, going back to 2008-09, has eroded the spending power of community colleges by 10.88 percent. It is hard to overstate the cumulative strain that these budget reductions have placed on community colleges and the students and communities they serve.

In its deliberations, the Task Force discussed at length how underfunding has diminished the capac-

ity of the community colleges to meet the education and training needs of California. It is clear that the community colleges, with additional funding, would serve many thousands more Californians and be more successful at helping students attain their educational objectives. In particular, additional funding would allow the colleges to hire more full-time counseling and instructional faculty, and student support personnel—all of which have been shown to increase institutional effectiveness.

The Task Force wishes to make clear that its recommendations are in no way meant as a substitute for additional funding. To the contrary, the Task Force expressed a strong belief that the community college system should continue to advocate strongly for additional resources to support access and success for our students. Additional investment in the community colleges on part of the state will be essential if California is to reach levels of educational attainment needed to be economically competitive.

The Task Force recommendations represent policy changes that will support fundamental improvements in the effectiveness of the community college system. All the recommendations will yield greater benefits to students more quickly if matched with significant additional state investment. In the absence of additional funding, however, the Task Force recommendations make good policy sense and will help ensure that the community colleges are leveraging all available resources to help students succeed.

CONTEXT

National and State Student Success Efforts

In recent years a growing body of research has documented a national decline in educational attainment at the very time when our economic competitiveness is increasingly tied to a highly skilled workforce. This trend, seen in national data, is even more pronounced in California. Projections from the National Center for Higher Education Management Systems (NCHEMS) demonstrate that California is at risk of losing its economic competitiveness due to an insufficient supply of highly skilled workers. Specifically, NCHEMS found that California's changing demographics, combined with low educational attainment levels among our fastest-growing populations, will translate into substantial declines in per capita personal income between now and 2020—placing California last among the 50 states in terms of change in per capita personal income.

As state and national leaders have become aware of this looming crisis, there has been a concerted call for reforms to improve levels of educational attainment. Due to their large scale and relatively low cost, community colleges nationwide have been identified as the most viable option capable of producing college graduates and certificate holders in the large numbers necessary to reverse current trends. Perhaps most notable was President Obama's 2010 White House Summit and "Call for Action" in which he highlighted the community colleges as the key to closing our nation's skills gap. This message resonated with employers, economists, and educators here in California.

It should be noted that the work of the Student Success Task Force builds on other state-level reform efforts. Notably, the Community College League of California's recent *Commission on the Future* report served as a basis for many of our recommendations, as did prior community college reform efforts, including the *2006 System Strategic Plan*, the *Partnership for Excellence* program, and various reviews of the *California Master Plan for Higher Education*.

Task Force Vision

There's a story that each member of this Task Force wants to be true—true at every community college and for every student, regardless of their background or educational goals. It's the story of a student who walks onto a California Community College campus for the first time, unsure of what they want to do, but knowing generally that they want to find a direction in both life and career.

The student is able to go online or get an appointment to meet with a counselor or advisor to learn about the wide variety of options available at the college and maybe a few offered elsewhere. The options presented 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 the student sees where they lead and understands what needs to be done to succeed in each pathway.

The student participates in a college orientation and prepares for the assessment tests. They learn that most paths will require work on basic skill mathematics and English.

The student easily finds the financial aid office where they learn of the various financial aid opportunities available. They see that they can maximize financial aid opportunities by deciding to enroll full time and understand that accepting financial aid means accepting responsibility for their academic future.

Using either online or in-person counseling support, the student develops an education plan and determines a program of study. The student enrolls in basic skills coursework in the first term and follows the counselor's lead in selecting a college-level course that is appropriate to their level of preparation. The basic skills class may rely heavily on tutoring or use other approaches that help the student learn more effectively than in high school. The results of the diagnostic assessment test let the professor know what specific areas the student needs help with, so that they are able to focus on those particular things, moving at a pace that's comfortable. The student succeeds and takes the college-level coursework needed to complete their program of study. The student's educational plan provides a roadmap, and they find that they're able to enroll in all the required courses in the semester in which the courses are needed. The student meets their educational goal, whether it be gaining concrete workplace skills, earning a certificate and/or associate degree, or transferring to a four-year college with an associate degree in hand. Wherever the path leads, the student successfully reaches their academic and career goals thus able to advance their career and earn a wage sufficient to support themselves and their 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 this report 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.

Beginning in July, the Task Force spent three months forming the recommendations contained in this report. Recommendations were chosen based on their ability to be actionable by state policymakers and college leaders and to make a significant impact on student success, as defined by the outcome and progression metrics adopted by the group.

To foster public input, during October and November, the Task Force held four public town hall meetings, made presentations to dozens of community colleges stakeholder groups, and hosted a lively online dialogue. Over six weeks, the Task Force heard from both supporters and critics of the recommendations and received substantial input that has been used to inform its deliberations. That input helped shape the final recommendations and elevated the public discussion about improving outcomes for college students.

Limitations of Scope

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 system's governance structure have been well vetted elsewhere and thus were not discussed by the group. Further, the group chose not to address policies surrounding student fees. Due to time constraints, career technical education, transfer, and distance education also were not addressed directly by the Task Force. That said, the recommendations in this report are intended to strengthen the core capacity of the community colleges to serve all students, regardless of instructional program. Improved student support structures and better alignment of curriculum with student needs will increase success rates in transfer, basic skills, and career technical/workforce programs.

Implementation Process

The recommendations in this report represent policies and practices that the Task Force believes will help the California Community Colleges to improve student success. Some of the recommendations reflect changes that are already underway, while others would chart entirely new territory. In each case, the recommendations will require that in-depth, discrete, and specific implementation strategies be developed in consultation with the appropriate practitioners and stakeholders. The strategies employed will vary depending on whether the proposed change is statutory, regulatory, or involves disseminating 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 to be successful, these recommendations will need to be implemented over time, in a logical and sequential manner. The recommendations contained herein will not be achieved overnight.

After approval of this report by the Board of Governors, the Chancellor's Office will develop and distribute a separate document that will lay out various strategies for implementing the recommendations contained within this report.

Implementation groups composed of the relevant internal and external stakeholders, including the Student Senate and the Academic Senate, will be involved at each step of the process. Implementation of these recommendations will take time, and 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

The Task Force recommendations present the California Community Colleges with an opportunity for transformative change that will refocus our system's efforts and resources to enable a greater number of our students to succeed. Our colleges have a long, proud history of helping Californians advance. The Student Success Plan will help us be even more effective in achieving our mission.

PART II

RECOMMENDATIONS OF THE STUDENT SUCCESS TASK FORCE

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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 to 90 percent of first-time students who take an assessment test 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, K-12 and postsecondary education policies related to standards, curriculum, and assessment are not well aligned to communicate either clear expectations for college and career readiness or to support a smooth transition for high school graduates. Within the K-12 system, students and parents receive conflicting messages about ex-

pectations for high school completion because the California High School Exit Exam (CAHSEE) measures English and mathematics skills that are far below the standards adopted for 11th and 12th grade curriculum. Thus, many students have been led to believe that they are ready to graduate and proceed on to colleges without actually having met grade-level standards. The EAP has begun to address that problem by informing 11th grade students where they stand in relation to college expectations and encouraging them to reach higher before they leave high school.

In August 2010, the State Board of Education (SBE) adopted the Common Core State Standards (CCSS)

and joined the SMARTER Balanced Assessment Consortium in May 2011 to develop a new K-12 assessment system based on the CCSS. Under federal requirements, the new 11th grade assessment must include an assessment of college and career readiness.

The implementation of these state-level reforms presents an ideal opportunity for the state to develop curriculum frameworks and assessments that align expectations and standards across public education and the higher education systems and to address policy gaps that have historically undermined efforts to set clear expectations for college or career readiness and to support a smooth transition for high school graduates.

Stemming the tide of underprepared students coming out of high schools is an urgent priority for community colleges, as it is for the CSU system. It is this need that drove the CSU to initiate and the community colleges to join the EAP. Because the EAP had to fit within the existing K-12 content standards and assessments, postsecondary faculty had a limited opportunity to define or validate standards and assessments. The state's transition to the CCSS provides an ideal opportunity for collaboration among all parties to collectively refine the definition of college readiness upon which the 11th and 12th grade curriculum frameworks and 11th grade assessments will be built.

Community Colleges and K-12 must also work together to develop a definition of "career readiness" and to use those standards to build the menu of assessments used to guide students' programs of study. Career readiness scores are important in that they have the ability to influence students' selection of a program of study or certificate. There is a great deal of work to be done in this area and the SBE president has stated publicly on more than one occasion that he will rely on community colleges to provide leadership in this arena.

Absent proactive involvement of the Community Colleges—together with our higher education and K-12 partners—the SBE will have no choice but to move forward to define college and career readiness and determine the best means of measuring those standards, based on its understanding of the needs of higher education. The active participation of the Community Colleges in this work is a vastly superior approach.

Aligning K-12 and community colleges standards for college and career readiness is a long-term goal that will require a significant investment of time and energy that the Task Force believes will pay off by streamlining student transition to college and reducing the academic deficiencies of entering students.

Recommendation 1.1

Community Colleges will collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards.

The Task Force 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 and engages with the national SMARTER Balanced Assessment Consortium to determine the appropriate means for measuring these standards. Doing so would reduce the number of students needing remediation, help ensure that students who graduate from high school meeting 12th 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 CSU may identify conforming changes to statute governing the EAP.
- 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 and the development of related curriculum frameworks and assessments.
- Establish formal and regular channels of communication between the community colleges, the SBE and the California Department of Education to ensure ongoing partnering on all matters related to college and career preparation.

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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. The efforts of counseling faculty and other college staff will be more effectively targeted.

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 the 2009-10 State Budget, a 52 percent budget cut in Matriculation program funding 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:

- 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;
- Colleges lose the ability to target limited seats and services where they will be most effective; and
- Faculty are faced with underprepared students in their courses.

Assess, an advisory committee was convened that included faculty, matriculation and assessment coordinators, instructional and student services administrators, technology experts, and CSU and CDE representatives to determine system requirements for English reading, writing, math, and ESL assessments. The CCC Assess advisory committee identified diagnostic assessments, computer-scored writing samples, opportunities for test preparation, and psychometrically sound re-test capacity as critical components of a centralized assessment system. Vendor capacity and interest to develop these assessments was determined to be strong. Two barriers caused this work to stall. The first is the need to identify sufficient funding to support statewide implementation, and the second is the need to ensure alignment with the new K-12 assessment system standards and processes. All of the work done by this committee will guide the implementation of the Task Force's recommendation.

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 created obstacles for students by causing significant variation across campuses, in some instances limiting portability of assessment results even within a single district. Other significant drawbacks include the high cost of assessment instruments purchased locally and inefficient test administration.

Since 2008, the system has taken significant steps to move toward a centralized assessment system. 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. In an initiative called CCC

In a parallel effort, the Board of Governors sponsored AB 743, Block (Chapter 615, Statutes of 2011). This recently enacted legislation directs the Chancellor's Office to adopt a low-cost common assessment as an interim step toward developing a robust and coordinated assessment system for the community colleges. The CCC Assess advisory committee will be reconvened to assist in guiding implementation of AB 743 and achieving the Task Force's vision.

Guidance is Key to Student Success

While students are asked to indicate their educational objective on the application for admission, many students are unclear about their educational objectives when they first enroll in community college and remain so for too long given no systematic process, or even encouragement, to define and pursue a specific program or major. The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, many students never see

a counselor. Even before the 52 percent budget cut to Matriculation funding, colleges were unable to provide all students with access to counseling services to help them clarify and refine their educational objectives and assist with the development of education plans to achieve those objectives. Student to counselor ratios range from 800 to 1 to more than 1,800 to 1 in the community colleges. As a result, students often enroll in basic skills or general education courses without understanding the level of rigor associated with the course or the applicability of the course to any specific program or transfer objective. While there is clearly value to students having the opportunity to explore disciplines and other options before declaring their program or major, there is a difference between systematic exploration and the blind trial and error experienced by too many students. Helping students make informed choices about their education is a critical strategy to help increase student success in the CCCs.

Every Matriculating Student Needs an Education Plan

Every student who enrolls to pursue a certificate, degree, or transfer objective, and in many cases even those seeking career advancement, needs a Student Education Plan that represents the sequence of courses that can get them from their starting point to attainment of their educational goal. Students who arrive without a clear goal need an education plan that allows them to systematically define their educational needs and objectives and explore their options. For example, a student who indicates transfer as the goal but lacks a major or career objective should be guided to enroll in general education courses, along with basic skills courses or resources if the student's assessment results indicate such a need. General education curriculum is designed to expose students to a breadth of educational experiences that can enable them to find areas of particular strength and interest. Once a student selects his or her program of study or major, the discipline-specific sequence and specialized or elective

options can be factored into the plan. There would be nothing to preclude a student from changing their objective or program of study, but the implications of a change, in terms of cost and time to completion, should be made clear. Expanded resources for career exploration are essential.

Technology Can Help

The creation of online resources that would support advisement and allow many students to self-manage their academic pathways is essential. Some districts have undertaken this task, but high development costs make creating such systems impractical for most districts, leaving students to struggle with a dearth of information available to help them to find and follow an appropriate academic pathway. Currently, almost all students enter the CCCs through CCCApply, a common electronic application process. That system could be further developed to lead students, once they are admitted, to build an online profile and access guidance and planning resources. Scaling up the use of technology is one of the few viable approaches to reach substantially more students, many of whom prefer navigating their pathway through community college in an online environment.

In the same manner that many private businesses 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 that are suggested to students through online advisement systems. These systems could be used as tools by students, counselors, and advisors to nudge students towards better academic choices and to reduce excess unit accumulations and unnecessary withdrawals.

The Task Force recognizes that not all students have access to the hardware, high-speed interconnectivity, or digital literacy needed to navigate these new online environments. As such, it will be incumbent on both the CCC system and individual colleges to ensure that measures are in place to respond to students' needs and help bridge these technology gaps.

There is a plethora of education data collected both within the CCC system and in other educational sectors that can be aggregated in education data warehouses, leveraged, and used to help advise students on effective pathways through college. An example of this would be the use of an analysis of past student outcomes in various courses for students at various levels of basic skills to create an advisement matrix that keeps students enrolled in courses appropriate for their particular skill levels.

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. Employing a more centralized approach to technology, the CCCs will be able to use their large buying power to drive down costs and secure additional features at low cost. Further removing these costs from local districts will free up local monies that districts can then reinvest in additional human resources.

Need for More Counselors

Technology, while having many benefits, will not serve all students or fulfill all student needs. 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 such as computers and smart phones. However, many 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 will free up advisors and counselors to focus their face-to-face interactions with those students who lack access to technology or are not adequately prepared to utilize it and those who need more complex interactions with a counselor. It would also allow counseling faculty to spend less time performing routine functions and utilize their professional skills to support students in more complex dimensions.

Recommendation 2.1

Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and 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 (CCSS) and assessments.

Requirements for Implementation

- Reconvene the CCC Assess Advisory Committee to guide implementation of this recommendation.
- 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 include consistent testing and re-testing policies that are decided based on psychometrics rather than budget considerations.
- The centralized assessment must be diagnostic to ensure placement into appropriate coursework and to inform local academic senates as they design appropriate curriculum. It should also include an assessment of “college knowledge” and the extent to which a student understands and exhibits key academic behaviors and habits of mind necessary for success in college. This more robust assessment, coupled with multiple measures, would be used to determine students’ needs for additional support and to enable colleges to more effectively place students in appropriate courses and target interventions and services.
- Work with the Academic Senate and the K-12 system to ensure alignment of community college assessment standards within the state’s new CCSS assessments when those are implemented in 2014 (see Recommendation 1.1).
- After development of the diagnostic assessment, amend Education Code Section 78213 to require colleges to use the new common assessment for course placement while allowing districts to supplement common assessment with other validated multiple measures.
- Eventually, the Board of Governors would propose to amend Education Code Section 99300 ff. to transition the use of the EAP to the new assessment that is aligned with the K-12 CCSS.
- In the meantime, the enactment of AB 743 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, working with the CCC Assess advisory committee, to conduct a centralized procurement of the common assessment. Leveraging the system’s buying power will drive down the costs and allow some customization of the assessment. Under this approach, colleges will have unlimited assessment capacity at low or no cost.
- Participation in the interim assessment 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 diagnostic assessment and orientation and (2) develop an education plan.

By requiring students to participate in these core services, the community college system will ensure that students have the foundational tools necessary to make informed choices about their education. The Board of Governors will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

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.

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.

Several recommendations in this report rely heavily on the capability of technology to help guide students along educational pathways. To implement many of the recommendations, the community colleges must develop and implement a variety of centralized technology applications. Thoughtfully designed online technology will enable students to guide as much of their own education planning as is appropriate for their level of technology access and skills and their ability to choose and follow an appropriate pathway. It will also provide useful tools for counselors and advisors to better assist students with educational planning and for administrators and faculty to better plan class schedules to ensure that students have access to the courses they need to complete their educational goals in a timely and efficient manner. As the system moves in this direction, it is essential that there be strategies and tools to bridge the digital divide, ensuring that all students have necessary access to computers, high-speed internet, and the opportunity to learn basic technology skills.

These technological 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 laptops, smart phones and tablets not only to communicate with friends and professors, but also to make appointments, purchase goods and services, watch movies, and do research. This is where our students spend much of their time, and we must create smart applications that make it easier for them to pursue and reach their educational goals. While not all students have the devices, skills, and experience to make effective use of this kind of technology, a large and growing proportion do and have expectations that the institutions with which they interact will utilize current technology to facilitate practical transactions as well as the learning experience.

Rather than having individual colleges create their own online student planning tools, the Chancellor's Office would work with students, counselors, instructional and student services administrators, and college technology representatives to 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;
- An education 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.
- Initiate discussion with existing advisory groups, such as the Matriculation Advisory Committee, Telecommunications and Technology Advisory Committee, Chancellor's Office Advisory Group on Counseling, CCCApply Steering Committee, and others, to refine the scope and approach to growing services.
- Convene appropriate advisory groups that include program and technology experts to plan and execute technology projects as funding is secured.

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, learning community, or other sustained intervention, 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. College readiness includes other variables that can influence a student's ability to successfully complete credit-bearing, college-level coursework. The extensive work done by Dr. David Conley's Education Policy Improvement Center at the University of Oregon defines four dimensions of "college knowledge" critical to student success: (1) Key cognitive strategies, including analysis, interpretation, precision, problem solving, and reasoning; (2) Specific types of content knowledge, most importantly the ability to read and write critically; (3) Attitudes and behavioral attributes, including study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups; and (4) Contextual knowledge about college resources and expectations and how to successfully adjust to navigating the college environment.

Community colleges have tested numerous models of supporting under-prepared students, both inside and outside the classroom, through college success courses, first-year experience programs, learning communities, and campus-wide initiatives. These efforts promote critical thinking skills and behaviors, or "habits of mind" essential to college success. Experience within the CCC system and nationally demonstrates the effectiveness of such deliberate interventions in supporting student persistence and success.

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 participate in a student success support intervention if assessment results demonstrate a need.
- Encourage colleges to review the readily available literature on student success courses and other interventions to determine elements that would likely make them most effective for their local population.
- The Chancellor's Office should review college models for campus and online student orientation and student success courses currently in place and disseminate the most effective scalable approaches and curricula.

Recommendation 2.5

Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.

Declaring a major or program of study is more specific than declaring a broad educational goal such as earning an associate degree or transferring to a four-year college. Declaring a program of study sets incoming students on a specific educational pathway and builds early momentum for their success. Research from the Institute for Higher Education Leadership and Policy shows that students who entered a program in their first year were *twice as likely* to complete a certificate, degree, or transfer as students who entered a program after their first year. First-year concentrators were nearly 50 percent more likely to complete than those who entered a program in their second year, and the rates of completion fell sharply for students entering a program of study later than their second year. A student who is unable to declare a major or program of study by the end of their second term should be provided counseling and career planning interventions to assist them. Students who fail to declare a program of study after their third term should lose enrollment priority.

Nothing would preclude a student from changing their direction and declaring a new program of study but the implications of change, in terms of cost and time to completion, should be made clear. In addition, students would have the ability to appeal a loss of enrollment priority.

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.

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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. In addition, registration priority is generally higher for students with higher unit accumulations. As a result, there is perverse incentive for students to enroll in classes, even if they do not further their educational objectives, simply to gain a place higher in the enrollment queue. In the 2009-10 academic year, approximately 133,000 first time students were unable to register for even a single course due to their low placement in the registration queue.

Policies that enable students to wander around the curriculum, withdraw and repeat classes multiple times, avoid services that could help them find 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.

Adopt Consistent Policies for Enrolling Students

As a system, we have both initiated and continue to rely on these ineffective policies. However, now is the time for the community college system to abandon these ineffective policies and adopt enrollment management policies that encourage students to follow and make progress along delineated educational pathways that are most likely to lead to completion of a certificate, degree, transfer, or career advancement goal.

Use the BOG Fee Waiver Program as a Way to Incentivize Successful Student Behaviors

The Board of Governors (BOG) Fee Waiver Program, which was designed to ensure that the community college fees do not present students with a financial barrier to education, is an underutilized mechanism for incentivizing successful student behaviors. Unlike federal and state financial aid programs, the community colleges do not require BOG Fee Waiver recipients 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 interventions and support and held to the same standards as other students.

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 does not reflect 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 (including incumbent workers who enroll in a course that develops skills required to retain their job or advance their careers and 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.
- Students who begin addressing any basic skills deficiencies in their first year, through either courses or other approaches.
- To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, current and emancipated foster youth, students with disabilities, and disadvantaged students) should be retained. 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 including Basic Skills and ESL courses.

Requirements for Implementation

- Adoption of this policy is within the current 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:
 - Education Code section 66025.8, as recently amended by SB 813 (Chapter 375, Statutes of 2011) 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 four years of leaving active duty.
 - Title 5 section 58108 authorizes community college districts to establish procedures and policies for registration, including a priority registration system.
 - 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.
 - Title 5 section 56026 authorizes community colleges to provide registration assistance, including priority enrollment to disabled students.
 - Title 5 section 56232 requires colleges to provide access services for EOPS students, including “registration assistance for priority enrollment.”
 - AB 194, Beall (Chapter 458, Statutes of 2011) requires community colleges to grant priority enrollment to current and former foster youth.

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.

When the BOG Fee Waiver program was established more than 25 years ago, its sole purpose was to prevent the enrollment fee from posing a barrier to the enrollment of low-income students. Today, the program's lack of progress requirements stands in sharp contrast to all other aid programs that encourage student progress and success. These recommendations would hold BOG Fee Waiver recipients to the same standards required of all students to maintain enrollment priority and would encourage them to take advantage of resources provided by colleges to support their academic success. It would be incumbent on colleges to implement systems to let students know when their continued access to the fee waiver is threatened and to establish an appeals process to address extenuating circumstances.

Although saving money is not the intent or purpose of these recommendations, implementation will likely result in modest short-term cost savings that must be captured and reallocated within the community college system for reinvestment in the student support and retention activities identified in the student success plan. Any cost savings derived from this recommendation will diminish over time and other recommendations influence student behavior.

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 or approaching or exceeding the unit cap 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.

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. Nonetheless, there are 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 needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work 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 courses, laboratories, and 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. (Chapter 5 of this document addresses improving the quality and efficacy of basic skills instruction.)

Requirements for Implementation

- By following the procedures for establishing prerequisites or co-requisites outlined in Title 5 (Sections 55200-02) community college districts are already permitted to require students assessed below collegiate level to begin remediation before enrolling in many college-level courses. However, much of the curriculum is unrestricted.
- A more direct approach would be to adopt a new Title 5 regulation making the requirement explicit for all students at all colleges.

Recommendation

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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

Significant reductions in public funding have forced community colleges across the state to reduce the number of course sections they offer. As a result, the availability of courses is insufficient to meet the student demand in almost every area of the curriculum. At the beginning of each term, course sections close quickly and waiting lists are longer than ever before seen in the system.

Given this context, California Community Colleges must strategically focus the scheduling of courses to meet the needs of students who are seeking degrees,

certificates, and specific job training. These high priority needs are at the core of the CCC mission and fundamental to helping Californians of all backgrounds to achieve their economic and social goals.

Under the recommendations contained in this report, colleges have an additional responsibility to align course offerings to the needs of students. Chapter 3 recommends specific incentives for students to develop and follow an education plan and includes consequences for students who fail to do so. Students cannot and should not be held accountable for enrolling in courses that are not made available to them in a timely manner by the colleges.

Use a Balanced Approach

The Task Force recognizes that the scheduling of courses is a complex matter that requires balancing numerous priorities of the college. In order to meet student and industry needs, colleges must shift from primarily relying on historical course scheduling patterns and instead utilize the numerous sources of data available to them as the basis for informed course scheduling. To help meet this end, Chapter 2 recommends that all matriculating students, as well as students enrolling for career advancement, complete an education plan. Coupling a more universal use of education plans with technology will provide colleges with access to valuable information about the future course needs of its students.

used to support those courses that support a program of study and are informed by student education plans. Courses that do not support programs of study and that solely serve an enrichment or recreational purpose should not be subsidized with state funds. Rather, colleges should utilize community education and other local funding options to support such classes if they choose to offer them. Targeting 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.

Fund Courses that Support 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

Recommendation 4.1

Highest priority for course offerings shall be given to credit and noncredit courses that advance students' academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.

Requirements for Implementation

- Colleges will review course offerings to ensure that courses supported with state apportionment funding advance student education plans, consistent with the priorities expressed in this recommendation. If necessary, statute and Title 5 regulations will be amended to specify that courses not in support of student educational plans may not be claimed for apportionment funding.
- Pursuant to Recommendation 7.1, the Chancellor's Office will work with administrators and faculty to develop and disseminate guidelines and best practices for addressing and implementing the priorities in this section. For instance, the CCCCO could assist colleges in establishing and expanding community education programs that respond to community needs while not diverting scarce public resources from higher priority instructional needs related to basic skills, transfer, and CTE.
- Develop appropriate systems of assessment, metrics, goals, and reports addressing student success and student completion in all categories of community college noncredit and/or adult education, including Career Development and College Preparation (CDCP) and other noncredit programs and courses that are part of a noncredit student's education plan.
- Chancellor's Office will develop systems by which colleges can use aggregated data from student education plans and programs of study to inform the development of course schedules.
- Amend statute and Title 5 as needed to explicitly allow colleges to enroll community education students *without* receiving credit or state funding in otherwise state-supported credit classes, where there is excess capacity in those classes.

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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 “non-traditional” students who are working adults returning to gain a degree or further career-based skills.

Overall, the picture for our basic skills students is sobering. Conservative estimates from national researchers show that 60 percent of all entering college students taking assessment tests 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 do not enroll in those courses.

The success data from the *ARCC Basic Skills Supplement* are 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 failing to meet their educational goals. These general ranges are seen in 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 rate of 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.

As we confront this crisis in basic skills, the problem that faces 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 college groups (the Academic Senate, the CIOs, the CSOs, 3CSN, 4CSD, 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, elsewhere, many 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 now 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 Chapter 1. It is important to note that approximate-

ly 68 percent of entering CSU freshmen require remediation, making it apparent that, as a state, we must provide K-12 education in new ways to ensure that students are college-ready. At the same time we work intersegmentally to address improving the educational pipeline, as community colleges, we must develop new methods of ensuring that those students who enter our colleges unprepared for college level work receive the instruction and services needed to help make them successful.

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, college-level 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.

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

Recommendation 5.1

Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.

The Task Force believes that the community college system must foster more effective basic skills instruction on a large scale. 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 of 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 innovative 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 Sections 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.

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 basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs of adults for courses in 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, in 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 funds intended to support 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 \$634 million in Adult Education funds were made available for school districts to shift 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 approximately \$300 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 from district to district. 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.

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REVITALIZE AND RE-ENVISION PROFESSIONAL DEVELOPMENT



Policy Statement:

The community college system will develop and support focused professional development for all faculty and staff.

Need for Professional Development

Ongoing professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development, individual 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 reform bill AB 1725, the stated 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 approaches. The Basic Skills Initiative (BSI) has provided some funding for professional development, but these funds are modest. 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 (Statutes of 1981) allowed community colleges to move away from the standard 175-day instructional calendar that was a hold-over 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 utilize 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 professional development days are comprised largely of campus-wide activities such as convocations, 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 are allowable staff development activities under a flexible calendar:

1. Course instruction and evaluation;
2. 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

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 unlikely to achieve the changes necessary to increase the success of our students. Because classroom reform is essential to improving outcomes for students, faculty should be the primary focus of professional development efforts, including 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 linked to a state agenda for student success.

The Board of Governors and the California Community Colleges Chancellor's Office should embrace a statewide, highly visible leadership role related to professional development. As California prepares to address key issues, whether they are instructional, fiscal, safety, or intersegmental, professional development of community college personnel is key. Given the level of responsibility granted to the Academic Senate on instructional matters, the Board of Governors and the Chancellor's Office should work with the Academic Senate to identify and put forth best practices related to the use of professional development for faculty.

Requirements for Implementation

- The Chancellor's Office, in partnership with the Academic Senate on issues related to faculty, will identify best practices related to the use of professional development and encouraging colleges to link locally-mandated professional development activities to a set of statewide objectives and then measure movement towards those objectives.
- Authorize the Chancellor's Office and/or the Board of Governors to recommend specific professional development purposes for flex days.
- Ensure that professional development is equitably focused on part-time faculty.
- The Chancellor's Office should explore the use of myriad approaches to providing professional development, including regional collaboration and expanding of the use of technology.

Recommendation 6.2

Community Colleges will direct professional development resources for 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 and 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

- The Chancellor's Office will organize the Basic Skills Professional Development funds to align with the recommendations of the Task Force.
- The Chancellor's Office will include the improvement of basic skills instruction within the various funding sources available for professional development, including vocational education, economic development, and appropriate categorical programs.
- Part-time faculty should be equitably supported by college professional development activities related to basic skills improvement.

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ENABLE EFFICIENT STATEWIDE LEADERSHIP AND INCREASE COORDINATION AMONG COLLEGES



Policy Statement:

The state should promote greater state-level support and coordination, including the implementation of a new goal-setting framework so that California's diverse community colleges can function more as a system.

Need for a Stronger Community College System Office

Successfully implementing system-wide reforms to improve student outcomes in the California Community Colleges will require stronger state-level leadership and coordination than currently exists. The community college 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.

For example, the implementation of key recommendations in this report, such as aligning college-readiness standards and assessment tools; improving the identification and dissemination of best practices; sharing longitudinal K-12 data; state and district goal setting; providing technical assistance for districts; and creating a student-oriented technology system, all rely heavily on stronger and more coordinated state-level leadership.

Comparison with California's Other Higher Education Systems

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 has, by far, the least direct control over campuses within its system. Unlike the UC Office of the President and the CSU Chancellor's Office, the CCC Chancellor's Office is a state agency under the control of the Governor. While the Governor makes appointments to all three system's governing boards and all three boards appoint their respective CEOs, only the CCC Chancellor lacks the ability to appoint senior management staff such as vice chancellors. This inability to manage the senior management team reduces the authority of the Chancellor and diminishes the Chancellor's ability to lead the system. The authority of the CCC Chancellor's Office is also impaired 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.

Role that Stronger Chancellor's Office Would Play

While 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 mechanism for disseminating effective best practice information to the colleges. Further, recommendations contained in this chapter call on districts and colleges to establish student success goals and to align those goals with state and system-wide priorities. To effectuate this recommendation, a stronger Chancellor's Office is needed to coordinate and oversee 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, these have been the exception rather than the rule. A stronger Chancellor's Office, oriented towards student success, would help coordinate and incentivize regional approaches to delivering programs.

Past Attempts

Proposals to strengthen the CCC Chancellor's 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 included recommendations to better align colleges through a more robust CCC system-wide office. For a variety of reasons these proposals have not been adopted.

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.

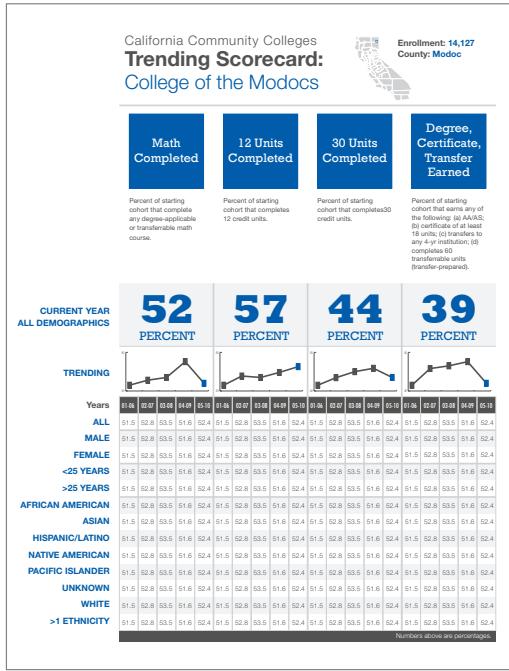
Requirements for Implementation

- Grant the Board of Governors authority to appoint vice-chancellors.
- Amend statute (Education Code 70901.5) to allow the Chancellor's Office to promulgate Title 5 regulations without obtaining approval from Department of Finance.
- Revise funding for the Chancellors Office by financing the office through alternative means.
- 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 to support the critical roles of these groups in the shared governance process.
- The Chancellor's Office should adopt 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 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



Recommendation 7.3

Implement a student success scorecard.

In order to increase both public and institutional attention to student success, the California Community Colleges will implement a new accountable tool that will present key student success metrics in a clear and concise manner. These scorecards will be posted at the state and local levels to help focus the attention of educational leaders and the public on student performance. In order to concentrate state and local efforts on closing equity gaps, the scorecards will be disaggregated by racial/ethnic group. The scorecards are intended to promote meaningful policy discussions not only within the community colleges, but also with our colleagues in K-12 schools, business, local government, and other key groups.

The success metrics included on the scorecard would include both intermediate “momentum” points and completion outcomes. Examples of intermediate outcomes include: rate of earning 15 units, 30 units, and 60 units; completion of a degree-applicable or higher-level 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. In assessing progress, each college would be compared against its own past performance rather than statewide averages or artificially created peer groups. The Chancellor’s Office will develop scorecard metrics and format, in consultation with internal and external stakeholders.

This proposed scorecard would be built on the existing Accountability Reporting for Community Colleges (ARCC), our statewide data collection and reporting system. It is the intent of the Task Force that by implementing the collective recommendations in this report, especially those related to using technology to create student education plans, ARCC will be able to capture more robust data identifying students’ educational goals and intent. It should be noted that while ARCC has proven itself to be an extremely effective system for gathering and reporting a broad range of institutional and student-level data from the colleges, there are limitations, including the ability to closely follow the outcomes for students taking less than 12 units.

The key difference between ARCC and the new scorecard is that, under this recommendation, local scorecards would present a distilled subset of data, including outcomes for students taking less than 12 units, 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 scorecard format and reporting process.
- Amend Title 5 to require local boards to discuss the scorecard at a public hearing and certify its content. Colleges would then publicly post their scorecard 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 scorecard 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 tremendously useful to help 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 workforce records in order to analyze progress and identify, improve, and implement strategies that are effective at improving student outcomes. The necessity to target resources to support effective strategies has increased as the state budget crisis has led to significant cuts in funding for public education. Information on what is working allows the state to set funding priorities that maximize positive impacts and put 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, use a common standard to determine readiness for credit bearing coursework, and aggregate academic records. Further, robust data would better enable faculty members to incorporate post-enrollment student outcomes into their curriculum development.

Robust and reliable linked data are essential both for in-person and online education planning and advisement, the implementation system-wide enrollment priorities, and the 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 effectively provide the guidance necessary to help students select courses and sequence those courses in a manner appropriate to their program of study. Such data is also needed to maintain transcripts and monitor students' degree status so students not only know how to pursue their postsecondary goals, but also 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.

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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 be viable within a reasonable range of fiscal scenarios.

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 Governors 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 these recommendations will require additional funding in order to implement them at scale and achieve significant positive impacts on student outcomes. Notably, expanding the use of diagnostic assessments, orientation, and education planning as well as having sufficient full-time faculty, including counselors, 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 an additional state investment, coupled with the reallocation of existing community college funding and the expanded use of technology, we believe it is possible to implement system-wide improvements capable of yielding substantial increases in student outcomes.

Recommendation 8.1

Encourage categorical program streamlining and cooperation.

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 designed to ensure that: (1) traditionally underserved populations of students received services, (2) money was available to support the needs of part-time faculty, and (3) a mechanism existed to centrally fund core programs and services or to designate that dollars be spent for specified, yet critical programmatic purpose.

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.

While the Task Force does not recommend that the current budget structure be changed, it does believe that community colleges should move away from a strict categorical funding approach. The Task Force believes that the current approach results in organizational silos that are inefficient and unnecessary barriers for students in need of critical services and detract from the need for local colleges to have control and flexibility over their student outcomes and resources.

To address these issues, the Task Force recommends that:

- State leaders (including the Legislature and Board of Governors) review the administration and reporting requirements of the various categorical programs and streamline them where needed. Reporting requirements would be reoriented away from inputs and activities and toward outcomes that reflect the student success goals of the Task Force plan.
- Colleges and programs strive to break down programmatic silos and voluntarily collaborate in an effort to improve the success of students.

Recommendation 8.2

Invest in a student support initiative.

At the heart of this report 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, and increased use of innovative technologies, as well as additional state investment.

While innovation and reprioritization will be necessary, the reality is that without additional investment by the state, the ability of colleges to implement many key elements of this report, particularly in the area of student support services, is in jeopardy. Accordingly, the state and the community college system should set as a top priority for additional state funding the investment in a new Student Support Initiative.

- The Student Support Initiative would rename and encompass the current Matriculation program thus elevating the prominence of the program.
- Beginning with the *2012-13 State Budget*, a top 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). 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 scorecard 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

Encourage innovation and flexibility in the delivery of basic skills instruction.

Helping students to successfully master basic skills requires a range of interventions, from innovative pedagogical strategies to proactive student support services. The right combination of interventions varies across colleges and across student characteristics 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 also varies considerably. Despite the significant differences in individual student needs, resources are currently allocated to all community colleges for all basic skills students according to an FTES funding model which may not encourage innovation in curricular design, support services, or other areas that impact student success.

To allow greater local innovation in the delivery of basic skills, the Task Force recommends developing alternative funding models that would allow colleges to pilot new strategies for addressing the basic skills needs of students. This approach would allow districts to implement new approaches based on student need rather than on the timing and structure of the standard community college funding allocation model. Possible pilot strategies would address such areas as support services, curricular redesign, and improved success at the sequence level, the course level, or both. Colleges would receive funds to provide innovative instruction, not as a consequence of students having achieved stated goals.

Requirements for Implementation

- Allow a college, with the concurrence of its local academic senate, to seek the approval of the Chancellor’s Office to pilot innovative ways of delivering basic skills instruction that would be supported by regular FTES funding.
- Amend statute and the annual Budget Act to provide the Chancellor’s Office with the authority to allocate apportionment funding to colleges to implement innovative basic skills pilots. The amount of funding provided to a college under this alternative funding model would be equivalent to what a college would have earned to serve the cohort of students under the standard funding model.
- Funding would be provided to participating districts as a lump sum and would not be tied to performance outcomes. Rather, the intent is to allow for local innovation and experimentation in basic skills delivery.
- Colleges participating in alternative funding models would be eligible for exemption from the attendance rules that are contained in the regular FTES funding model.
- In order to assist in the identification of effective practices, colleges would report on student outcomes such as successful course completion, term-to-term persistence, and subsequent enrollment in transfer-level courses.
- A district’s ongoing participation under these alternative models would be contingent upon demonstration of improved student success rates.

A Review of Outcomes-Based Funding

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As part of its statutory charge, the Task Force studied outcomes-based funding as one of the 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 identified 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 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 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 national 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 recommended 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 Scorecard

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 outcomes-based accountability tool that would present key student success metrics in a clear and concise manner. These “scorecards” would be posted at the state and local level and would help the focus of attention of educational leaders on improving student performance. (Please see Recommendation 7.3 for additional details on the scorecard proposal.)

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Fellow Student Success Task Force Members:

I wanted to take this opportunity to recap the significant decisions reached during our November 9th meeting and review the next steps as we approach our final meeting in December and ready the final report for consideration by the Board of Governors in early January. First, I would like to thank each of you for the time and expertise you have devoted to this historic initiative that I am confident will lead to even better results for students in our community colleges.

As we reviewed the large amount of public feedback to the draft recommendations collected so far, it was evident that stakeholders both inside and outside our system are engaged and informed about the work of the Student Success Task Force. The extensive public input was helpful in identifying areas in which the draft recommendation could be improved. While several changes were approved at the November 9th meeting, others were agreed to in principle, pending the drafting of alternate language.

Categorical Program Consolidation.

One of the most significant changes agreed to by the Task Force was the decision to eliminate from the draft recommendations the proposal to consolidate categorical program funding. A considerable portion of the feedback from the field expressed concerns that consolidating categorical funding would threaten existing programs and diminish student support. Further, concerns were raised about the possible interaction of categorical consolidation on various matching requirements for federal funding. While the Task Force discussed options to mitigate the concerns, the final determination was to remove the categorical consolidation proposal from the Task Force recommendations. Task Force members did, however, request that the report be amended to urge state leaders to streamline the administration and reporting requirements of these programs and, at the college level, to urge programs themselves to strive to break down programmatic silos and voluntary collaborate in an effort to improve student success.

Career Development and College Preparation Non-Credit Courses.

Another recommendation that was re-examined in detail dealt with limiting non-credit classes to only those identified as Career Development or College Preparation. Considerable input was received that this proposal would threaten a variety of high priority courses, including Citizenship, English as a Second Language (ESL), and courses for individuals with acquired brain injuries. The Task Force discussed these concerns and made clear that the draft recommendation was not intended to negatively impact these courses. A subgroup of Task Force members agreed to fashion language that modifies recommendation 4.1 in a way that addresses the concerns in the areas noted above.

Requiring Students to Pay Full Cost for Courses Not in Education Plans.

At our November 9 meeting, recommendation 4.1 was further modified by the Task Force to remove the proposal to charge students the full cost of instruction for any courses not included in their education plans. While Task Force members continued to emphasize the need to prioritize access for students pursuing educational goals identified in education plans (related to transfer, basic skills, and career technical education), there was a widespread concern on the Task Force about establishing a two-tiered system of fees.

At my request, the modifications noted above to Chapter 4 will be drafted and sent out to the Task Force members prior to our December meeting.

Comprehensive Strategy for Addressing Basic Skills Education.

At town hall meetings and through the website forum, faculty expressed concern over this recommendation noting that ESL was inappropriately referenced in the work of the Task Force related to Basic Skills. The Task Force was sensitive to this concern and as a result, staff will be working with Task Force members to refine this recommendation.

Alternative Funding Model for Basic Skills.

Following considerable deliberation, the Task Force determined that this recommendation would be modified to provide the Chancellor's Office with the authority to develop alternate funding allocations, using apportionment funding, to promote innovation in basic skills instruction. A subgroup of Task Force members has agreed to help craft language to meet this end and consistent with the request noted above, the amended language will be sent via e-mail to members before the December meeting.

The final meeting of the Task Force will be held on Wednesday December 7, 2011 at the Le Rivage Hotel in Sacramento. At this meeting, we will discuss any new feedback received on the draft recommendations and review those items where the Task Force made changes. A final report will then be prepared for the Board of Governors to consider at its January 9-10, 2012 meeting.

I would like to emphasize that we will continue to gather public input as we work toward the Board of Governors meeting in January. Another town hall meeting is scheduled for Oakland on November 16, and on-line comments will be accepted and compiled to help inform this panel up until its final meeting and to help inform the Board of Governors as it considers final action.

Thank you all again for your engaged participation in this process. I look forward to seeing you in December.

Dr. Peter MacDougall
Chairman
Student Success Task Force