

College Curriculum Committee  
 Meeting Minutes  
 Tuesday, March 6, 2012  
 2:04 p.m. - 3:26 p.m.  
 Toyon Room

Item	Discussion
1. Minutes: February 21, 2012	Move to approve the minutes with one addition; #6 the suggestion was to <u>add</u> another Flex day to accommodate these discussions. (Hartwell, MacNeil) <b>Approved</b> .
2. Announcements a. Compass Network Group  b. ASCCC Plenary Reminder  c. Curriculum Updates  d. Division Report Out e. GE Tracks	<p><b>Speaker: Carolyn Holcroft, Scott Lankford</b></p> <p>a. This meeting was chaired by S. Brantz, SJSU faculty member, and the purpose was to discuss general education curriculum and outcomes at community colleges and CSUs. This meeting was mostly a planning meeting. Discussed our GE programs and assessments, and many possible directions in which we could move. Lankford found it very interesting to hear what CSUs are doing and the innovative ideas that came out of these discussions. They have shown that they are very interested in collaborating w/community college faculty.</p> <p>b. Last year reps asked that we remind them earlier that plenary was coming to give more time for divisions to discuss issues/resolutions to be voted on at plenary. The Area B regional AS meeting will be on March 30 and the initial packet of resolutions is usually published for review just after this. If you'd like to schedule a dept/division meeting to discuss the resolutions, plan to do so between approximately April 4 - April 18.</p> <p>c. Nunez announced 620 course changes have been finished for the 2012-13 Catalog. Nunez distributed lists by division of those courses still pending and their status.</p> <p>d. No news from the divisions.</p> <p>e. CH provided more information regarding the GE Track options. From the California Office of Administrative Law, Holcroft cited Sec. 55061 Philosophy and Criteria for Associate Degree and General Education that states:</p> <p><i>"In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems".</i></p> <p>The document also reminds us that the awarding of an AA/AS degree is intended to represent more than just an accumulation of units. Clarification was made that creating alternative GE tracks would NOT replace the "cafeteria" approach, would simply add another option. Lankford wanted us to be aware that there is a huge nationwide contingency that is going in this direction. Other private 4-yr institutions have adopted this philosophy for GE delivery and have had great success. With the cafeteria approach, students take a laundry list of courses and there's no cohesive idea tying them together. The comment was made many GE courses are outdated - that they are "dry as dust". Day</p>

	<p>provided information regarding interest-based GE and student retention rates thru these cohorts is quickly getting higher and higher, especially with students of color. One advantage to tracks is that they can indirectly lead to cohort formation, and cohorts have been shown to significantly increase success among Latino and African American students. Holcroft is working with a few faculty to develop a GE track around sustainability. Please continue to discuss the idea of GE tracks with your constituents.</p>
<p>3. Consent Calendar: a. General Ed Applications</p>	<p><b>Speaker: Carolyn Holcroft</b> Motion to approve all items. (Starer, Ziegenhorn) <b>Approved.</b> Area 1: ENGL 24, MUS 7, 7D, PHOT 11 Area IV: POLI 9 Area VII: BIOL 9, CNSL 1, 2, 90, COMM 2, 10, 12, CRLP 55, 70.</p>
<p>4. Non-credit Curriculum Process Transition</p>	<p><b>Speaker: Denise Swett</b> Non-credit curriculum yearly update. The non-credit curriculum process is defined in the Faculty Handbook. The NC committee is made of faculty from various discipline areas since several non-credit areas don't fall neatly into any of our designated departments/divisions. Course creation occurs when a faculty member approaches Denise Swett with an idea. If could potentially serve FH students, a number is requested and the faculty member writes the outline, it's reviewed and forwarded thru the dean, curr reps and forwarded to the Instruction Office through the C3MS processing system. When the course reaches the Instruction Office, it is forwarded to the CCC for review and approval. If the course is approved by CCC, it then goes to the FHDA Board for approval and then to the State Chancellor's Office for final approval. Swett gave update about the courses/programs currently offered.</p>
<p>5. GE SLOs</p>	<p><b>Speaker: Carolyn Holcroft</b> Accreditation considers GE a program and therefore we must have Program Learning Outcomes. We currently use "The Four Cs" as both our Institution-Level SLOs and our GELOs. Many faculty teaching GE courses forget to add reflections about whether students are successfully mastering the appropriate GELO(s). Reminder that ACCJC requires us to be proficient in the SLOAC process by October 2012. There was prolonged discussion about our current outcomes as there are some that feel they are not the best we could do, they do not seem to speak to the goals we've articulated for each of our seven GE areas. Whether or not we decide to make changes to our outcomes in the future, faculty teaching GE courses must continue to assess and reflect on student mastery of current GELOs. We have the opportunity to make a broader change if we decide another approach is a better option. Are we interested in adopting the LEAP Essential Learning Outcomes (what the CSU uses)? Or that we have 7 GE SLOs based on each of the identified areas, the 4 C's would remain our Institutional Outcomes? Possible models: 4Cs, GE Area SLO model, LEAP model, others? Take home: please remind faculty who have a GE course that they need to provide reflection for that course referring to the GE outcomes as well as the established outcomes for the</p>

	course. Foster discussion about GELOs and think about how you would like to see them in the future.
6. CLEP Presentation	<b>Speaker: Bernie Day</b> College Level Examination Program (CLEP). <b>Deferred</b> until the 3/20/12 meeting.

**Atendees:** K. Armstrong, J. Baker, F. Cammin, B. Cashmore, B. Day, I. Escoto, M. Francisco, B. Hanning, R. Hartwell, C. Holcroft, K. Horowitz, K. Jones, K. Jordahl, M. Knobel, S. Lankford, A. Lee, D. MacNeil, K. Messina, J. Nguyen, P. Murray, J. Ragey, B. Shewfelt, P. Starer, D. Swett, B. Ziegenhorn

**Minutes recorded by:** C Nuñez

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**New Course Proposal**

**Date Proposal Given to Division CCC Rep:** 3/6/12

**Proposed Title:**

HUMN 2 TRUE LIES: THE SEARCH FOR BEAUTY & TRUTH 4 UNITS

**Proposed Catalog Description:**

A cross-cultural, interdisciplinary introduction to aesthetics, the theories dealing with the nature of art and artistic judgment. Examines historical and contemporary views on literary, visual and performing arts and how these ideas have shaped the human experience. Explores distinctions between "fine" versus popular art as well as political art versus art-for-arts sake.

**Proposed Discipline:** Humanities

**Proposed Need/Justification Statement:**

Fulfills the criteria for a Foothill AA Degree in Humanities

Fulfills the Foothill GE Requirement in Area I

Fulfills the CSU and/or CU IGETC requirement in Area III

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

Humanities

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**Instruction Office:**

Date presented at CCC:

Division: Language Arts

Department: Humanities

Number assigned:

Faculty Author: Falk Cammin

Date number assigned/notification:

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**New Course Proposal**

**Date Proposal Given to Division CCC Rep:** 3/6/12

**Proposed Title:**

HUMN 3 TRAUMA & THE ARTS

4 UNITS

**Proposed Catalog Description:**

This course applies theories of trauma to representations of trauma and violence in literature, film and music with an emphasis on the transformative potential of the creative process. Topics include the representation of war, genocide and racism. Students will gain acuity to identify, understand, empathize, and respond to traumatic subjectivity, its images and artistic as well as social intent.

**Proposed Discipline:** Humanities

**Proposed Need/Justification Statement:**

Fulfills the criteria for a Foothill AA Degree in Humanities

Fulfills the Foothill GE Requirement in Area I

Fulfills the CSU and/or CU IGETC requirement in Area III

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

Humanities

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Department: Humanities

Number assigned:

Faculty Author: Falk Cammin

Date number assigned/notification:

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**New Course Proposal**

**Date Proposal Given to Division CCC Rep:**      3/6/12

**Proposed Title:**

HUMN 4      ARTS, IDEAS & VALUES

4 UNITS

**Proposed Catalog Description:**

Interdisciplinary introduction to artistic cultural studies. A critical analysis of the dynamic process through which contemporary cultural values and social constructions of gender, ethnicity, sexual orientation, social class, religion and globalization shape and have been shaped by artistic expression. Special emphasis is placed on art as a tool for social change.

**Proposed Discipline:** Humanities

**Proposed Need/Justification Statement:**

Fulfills the criteria for a Foothill AA Degree in Humanities

Fulfills the Foothill GE Requirement in Area I

Fulfills the CSU and/or CU IGETC requirement in Area III

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

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Date presented at CCC:

Division: Language Arts

Department: Humanities

Number assigned:

Faculty Author: Falk Cammin

Date number assigned/notification:

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**New Course Proposal**

**Date Proposal Given to Division CCC Rep:**      3/6/12

**Proposed Title:**

HUMN 5 WORLD MYTHS IN LITERATURE, ART & FILM      4 UNITS

**Proposed Catalog Description:**

An in-depth study of myths and legends from ancient Mesopotamia and Greece to ancient Asia, pre-Islamic Arabia and the various cultures of the pre-colonial Americas and their representation in literature, art and film. The course traces both the function and influence of myths from diverse cultural contexts on our understanding of the past and our experience of modern culture.

**Proposed Discipline:** Humanities

**Proposed Need/Justification Statement:**

Fulfills the criteria for a Foothill AA Degree in Humanities

Fulfills the Foothill GE Requirement in Area I

Fulfills the CSU and/or CU IGETC requirement in Area III

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

Humanities

---

**Instruction Office:**

Date presented at CCC:

Division: Language Arts

Department: Humanities

Number assigned:

Faculty Author: Falk Cammin

Date number assigned/notification:



# n of Events

## *Subject to change*

*This year's Spring Plenary Session will be held in conjunction with the Annual CIO Conference. Please continue to visit our website for more details about our joint program opportunities.*

### **Thursday, April 19, 2012**

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

8:00 a.m. to 8:30 a.m. Continental Breakfast

8:00 a.m. to 8:30 a.m. Candidate Information Session

9:30 a.m. – 3:30 pm: Consultation Council

9:00 a.m. to 10:15 a.m. First Breakout Session

1. Nuts and Bolts
2. Innovations in the Delivery of Instruction and Student Services
3. Helping Colleges Prepare for Extreme Budget Fluctuations
4. Creating a Process to Rapidly Respond to Urgent Issues
5. Statewide Efforts Toward Curriculum Standardization vs. Local Control
6. Resolution Writing and Training

10:30 a.m. to 11:45 a.m. Second Breakout Session

1. Anticipating Fall 2012 and Financial Aid Changes
2. Local Senate Response to SSTF Recommendations
3. Corporatization of Education
4. Instructional Materials
5. What are College and Career Readiness?
6. Accreditation
7. Repeatability

12:00 p.m. to 1:30 p.m. – Lunch and Keynote Presentation

1:45 p.m. to 3:00 p.m. Third Breakout Session

1. Implementing Matriculation in the 21st Century
2. Assessing GE and Institutional Outcomes
3. Defending the 50% Law, 75/25, and the FON
4. How Can We Make Curriculum Processes More Responsive and Streamlined
5. Common Core and Partnering with K-12
6. Accountability Reporting and the Basic Skills Balance Between Noncredit and Credit
7. SB 1440 TMC-aligned AA-T/AS-T Degrees

3:30 p.m. to 4:30 p.m. Second General Session: Student Success Task Force

4:30 p.m. to 6:30 p.m. Caucus Meetings

4:45 p.m. to 5:45 p.m. Resolution Writing

5:00 p.m. to 6:00 p.m. Discipline List Hearing

6:00 p.m. to 6:30 p.m. Candidate Orientation

6:30 p.m. to 8:30 p.m. Presidents' Reception *featuring Mira and the Coasters*

### **Friday, April 20, 2012**

7:30 a.m. Registration/Delegate Sign In

8:00 a.m. to 8:30 a.m. Continental Breakfast

8:30 a.m. to 9:45 a.m. Third General Session: Election Speeches

10:00 a.m. to 12:00 p.m. Area Meetings

12:00 p.m. to 2:00 p.m. Fourth General Session: Lunch and Presentation

2:15 p.m. to 3:30 p.m. Fourth Breakout Session

1. S&P Equivalencies
2. Associate Degrees for Transfer: Messaging to and Counseling for Students
3. Legislation and Advocacy
4. SSTF Implementation Hot Topics
5. Guiding Planning with Assessment
6. Lessons Learned from Finland's World Class Educational System

3:45 p.m. to 5:00 p.m. Fifth Breakout Session

1. COMPASS and Revitalizing GE
2. Building Connections with Other Campus Constituencies
3. What Has the Senate Done for you Lately?
4. Ending Harassment, Intimidation, and Bullying
5. Dealing with Grants that Involve Curriculum Development
6. Textbook Affordability

5:15 p.m. to 6:00 p.m. Officers Candidate Forum

5:15 p.m. to 6:00 p.m. Resolution Amendment Discussion Breakout

5:30 p.m. to 7:00 p.m. Caucus Meetings

6:15 p.m. to 6:45 p.m. Executive Committee Meeting

6:00 p.m. to 7:00 p.m. President's Circle Reception (*sponsored by The Foundation*)

### **Saturday, April 21, 2012**

7:30 a.m. Registration/Delegate Sign In

7:30 a.m. – 8:15 a.m. Breakfast

8:00 a.m. to 12:00 p.m. Fifth General Session

12:00 p.m. – 12:45 p.m. Lunch

1:00 p.m. – 5:00 p.m. General Session Continues

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(916) 445-4753

## APPENDIX C

# 1 The Role of Counseling Faculty and 2 Delivery of Counseling Services 3 in the California Community Colleges

4  
5 ADOPTED FALL 1994; REVISED AND ADOPTED SPRING 2012  
6

7 Academic Senate for California Community Colleges  
8 COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE  
9 TRANSFER AND ARTICULATION COMMITTEE 2011-2012

10  
11 Beth Smith, Grossmont College, Chair  
12 Stephanie Dumont, Golden West College  
13 Michelle Grimes-Hillman, Mt. San Antonio College  
14 Christie Jamshidnejad, Diablo Valley College  
15 Janice Johnson, Grossmont College  
16 Jesse Ortiz, Woodland College  
17 Van Rider, Antelope Valley College  
18 Miles Vega, Porterville College  
19

20 *With special thanks to the Region 8 Online Counseling Consortium*  
21  
22

23 COUNSELING AND LIBRARY FACULTY ISSUES  
24 SUBCOMMITTEE 1993-1994  
25

26 Janis Perry, Rancho Santiago College, Chair  
27 Kevin Bray, Sierra College  
28 Sue Lorimer, American River College  
29 Lisa Raufman, Moorpark College  
30 John Suter, Sacramento City College  
31 Celeste Sager, Yuba College  
32 Bernadette Kubacki, San Diego CCD, Cont. Ed. Ctr.  
33 Rosalie Amer, Cosumnes River College  
34 Val Mitchell, Cerritos College  
35

36 *Special thanks to the members of the 1993-94 Regional Counseling Facilitators*



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81  
82  
83  
84 What's New in the 2012 Revision? The original paper, *The Role of Counseling*  
85 *Faculty in the California Community Colleges* (1994), provided principled  
86 positions of the Academic Senate regarding the essential function of counselors  
87 and the delivery of counseling services in helping students achieve success.  
88 The paper concluded with specific guidance on appropriate roles for  
89 paraprofessionals, and an appendix addressed the role of faculty advisors.  
90 Much of the content from the original paper remains in this version because,  
91 nearly thirty years after the 1986 Seymour-Campbell Matriculation Act, it is  
92 still compelling and necessary for ensuring quality educational experiences for  
93 students and useful for local senates in crafting initiatives to improve student  
94 success. Some of the Title 5 regulation language has been removed, as  
95 legislation pertaining to matriculation is under revision at this time due to the  
96 Board of Governors' 2012 endorsement of the Student Success Task Force  
97 Recommendations. Added to the paper is a description of education plans and  
98 a section on technology and online counseling, and the sections on  
99 paraprofessionals and faculty advisors have been incorporated into the body of  
100 the paper rather than included as an appendix. Summary recommendations  
101 have also been included in this revision.  
102

## 103 Introduction

104 At the fall 1993 Plenary Session of the Academic Senate for California  
105 Community Colleges, Resolution 15.1 was adopted, stating,  
106  
107       Whereas counseling is a distinct faculty discipline within the Faculty  
108       Disciplines list, and  
109  
110       Whereas a counseling discipline ensures professional education and  
111       training at the Master's level leading to appropriate counseling  
112       knowledge, competencies and skills, and  
113  
114       Whereas there is no statewide definition of, or limitations on, the role of  
115       the counseling/advising paraprofessional, and  
116  
117       Whereas some districts are replacing counseling faculty with  
118       counseling/advising paraprofessionals;  
119  
120       Therefore be it resolved that the Academic Senate for California

122       Community Colleges direct the Executive Committee in consultation with  
123       counseling faculty, to recommend standards for counseling  
124       paraprofessionals to the Board of Governors that define the role and  
125       scope of persons in paraprofessional counseling positions and ensure  
126       that the professional counseling services are not being provided by  
127       paraprofessionals.

128  
129       Resolution 8.01 in Fall 2011 directed the Academic Senate to update the  
130       original paper:

131  
132       Whereas, The Academic Senate for California Community College's 1994  
133       paper *The Role of Counseling Faculty in California Community Colleges*  
134       describes a range of activities performed by counseling faculty which are  
135       still appropriate for counseling in the 21st century but do not include how  
136       the role of counseling has evolved with the introduction of technology;

137  
138       Whereas, The Academic Senate for California Community Colleges  
139       adopted the 2003 *Consultation Council Task Force on Counseling Report*, as  
140       well as the new minimum qualifications for the counseling discipline,  
neither of which are reflected in the existing paper;

141  
142       Whereas, In Spring 2008 the Academic Senate for California Community  
143       Colleges passed resolution 8.01 (Support for Online Counseling Services)  
144       which in part called upon the Academic Senate to "develop written  
145       documents describing effective practices for the provision of online  
student services in the California community colleges"; and

146  
147       Whereas, Colleges continue to hire paraprofessionals without regard to the  
148       guidelines outlined in the 1994 paper or subsequent resolutions approved  
149       by the Academic Senate calling for colleges to adhere to the principles set  
forth in both the 2009 *Role of Counseling Faculty in California Community  
Colleges* and the *Standards of Practice for California Community College  
Counseling Faculty and Programs* adopted papers;

152       Resolved, That the Academic Senate for California Community Colleges  
153       update the paper *The Role of Counseling Faculty in California Community  
Colleges* to include current minimum qualifications and information from  
155       the *Consultation Council Task Force on Counseling Report*, effective  
156       practices for the provision of online academic advising, and other student  
157       service practices under the scope of responsibility of counseling faculty.

158  
159 The purposes of this paper are threefold. First, it clarifies the role of the  
160 counseling discipline and provides a description of a comprehensive student  
161 education plan in the California Community College system. Second, it  
162 provides a foundation for discussion of the uses and restrictions of  
163 paraprofessionals in the delivery of counseling services. Third, it offers updates  
164 on minimum qualifications, the use of faculty advisors, and current trends in  
165 technological tools and online counseling, as well as a chronology of funding  
166 patterns and legislative activity to date, that provide a more wide-ranging  
167 perspective of how the profession of counseling has evolved—or not—since  
168 1994. The paper provides an introduction to the important work of counseling  
169 faculty and their essential contributions to student success. In this time of  
170 increased student demand and diminishing resources, this document provides  
171 local academic senates with a planning resource to be used when developing  
172 policy and implementing recommendations associated with "student  
173 preparation and success" (Title 5, Section 53200 (b)(5)).  
174

175 The core functions of counseling faculty are detailed in Academic Senate's  
176 *Standards of Practice for California Community College Counseling Faculty and*  
177 *Programs (2008)* and have not changed over the past thirty years. Rather, it is  
178 the recognition of the relevance and necessity of that role, and how counseling  
179 services are delivered, that has evolved.

180  
181 **Background**  
182

183 In 1979, the Board of Governors received a Task Force Report on the state of  
184 counseling in the California community colleges. That report provided a clear  
185 statement of the educational and socio-cultural diversity of the student  
186 population and its counseling needs and eloquently described the need for and  
187 the complexity of the counseling role in providing support to students making  
188 their way through community colleges. A dominant theme of the report was  
189 the need for a generalist, trained in counseling skills and familiar with the  
190 entire curriculum, to work with students (Hirschinger 1979).

191  
192 By 1994, beset by the challenges of dramatic growth, a rapidly diversifying  
193 student body, variable funding, and legislative imperatives such as the  
194 Matriculation Act and AB 1725, California community colleges struggled to  
195 provide adequate counseling services to their students. The ensuing effort to  
196 meet these imperatives with insufficient resources resulted in an examination  
197 of how counseling services were delivered. Some colleges employed  
198 paraprofessionals (also called counselor assistants, specialists, information  
199 technicians or educational advisors) to meet some of the demands. Still other

200 colleges instituted or expanded the role of the faculty advisor.

201

202 In 2003, an increasingly diverse student population, variable funding, and  
203 other legislative imperatives were still the norm, yet it was not until the  
204 Academic Senate adopted the Consultation Task Force Report on Counseling  
205 (2003) that attention was paid to how very little the system had been investing  
206 in student support services since the passage of the Matriculation Act in 1986  
207 and AB 1725 in 1988. The report highlights survey results indicating an  
208 actual counselor-to-student ratio of 1:1918 in contrast to the recommended  
209 ratio of 1:900 which the task force calculated using the Title 5 §58732 formula.  
210 The report concludes with the assertion that "California public community  
211 college education again confronts a dire lack of fiscal resources. The core of  
212 the community colleges, to provide access and equitable opportunity, is  
213 threatened by the dissipation of the state budget." It also confirms, "California  
214 community college students need much better access to counseling faculty at  
215 community colleges throughout the state." And finally, "The data show when  
216 there is access to adequate, comprehensive counseling services, student  
217 success is significantly enhanced. The data also show that access to  
218 counseling in our community colleges is inadequate by any measure."

219

220 Then in 2006, with the unveiling of the Basic Skills Initiative (BSI), the colleges  
221 continued attracting the most diverse students, the system was gearing up for  
222 higher graduation standards in mathematics and English, and the legislature's  
223 interest in student success was increasing. The 2007 *Basic Skills as a*  
224 *Foundation for Student Success in California Community Colleges* outlined the  
225 program components necessary for basic skills students to be successful. To  
226 no one's surprise, the research validated the need for mandatory orientation,  
227 assessment, and placement, along with substantial and accessible counseling  
228 support that is integrated with academic courses and programs. A review of  
229 the literature revealed "a strong counseling component is characteristic of  
230 successful remedial programs..." and "key to this success is a program that  
231 integrates counseling with teaching and has a highly structured, easily  
232 accessible, and proactive format." Specifically, the literature pointed out that  
233 in a successful model, "counselors move from the role of crisis intervention to  
234 that of a more preventative, proactive function." Research further suggested  
235 that counselors trained specifically to work with developmental students must  
236 be responsible for the counseling of those students. While BSI funding  
237 provided the first opportunity since the Matriculation Act of 1986 to financially  
238 support select counseling efforts, it involves one time monies restricted for use  
239 with basic skills students and therefore is not a feasible source of funds for  
240 hiring faculty. Additionally, the BSI funding, as a categorically funded  
241 program, is under constant threat of consolidation and defunding.

243 In 2011-12, California community colleges continue to be one of the most  
244 diverse systems of higher education in the nation and face the challenge of  
245 more legislative directives aimed to reform community colleges at a time of  
246 severe budget decreases. The Board of Governors has endorsed the *Student*  
247 *Success Task Force Recommendations* (2012), which again target the  
248 importance of strengthening student support services if colleges are to improve  
249 student success. One recommendation mandates that every student have an  
250 education plan due to the significant improvement in student success of those  
251 students who have and follow such a plan. The task force recommendations  
252 and others in the system recognize the significant benefits of quality,  
253 comprehensive counseling supplemented with appropriate technology, yet  
254 community colleges are still challenged by the costs of providing counseling  
255 services in terms of both staffing considerations and technological development  
256 to meet student needs. But technology alone is insufficient to deliver  
257 counseling services, and the content of any technological tools used by  
258 students must be informed and maintained by counseling faculty. Today's  
259 students face a myriad of complex academic and personal issues as well as  
260 concerns about succeeding in college, and quality counseling programs staffed  
261 by professional counseling faculty are critical to ensure that students achieve  
262 their educational and career goals. By helping students identify those issues  
263 and deal effectively with them through academic, career, and personal  
264 counseling, counseling faculty provide a means for students to be successful  
265 both academically and personally.

266

## 267 Education Plans

268

269 Counseling faculty are professionally trained to diagnose the difficulties  
270 students face in pursuing and achieving their educational goals, to prescribe  
271 solutions for those difficulties, and to support students as they inch or stride  
272 toward success. Crucial to performing these services effectively is the  
273 counselor's understanding of the students' stated goals within the context of  
274 human development and the inevitable changes that occur as students  
275 progress through a college education. Even when students articulate clear  
276 initial goals, counseling faculty understand that students' lives and goals  
277 change as a result of their unfolding educational experiences or personal  
278 situations. The common and beneficial outcome of professional academic  
279 counseling is the student education plan (see Appendix A for examples of  
280 education planning tools) that includes but is not limited to the following:

281

- 282 • Consideration of and planning for multiple layers of student goals,  
283 e.g. associate degree to transfer to professional school

284       • Recommended course sequencing that reflects a balanced course load  
285        based on a student's strengths, scheduling patterns, and course  
286        requirements with prerequisites built in  
287       • Student support referrals to services both on and off campus  
288       • Information about auxiliary requirements to meet a student's  
289        educational goals, e.g. testing, Advanced Placement (AP) scores,  
290        minimum GPA, and deadlines  
291       • Planning for and prioritizing multiple transfer institutions  
292       • Recommendations of courses to increase a student's competitiveness  
293        for admission, if transfer is intended  
294       • Distinction of catalog rights and options for selecting a catalog year  
295       • Professional knowledge of programs, e.g. the difference between Photo  
296        Journalism as a Bachelor of Fine Arts under "Art" or as a  
297        Communications/Journalism "photojournalism" degree; differences  
298        between programs at different institutions (Psychology at a UC vs.  
299        CSU)  
300       • Evaluation of transcripts from other institutions

301  
302       Because of their diversity in abilities and sophistication, a segment of  
303       community college students may appear self-directed and thus may achieve  
304       success by guiding themselves with a catalog, advisement sheets, and access to  
305       technology. This group of students may have success navigating the complex  
306       process of educational planning without the need for comprehensive counseling  
307       support. Yet even these more savvy students can benefit from professional  
308       counseling services and often seek counseling to have their decisions and  
309       pathways affirmed by counselors.

310  
311       The vast majority of community college students can benefit from career,  
312       academic, or personal counseling during their time on campus. But with  
313       continued lack of sufficient funding for classes and counseling appointments,  
314       increased use of paraprofessionals, supplanting comprehensive counseling  
315       with technology, and requiring students to declare a major before they are  
316       ready to make an informed decision in order to maintain enrollment priority,  
317       students may experience greater stress and aggravation while attempting to  
318       steer their academic careers. The higher the stakes, the more students will  
319       want access to counselors, which underscores the need for more counselors in  
320       the colleges, especially full-time counselors. The role of counseling faculty is  
321       unique among the faculty of community colleges. The counselor's role is even  
322       more crucial to student success when we consider that it is not just likely that  
323       students at community colleges will encounter difficulties; it is, in most cases,  
324       inevitable.

326    Minimum Qualifications and Other Roles

327

328    The *Minimum Qualifications for Faculty and Administrators in California*  
329    *Community Colleges* adopted by the Board of Governors specify that counseling  
330    faculty must hold a "Master's in counseling, rehabilitation counseling, clinical  
331    psychology, counseling psychology, guidance counseling, educational  
332    counseling, social work, career development, marriage and family therapy, or  
333    marriage, family and child counseling, or the equivalent. Note: A license as a  
334    Marriage and Family Therapist (MFT) is an alternative qualification for this  
335    discipline, pursuant to Title 5 §53410.1" The professional education and  
336    training required of community college counseling faculty enable them to play a  
337    variety of roles and offer a range of activities to meet students' counseling  
338    needs.

339

340    The nation's graduate programs in counseling have gone to great lengths to  
341    standardize the competencies expected of degree recipients. The list of  
342    competencies below has been drawn from materials supplied by California  
343    State University graduate programs in counseling. Although not meant to be  
344    an exhaustive list, it begins to define the specialized skills of counseling  
345    professionals:

346

- 347        -knowledge of human development, both normal and abnormal
- 348        -understanding of the theories of counseling and personality
- 349        -knowledge of and sensitivity to social, cultural, and ethnic issues
- 350        -knowledge of ethical and legal aspects of counseling
- 351        -knowledge of the learning process
- 352        -knowledge of decision making and transition models
- 353        -ability to diagnose student problems
- 354        -ability to help students form and clarify their educational values and  
355           goals
- 356        -ability to help students learn problem-solving and decision-making  
357           skills
- 358        -ability to work with students to develop optimal student education  
359           plans
- 360        -ability to facilitate groups and workshops
- 361        -ability to develop effective curriculum
- 362        -knowledge of effective instructional methods and strategies
- 363        -ability to teach counseling courses effectively
- 364        -ability to provide crisis intervention and support
- 365        -ability to identify the need for mental health counseling and referral to  
366           community resources

367 -knowledge of career development methods, techniques, and  
368 instruments  
369 -knowledge of changes taking place in the economy and the job market  
370 -knowledge of the use and misuse of assessment instruments and test  
371 data  
372 -knowledge of educational programs and their requirements  
373 -knowledge of the structure and institutional relationships of higher  
374 education  
375 -ability to develop and coordinate service programs  
376 -ability to provide effective consultation to students, teachers, peers,  
377 administrators, and community members.  
378

379 The Education Code's definition of the role of counseling faculty reiterates the  
380 critical responsibility of the counselor to support student success in such areas  
381 as student self-assessment, decision-making, goal setting, and goal  
382 implementation. Title 5 §51018 lists the following four functions for counseling  
383 programs:

- 385 1. Academic counseling, in which the student is assisted in assessing,  
386 planning and implementing his or her immediate and long-range  
387 academic goals.
- 389 2. Career counseling, in which the student is assisted in assessing his or  
390 her aptitudes, abilities, and interests and is advised concerning the  
391 current and future employment trends.
- 393 3. Personal counseling, in which the student is assisted with personal,  
394 family or other social concerns, when that assistance is related to the  
395 student's education.
- 397 4. Coordination with the counseling aspects of other services to students  
398 which may exist on the campus, including, but not limited to, those  
399 provided in programs for students with special needs, skills testing  
400 programs, financial assistance programs, and job placement services.

401 These distinctions are somewhat arbitrary in light of the mix of concerns  
402 students present to counseling faculty in a single session. For example, a  
403 request for transfer information commonly evolves into a session about  
404 handling intense parental pressure or doubts about career direction. Student  
405 disclosures of substance abuse or sexual abuse may occur in sessions  
406 ostensibly dealing with career decision-making. And sessions about academic  
407 difficulties may uncover learning disabilities. These examples illustrate the  
408 complex needs students bring to counselors in the community colleges. These

410 problems require counseling faculty to respond with an array of professional  
411 skills, sensitivities, and counseling techniques, all grounded in an  
412 understanding of human development. Most interactions with students  
413 regarding academic matters require sensitive counseling evaluations and are  
414 not, as some believe, simply the provision of curriculum information.

415  
416 When access to career counseling is reduced, students may spend more time in  
417 college and more effort than necessary wrestling with career decisions, remain  
418 longer as undeclared majors, take a number of courses without a sense of  
419 purpose, lose motivation and drop out, or, in fact, obtain a degree without a  
420 clear career goal. A counselor's guidance through this natural struggle is  
421 paramount. As long ago as in 1987 Vincent Tinto, recognized leader in student  
422 success research, noted that 75% of students will experience uncertainty with  
423 stated educational goals, both academic and occupational, and data from the  
424 2011 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities  
425 Survey Summary Report reveal that community college students rank  
426 counseling and academic advising as important or very important and student  
427 satisfaction is tied to effective academic advising services.

428  
429 Personal counseling is also critical to ensure the success of many of our  
430 students. Young students experiencing the stress of their transition into  
431 adulthood and re-entry students balancing the burdens of work, family and  
432 academics are both certain to face times of conflict and confusion where their  
433 goals are undermined by their personal conflicts. Today community colleges  
434 are flooded with veterans from 21<sup>st</sup> century wars in the Middle East, and  
435 counseling faculty are responding by increasing their knowledge of post-  
436 traumatic stress disorder, traumatic brain injuries, and other issues unique to  
437 veterans. Other students with psychological disabilities, protected under the  
438 Americans with Disabilities Act, must also receive support. These students  
439 and others who experience crisis situations while taking courses at our colleges  
440 need additional special services to cope. Personal counseling benefits many  
441 students, helping them manage their difficult life situations while they progress  
442 in college. Counseling should be provided in the context of the student's  
443 individual educational needs and other areas that contribute to academic  
444 success. When a student's need for counseling extends beyond academic or  
445 career counseling, and in some cases requires resources outside the scope of  
446 services of the counseling department, counseling faculty are trained to make  
447 appropriate referrals.

448  
449 Roles and Uses of Paraprofessionals and Faculty Advisors

450

451 Paraprofessionals

452

453 Paraprofessionals (also called counselor assistants, information technicians,  
454 educational advisors, or specialists) have for some time been employed by  
455 universities, where student needs are less varied and goals are more uniform,  
456 and now there is a call for wider use of these paraprofessionals in California  
457 community college counseling departments. Use of paraprofessionals continues  
458 to grow despite on-going concern they might be pressed into roles beyond their  
459 job duties and for which they may not be qualified. Paraprofessionals can  
460 support counseling faculty and students, just as instructional assistants help  
461 instructional faculty in the classroom, provided paraprofessionals are  
462 performing functions within the scope of their defined roles.

463

464 The amount of education or experience required of paraprofessionals has not  
465 been established at the state level. Districts hiring paraprofessionals have  
466 historically set their own standards. These standards have varied with the  
467 nature of the tasks required of the position. Frequently, the paraprofessional is  
468 someone who possesses an associate or bachelor's degree and may have  
469 student services experience. Paraprofessionals might also be community  
470 college or university students. While the specific qualifications for a given  
471 position might differ, three crucial issues must be considered when developing  
472 a job description: first, that the competencies expected of paraprofessionals  
473 need to be defined explicitly, with the full participation of counseling faculty;  
474 second, that paraprofessionals need to be trained and supervised carefully with  
475 full participation of counseling faculty; and last, that paraprofessionals not be  
476 expected or allowed to perform tasks beyond their job duties and specified  
477 qualifications.

478

479 To identify the appropriate roles of paraprofessionals, colleges must clarify the  
480 activities that do not require the minimum qualifications of the counseling  
481 discipline. The following is a list of such potential activities:

482

483 (1) Assisting at registration by providing information and referring  
484 students to campus offices and services. This information might include  
485 important dates and deadlines, how to read a class schedule, or how to  
486 navigate an enterprise software system. Paraprofessionals can also  
487 assist students in scheduling classes once the student education plan  
488 has been developed by counseling faculty.

489

490 (2) Providing information about program requirements: Many  
491 counseling departments prepare materials about college programs to  
492 help students plan their schedules. Paraprofessionals could disseminate  
493 this information.

494

495 (3) Facilitating and supporting activities: There are many useful  
496 activities that paraprofessionals could provide in Transfer Centers,  
497 Career Centers, Assessment Centers, Disabled Student Programs,  
498 Veteran's Resource Centers and Extended Opportunity Programs. They  
499 might assist students in using reference materials or electronic career  
500 information, coordinate university tours or visits by university  
501 representatives, design and organize advertising for counseling center  
502 activities, make classroom presentations to students about the services  
503 of various campus offices and programs, disseminate placement test  
504 results as long as interpretation of the results is left to counseling  
505 faculty, or assist with community outreach such as visits to high  
506 schools.

507  
508 Counseling faculty must clarify the limits on the use of paraprofessionals in  
509 order to protect the integrity of the counseling discipline. When activities with  
510 students go beyond providing specific requested information and migrate into  
511 the areas of goal setting, planning, and decision-making, the student needs to  
512 be referred to a counseling faculty member. What may have begun with a  
513 routine question about a course may quickly lead to the explanations for the  
514 choice, the career goals associated with that choice, or the appropriateness of  
515 the major, program, or transfer institution. The responsibility for addressing  
516 these situations is within the scope of the established minimum qualifications  
517 for counseling faculty and is beyond not only the job duties of  
518 paraprofessionals but also often beyond their competencies and qualifications.

519  
520 Institutions must ensure that paraprofessionals are not allowed to venture into  
521 academic counseling where they would be called upon to interpret, advise, or  
522 judge the appropriateness of a student's course or program choice, since these  
523 activities are beyond the scope of their jobs. For this reason, paraprofessionals  
524 should not advise undeclared students or students on probation, nor should  
525 they produce student education plans.

526  
527 Furthermore, interpreting assessment results for students or weighing multiple  
528 measures for course placement are also not appropriate activities for  
529 paraprofessionals. Such interpretations require knowledge of assessment  
530 methods and the use of professional judgment, which belong properly with  
531 faculty trained to perform these functions.

532  
533 The following ASCCC adopted resolutions support counseling faculty in their  
534 insistence that paraprofessional hiring follow senate sponsored guidelines:

535  
536 FA93 15.01 Counseling Service Standards

537 SP98 8.01 Use of Paraprofessionals to Perform Counseling Activities

538 SP99 8.02 Appropriate Uses of Paraprofessionals  
539 SP01 8.01 Use of Paraprofessionals  
540 SP10 8.01 Commitment to Established Principles and Guidelines Regarding  
541 Use of Paraprofessionals  
542 SP11 8.01 Title 5 Change to Clarify the Role of Advisors and  
543 Paraprofessionals in Counseling  
544 FA11 8.01 Update Senate Paper on the Role of Counseling Faculty in  
545 California Community Colleges  
546  
547 The Rostrum article "When Are Counseling Paraprofessionals Appropriate? A  
548 Friendly Reminder" (March 2010) also serves to remind interested parties of the  
549 strong positions taken by the Academic Senate.  
550

551 Non-Counseling Faculty Advisors

552 One well-published key to retention is a student's sense that the institution is  
553 interested in his or her success. Non-counseling faculty can play an important  
554 advising role and serve as a vehicle to express that interest, provided the  
555 advising does not expand to functions reserved for counseling faculty. Faculty  
556 advisors should have the minimum qualifications to teach in the subject area  
557 in which they provide advising and should exhibit the following competencies:  
558

559 -ability to interact non-judgmentally with students using effective helping  
560 skills  
561

562 -interest in serving as an advisor (no one should be assigned advising  
563 responsibilities automatically).  
564

565 Activities within the scope of faculty advisors are the following:  
566

567 (1) Providing information regarding programs, career opportunities, and  
568 course selection in their disciplines.  
569

570 (2) Referring students to appropriate services. The faculty advisor can  
571 provide a link for the student with other essential services: counseling,  
572 financial aid, career center, veteran's resource center, services for  
573 students with disabilities, tutoring center, health center, etc. Faculty  
574 advisor training must include learning to recognize when referrals back  
575 to counseling are necessary.  
576

577 (3) Coordinating with counseling departments: non-counseling faculty  
578 are excellent resources for discipline-related information; counseling  
579 faculty can provide comprehensive training on skills and strategies  
580

581 necessary for successful advising. Instructors who advise and the  
582 counselors who train them share the responsibility to make faculty-  
583 advising activities a supplement to, rather than a replacement for,  
584 counseling services.

585  
586 Counseling departments should develop a clear written process for engaging  
587 faculty advisors as well as provide sufficient training for the advisor to be  
588 successful. All parties must understand the following distinctions between  
589 counseling and advising and understand that faculty advisors are clear about  
590 circumstances under which they must refer a student to a counselor:

591

- 592 • **Advising** focuses on giving students the information they need to reach their stated goals.  
593 Advisors explain and clarify this information for students and present their material in a  
594 manner sympathetic to the needs and situation of the student. Advising responds to  
595 student requests for discipline-specific information.
- 596 • **Counseling** is required when the student needs more than just specific information.  
597 When goals are not yet set, when decisions are not yet made, or when the problem goes  
598 beyond a need for data, the student needs counseling. In this context, advisors should not  
599 advise undecided or probationary students who, by the nature of their situation, require  
600 counseling. Nor is it appropriate for advisors to be called counselors. This practice only  
601 adds to the confusion of students about the roles of the individuals serving them.

602

## 603 604 Technological Tools and Online Counseling

605  
606 *Standards and Practices of California Community College Counseling Faculty and*  
607 *Programs (2008)* succinctly describes the healthy balance between the use of  
608 technology and the role of a counselor. Technological tools have the capacity to  
609 improve access and accuracy in the delivery of information and can help  
610 colleges meet the needs and expectations of students. Technology, however,  
611 cannot replace the human interaction and complex task of properly counseling  
612 students. The paper goes on to outline principles for technology use which  
613 should be included in any technology plan, the availability of electronic student  
614 education plans, online counseling, and online orientations. Counselors must  
615 take the lead on development, implementation, and application of technology  
616 plans designed to increase student access to support services.

617  
618 As technologies continue to emerge and develop, student support services,  
619 including counseling, are faced with the task and responsibility of integrating  
620 these emerging technologies into their delivery of services. Despite many  
621 students' familiarity and comfort with conducting day-to-day tasks using  
622 technology and communicating online or through smartphone applications, the  
623 digital divide still exists. Faculty should be comprehensive when integrating

624 and expanding into the online realm to ensure that students have access to  
625 reliable and formal information from the college in several different forms and  
626 mediums:

627

628 Social Networking: social networking mediums represent a common  
629 gathering area for students. Individual colleges, counseling faculty, and  
630 student services departments may strive to make their presence known on  
631 these networking sites as another means of outreach and marketing.

632

633 Electronic Messaging: students have an expectation of immediacy that  
634 includes how they receive information. Twitter and other instant messaging  
635 technologies are increasing in popularity, and counseling departments  
636 should discuss how to best integrate instant messaging into their services.

637

638 Video Communication: a live chat feature in a program such as Skype™  
639 allows for text based conversations as well as interactive, yet private,  
640 communication.

641

642 Posting Documents, Wikis, etc: society's increased presence online has also  
643 resulted in the expansion of user-generated and readily accessible Internet  
644 content. With resources ranging from complex documents found on various  
645 websites in portable document file (PDF) format to community generated  
646 and managed reference information (wikis), students have grown  
647 accustomed to searching and gathering information online at their  
648 convenience. Counseling faculty and student services must meet this  
649 expectation and demand for Internet-based information for student  
650 accessibility and retrieval.

651

652 Online counseling's emergence and growth in California Community Colleges is  
653 directly related to the commonplace nature of the Internet in the daily lives of  
654 students, as well as the Title 5 mandate and accreditation standards requiring  
655 colleges to provide comparable services for students whether taking courses  
656 face-to-face or via distance education. In the early 1990s as more campuses  
657 began exploring and implementing distance education courses, counseling  
658 faculty saw an influx of counseling related questions. The continued growth of  
659 online counseling at California Community Colleges is directly tied to the  
660 demand for counseling services not only by students taking courses solely  
661 online, but at the same time by a general student population growing more  
662 technologically literate and expecting to have services available online. This  
663 interest necessitates an organized, streamlined approach to manage the  
664 increase in counseling inquiries potentially originating from anyone who has  
665 internet access, an e-mail account, and a college's website. As the Internet has  
666 become interwoven with daily life, online counseling programs have become

667 more commonplace and increasingly accessed by students at community  
668 colleges. And while colleges must meet students where they are technologically,  
669 they must equally be mindful of those students who have limited access to  
670 technology. Colleges must include traditional means of communication to  
671 ensure all students have access to essential information.

672

673 Just as colleges must distinguish between counseling and faculty advising, it is  
674 equally critical to discern online counseling from online advising. Online  
675 counseling primarily describes communication between counseling faculty and  
676 students taking place outside the confines of the traditional office setting.  
677 These communications may be facilitated by any number of Internet and  
678 online-based technologies that will allow transmission of information used by  
679 students in making decisions related to academics, careers, and, on occasion,  
680 minor personal concerns or issues. Online counseling closely mirrors many of  
681 the interactions, topics discussed, and interventions prescribed in a traditional  
682 in-person counseling appointment, and online advising addresses a much more  
683 limited scope of topics in less depth and breadth than possible via counseling.  
684 Such advising topics may include registration assistance, information  
685 regarding program requirements, assistance in using reference materials or  
686 electronic records systems, etc.

687

688 Various state-funded and campus-based initiatives like CCC Confer,  
689 ASSIST.org, the Transfer Counselor Website, and campus-based degree audit  
690 systems serve as powerful online resources to fuel and streamline the delivery  
691 of online services and are examples of the many online tools counseling faculty  
692 regularly use to supplement face-to-face counseling.

693

694 Counselors conducting online counseling and individuals providing online  
695 advising must be knowledgeable and competent in the delivery of online  
696 services. Counseling departments should schedule regular training sessions  
697 for counseling faculty and paraprofessionals interested in participating in  
698 online counseling and advising.

699

## 700 Conclusion

701

702 From before even setting foot on campus to the day a student graduates,  
703 transfers, or fulfills his or her academic goals, more community college  
704 students need professional counseling throughout their educational experience  
705 to achieve success. Research on retention and success indicates that students  
706 perform better when guided by counseling faculty in their academic planning  
707 and career discovery, research, and decision-making and with personal  
708 concerns that may interfere with their education. Concerns related to financial

709 expediency must not lead colleges to assign a counselor's role to others less  
710 qualified to perform the work or to technology-based solutions secured to  
711 substitute for the professionals trained to assist students. Computerized  
712 information systems and streamlined registration processes do not replace the  
713 need for the personal connection between counseling faculty and students.  
714 With the guidance of counseling faculty, advisors and paraprofessionals can  
715 contribute, when appropriate, to the services and information provided to  
716 students, and students should always be reminded to speak directly with a  
717 counselor for details and current information regarding transfer and degree  
718 and certificate requirements. Colleges must look for ways to integrate  
719 instruction and student services to better serve all cohorts of students at the  
720 college and recognize the important role played by counseling faculty in  
721 achieving student success.

722

## 723 Recommendations for Local Senates

724

725 In the area of education plans, local senates must:

- 726 1. Understand the comprehensive education plan which includes but is not  
727 limited to the following:
  - 728 • Consideration of and planning for multiple layers of student goals,  
729 e.g. associate degree to transfer to professional school
  - 730 • Recommended course sequencing that reflects a balanced course load  
731 based on a student's strengths, scheduling patterns, and course  
732 content with prerequisites built in
  - 733 • Student support referrals to services both on and off campus
  - 734 • Information about auxiliary requirements to meet a student's  
735 educational goal, e.g. testing, Advanced Placement (AP) scores,  
736 minimum GPA, and deadlines
  - 737 • Planning for and prioritizing multiple transfer institutions
  - 738 • Recommendations of courses to increase a student's competitiveness  
739 for admission, if transfer is intended
  - 740 • Distinction of catalog rights and options for selecting a catalog year
  - 741 • Professional knowledge of programs, e.g. the difference between Photo  
742 Journalism as a Bachelor of Fine Arts under "Art" or as a  
743 Communications / Journalism "photojournalism" degree; differences  
744 between programs at different institutions (Psychology at a UC vs.  
745 CSU)
  - 746 • Evaluation of transcripts from other institutions
- 747 2. Ensure that education plans are only developed by counseling faculty.

748

749 In the area of paraprofessionals, local senates should do the following:

750 1. Work with counseling faculty to establish competencies expected of  
751 paraprofessionals.  
752 2. Support and insist on counseling faculty supervision of all training for  
753 paraprofessionals working in the counseling department.  
754 3. Clarify the limits for the use of paraprofessionals in order to protect the  
755 integrity of the counseling discipline. When activities with students go  
756 beyond providing specific requested information--into the areas of goal  
757 setting, planning, and decision-making--the student needs to be referred  
758 to a counseling faculty member.  
759 4. Help ensure that local policies and practices restrict paraprofessionals in  
760 the counseling area to appropriate assignments (i.e. not advise  
761 undeclared students or students on probation, nor should they produce  
762 student education plans).  
763 5. Ensure that interpretation of assessment results for students or weighing  
764 multiple measures for course placement are conducted by counseling  
765 faculty. Such interpretations require knowledge of assessment methods  
766 and the use of professional judgment, which belong properly with  
767 counseling faculty trained to perform these functions.

768 In the area of faculty advisors, local senates should do the following:

769 6. With their college's counseling faculty, ensure that faculty advisors have  
770 the minimum qualifications to teach in the subject area in which they  
771 provide advising and exhibit the following competencies: ability to  
772 interact non-judgmentally with students using effective helping skills,  
773 interest in serving as an advisor (no one should be assigned advising  
774 responsibilities automatically).  
775 7. With counseling faculty, develop a clear written process for engaging  
776 faculty advisors, as well as provide sufficient training for the advisor to  
777 be successful.

779 In the area of technology and online counseling, local senates should do the  
780 following:

781 8. Ensure that counseling programs take advantage of emerging  
782 technological tools to meet the needs and expectations of students and  
783 that counseling faculty take the initiative to develop technology plans  
784 that add to the counseling relationship rather than detract from it.  
785 9. Ensure that counseling faculty take an active role in the development  
786 and implementation of campus and program technology plans in order to  
787 advocate for student data systems and features that will provide the  
788 information needed for counselors and students, in a user-friendly  
789 manner.  
790 10. Ensure that counselors conducting online counseling and/or advising  
791 are knowledgeable and competent in the delivery of online services.

Counseling departments should schedule regular training sessions for counseling faculty interested in participating in online counseling and/or advising.

11. Be mindful of the distinctions between counseling and advising and online counseling and online advising when developing and implementing policies and procedures related to counseling services.

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878 Appendix A  
 879 Sample Education Plans

*Transfer*

Univ/College: \_\_\_\_\_

Major: \_\_\_\_\_

General Ed Pattern: \_\_\_\_\_

<b>Fall 2012</b>	<b>Units</b>
<b>Total Units</b>	

<b>Spring 2013</b>	<b>Units</b>
<b>Total Units</b>	

<b>Summer 2013</b>	<b>Units</b>
<b>Total Units</b>	

<b>Fall 2013</b>	<b>Units</b>
<b>Total Units</b>	

<b>Spring 2014</b>	<b>Units</b>
<b>Total Units</b>	

<b>Summer 2014</b>	<b>Units</b>
<b>Total Units</b>	

<b>Fall 2014</b>	<b>Units</b>
<b>Total Units</b>	

<b>Spring 2015</b>	<b>Units</b>
<b>Total Units</b>	

<b>Summer 2015</b>	<b>Units</b>
<b>Total Units</b>	

<b>Fall 2015</b>	<b>Units</b>
<b>Total Units</b>	

<b>Spring 2016</b>	<b>Units</b>
<b>Total Units</b>	

<b>Summer 2016</b>	<b>Units</b>
<b>Total Units</b>	

I am planning to transfer: Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

I must complete minimum admission requirements\* by end of: Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_ Sum \_\_\_\_\_

The appropriate application period for me is: Oct. 1 - Nov. 30 \_\_\_\_\_ Aug. 1-31 \_\_\_\_\_ Other \_\_\_\_\_

Comments / Referrals:

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\* ***It is the student's responsibility to read, understand and keep updated on ALL transfer admission requirements and deadlines.*** (\_\_\_\_\_) ***initials***  
Check the college/university website and/or admissions office for campus specific admission criteria.

**Notes:** Certification of General Ed. is not automatic. Students must request certification from the XXX College Admissions Office.

Ed Plan Rev. 2/12

# Student Educational Plan / SEP

## Catalog Year:

Last Name	First Name	M.	EWIC Student ID:	Birthdate
<input type="checkbox"/> Career Certificate <input type="checkbox"/> AA Degree <input type="checkbox"/> AA + Transfer <input type="checkbox"/> Transfer Only    Transfer to: _____				
<b>AA Major / Area of Emphasis:</b> _____				
<b>Other Colleges Attended:</b> _____				

**Educational Goal:**
 AA Only     CSU-GE     IGETC

**AA Major / Area of Emphasis:**
**Transfer Major:** \_\_\_\_\_

Requirement		Area A: Communication in English Language		Area 1: English Communication	
		A1.	A2.	1A: English G100	1B: English G110
A1.					
A2.					
A3.					
Area B: Physical Universe and Life Forms		Area 2: Mathematical Concepts		Area 3: Arts and Humanities	
B1.		B1.		3A.	
B2.		B2.		3B.	
B3.		B3. Laboratory Component		3A or 3B.	
B4.		B4.			
Area C: Arts and Humanities		Area 4: Social and Behavior Sciences		Area 5: Physical and Biological Sciences	
C1.		C1.		SA.	
C2.		C2.		SB.	
Area D: Social, Political, Econ. Institutions		Area 6: Personal Development		Area 7: Lifelong Understanding	
D.		D.		D.	
Area E: Lifelong Understanding		Area 8: American History and Government		Area 9: Lifelong Personal Development	
E.		E.		E.	
Area 10: Computer Literacy		History G170 or G175		History G170 or G175	
Information Literacy		Political Science G180/G180H		Political Science G180/G180H	
<input type="checkbox"/> Major: _____		<input type="checkbox"/> Area of Emphasis: _____		<input type="checkbox"/> Notes: _____	

Requirement		Area A: Communication in English Language		Area 1: English Communication	
		A1.	A2.	1A: English G100	1B: English G110
A1.					
A2.					
A3.					
Area B: Physical Universe and Life Forms		Area 2: Mathematical Concepts		Area 3: Arts and Humanities	
B1.		B1.		3A.	
B2.		B2.		3B.	
B3.		B3. Laboratory Component		3A or 3B.	
B4.		B4.			
Area C: Arts and Humanities		Area 4: Social and Behavior Sciences		Area 5: Physical and Biological Sciences	
C1.		C1.		SA.	
C2.		C2.		SB.	
Area D: Social, Political, Econ. Institutions		Area 6: Personal Development		Area 7: Lifelong Understanding	
D.		D.		D.	
Area E: Lifelong Understanding		Area 8: American History and Government		Area 9: Lifelong Personal Development	
E.		E.		E.	
<input type="checkbox"/> Major: _____		<input type="checkbox"/> Area of Emphasis: _____		<input type="checkbox"/> Notes: _____	

Student Signature	Date
Course/Section Signature	Date
<small>This SEP identifies requirements for the student's educational goal. Coursework must be on approved list at the time taken. Availability of coursework is subject to change.</small>	

This SEP identifies requirements for the student's educational goal. Coursework must be on approved list at the time taken. Availability of coursework is subject to change.
Student Signature \_\_\_\_\_ Date \_\_\_\_\_
Date \_\_\_\_\_

# Multiple Subject Student Educational Plan (SEP)

Last Name

First Name

MI

College ID #

Birthdate

## General Education Recommendations for CSET Preparation

### Area A: Communication in the English Language and Critical Thinking – 9 units

Group 1: Oral Communication	CSU/GE (Comm 110 preferred)			
Group 2: Writing	English 100			
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)			

### Area B: Physical Universe and Its Life Forms

Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)			
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)			
Group 4: Mathematics	Any CSU/GE Math course (Math 104 preferred)*			

### Area C: Arts, Literature, Philosophy, and Foreign Language – 9 units

Group 1: Arts	Any CSU/GE (Art 100/Hum 102, Mus 101, Thea Arts 100, or 101 preferred)			
Group 2: Literature	Any CSU/GE (English 150, 155, 270, or 275 preferred)			
Group 2: World History	Any CSU/GE (History 161 preferred)			

### Area D: Social, Political, and Economic Institutions – 9 units

Group 5: Geography	Any CSU/GE (Geography 100 preferred)			
Group 6: US History	History 170 or 175 (Hist 170 preferred)			
Group 3: Political Science	Political Science 180			

### Area E: Lifelong Understanding and Self-Development – 3 units

Human Development	Any CSU/GE (Psychology 118 preferred)			
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### Campus Specific Multiple Subjects Credential Program Prerequisites

Education EDEL 315A/B	Education 102, 103, and 200 – 6 units			
	Psych 118			

### Child and Adolescent Development Major Requirements

CAS 101	Psych 118 at GWC			
CAS 201	HMDV 190 at OCC or take at CSUF			
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

### Liberal Studies Major Requirements

Lib Studies 300 (no upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC			
English/Ling 208	Anthro 190 at OCC or take at CSUF			
English Literature	English 150, 155, 270, or 275			
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF			
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF			

\*Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for

Area B4

Units Completed

Units in Progress

Subtotal

Units Needed

AA Degree:

Transfer:

Student Signature

Counselor Signature

Date

## Multiple Subject Student Educational Plan (SEP)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_ College ID # \_\_\_\_\_ Birthdate \_\_\_\_\_

### General Education Recommendations for CSET Preparation

Area A: Communication in the English Language and Critical Thinking - 9 units		G	C	I	P	N
Group 1: Oral Communication	CSU/GE (Comm 110 preferred)	Comm 100	B	✓		
Group 2: Writing	English 100		C	✓		
Group 3: Critical Thinking	CSU/GE (English 110, Comm 220, or Phil 115)		C	✓		

Area B: Physical Universe and Its Life Forms		G	C	I	P	N
Group 1: Physical Science	Any CSU/GE (Physical Science 100 and/or Geology 106 preferred)					
Group 2: Life Science	Any CSU/GE (Biology 100 preferred)					
Group 3: Mathematics	Any CSU/GE Math course (Math 104 preferred)*					

Area C: Arts, Literature, Philosophy, and Foreign Language - 9 units		G	C	I	P	N
Group 1: Arts	Any CSU/GE (Art 100/Hum 102, Mus 101, Thea Arts 100, or 101 preferred)					
Group 2: Literature	Any CSU/GE (English 150, 155, 270, or 275 preferred)	Span 180	C	✓		
Group 2: World History	Any CSU/GE (History 161 preferred)	Hist 170 or 175	C	✓		

Area D: Social, Political, and Economic Institutions - 9 units		G	C	I	P	N
Group 5: Geography	Any CSU/GE (Geography 100 preferred)					
Group 6: US History	History 170 or 175 (Hist 170 preferred)	PSYC 100	C	✓		
Group 8: Political Science	Political Science 180					

Area E: Lifelong Understanding and Self-Development - 3 units		G	C	I	P	N
Human Development	Any CSU/GE (Psychology 118 preferred)					

Campus Specific Multiple Subjects Credential Program Prerequisites		G	C	I	P	N
Education EDEL 315A/B	Education 102, 103, and 200 - 8 units					
	Psych 118					

Child and Adolescent Development Major Requirements		G	C	I	P	N
CAS 101	Psych 118 at GWC					
CAS 201	HMDV 190 at OCC or take at CSUF					
SPED 371 (No upper division credit)	HMDV 210 at OCC or take at CSUF					
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF					
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF					

Liberal Studies Major Requirements		G	C	I	P	N
Lib Studies 300 (no upper division credit)	Hum 100 or 110 at Coastline or Hum 100, 101, or 101H at OCC					
English/Ling 206	Anthro 190 at OCC or take at CSUF					
English Literature	English 150, 155, 270, or 275					
English 341 (No upper division credit)	English 143 at OCC or Coastline or take at CSUF or GWC					
Math 303A (No upper division credit)	Any Area B4 Math (Math 115 or 103 recommended) plus Math 104 or take at CSUF					

Comments		Total Units Prerequisites	Units Completed
Please note that Math 104 at Coastline does not meet the CSU General Education Requirement for Area B4.		Units In Progress	
Math 030 - 2 attempts already; one more remaining.		Subtotal	
Academic Renewal F-11-09 including ENGL 110 ENGL 100 at OCC including ENGL 100		Units Needed	
Eligible enrollment GPA = 2.00.		Apply For:	
		AA Degree:	TBD
		Transfer:	TBD
		Student Signature:	
		Coordinator Signature:	
		Date:	
Return for course sequencing AB AP.		A	

Counseling Department

**COURSE SEQUENCING GUIDE**

<u>Fall</u>	<u>Units</u>	<u>InterSession</u>	<u>Units</u>
Math 104	3		
ED 102	1		
ED 103	2		
PSYC 118	3		

<u>Fall</u>	<u>1</u>	<u>Units</u>	<u>Intercession</u>	<u>Units</u>
Math 115	4			
Phys Sci 100	4			
CCi 180 or Hist 170	2			
Ente 150 or 270	3			
				14

Comments: ① Can find elements of ED or not offered in Fair. ② Change in Step to Host mainly  
③ Left Host Document As Is.  
National Park Document for Following.

SCHILLER

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124 *Journal of Health Politics*

Student Educational Plan / SEP

Last Name		First Name	SSN	SNIC Student ID	Graduate
Educational Goal:		<input checked="" type="checkbox"/> Career Certificate <input type="checkbox"/> AA Degree <input type="checkbox"/> AA+Transfer <input type="checkbox"/> Transfer Only		Transfer to:	CSU B
AA Major / Area of Emphasis:		BIO / Physiology			
Transfer Major:					

All Major / Area of Emphasis

This SEP identifies requirements for the student's educational goal. Coursework must be or: approved list at the time taken. Availability of coursework is subject to change.

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## ACADEMIC, CAREER PLANNING AND FOLLOW UP

### STUDENT INFORMATION

Name _____	First _____	Last _____
Address _____		
Phone _____		
Student ID No. _____		
Birth Date _____		

### EDUCATIONAL GOALS

Major Bio/Physio

Transfer C.SULIS

Associate of Arts Degree

Certification of Achievement

Discover career interests/goals

Prepare for new career

Advance in my current job/career

Personal development/interest/culture

Improve basic skills

Other FI - Vietnam

### Partial Plan Only (see notes)

### ACADEMIC PLANNING NOTES/COURSE SEQUENCING

SEMESTER	FA 2011	SEMESTER
	Phyis 185 (54052) 4 (W)	
	Edmnm 100 (545822) 3 (W)	
	Appl 101 (5505T) 3 (W)	
	Hist 175 (54282) 3 (W)	
	Sci 180 (55355) 3 (W)	
SEMESTER		SEMESTER
	AED 100 (54841) 3 (W)	

Comments due to AP credit and student arriving late to registration, all course schedules recommendations are wait listed.  
Return in Oct for course sequencing. Spring registration is in Nov.

Student \_\_\_\_\_

WHITE • Counseling

Comments \_\_\_\_\_

YELLOW • Student

Date \_\_\_\_\_

Name: \_\_\_\_\_

First

Last: \_\_\_\_\_

ID #: \_\_\_\_\_ Birth Date: \_\_\_\_\_

**Counseling Department**  
**COURSE SEQUENCING GUIDE**

Fall	1/1	Units	Intersession	Units	Spring	1/2	Units	Summer	1/2	Units
	<u>4150 100</u>	<u>3</u>			<u>4160 100</u>	<u>3</u>				
	<u>Phys 105</u>	<u>4</u>			<u>Chem 100</u>	<u>3</u>				
	<u>PSY 180</u>	<u>3</u>			<u>Chem 100 his (A4)</u>	<u>3</u>				
	<u>Tree 100</u>	<u>3</u>			<u>Bio 180</u>	<u>5</u>				
					<u>(Hist 170 or 175) or (Brea C, or C2)</u>	<u>3</u>				
										<u>17</u>

Fall	1/2	Units	Intersession	Units	Spring	1/3	Units
	<u>Caligae Thru (A43)</u>	<u>3</u>	<u>(enise 110)</u>		<u>Bio 180</u>	<u>4</u>	
	<u>Bio 182</u>	<u>4</u>			<u>Chem 185</u>	<u>5</u>	
	<u>Phys 280</u>	<u>4</u>	<u>(Hist 170 or 175) or (Brea C, or C2)</u>				

Apply Oct 1 - Nov 30, 2012 now; exemption for older

Fall	1/3	Units	Intersession	Units	Spring	1/4	Units	Summer	1/3	Units

Return each semester for followup.  
 Should student go to pre-professional counselor.

Comments: received reply from CSMC Articulation - satisfied 3+ on A/C BC student  
 awarded subject credit for Math 122 + 123 (Math 6 (80 + 81)) ; also earned subject credit  
 for Chem 114 (Chem 6 (80)) for 4 & 5 on A/C Chem.

LAWSON, JESSE

Student

Counselor

Date

# **Setting Course Enrollment Maximums: Process, Roles, and Principles**

**Academic Senate for California Community Colleges**

**Spring 2012**

**Curriculum Committee 2011-2012**

David Morse, Long Beach City College (chair)

Julie Bruno, Sierra College

Rich Copenhagan, Student

Maria Heredia, City College of San Francisco

Carolyn Holcroft, Foothill College

Sharon Lowry, Antelope Valley College, Vice President of Instruction and Student Services

Craig Rutan, Santiago Canyon College

Melynne Schiel, Copper Mountain College

**Curriculum Committee 2010-2011**

Beth Smith, Grossmont College (chair)

Danielle Coulter, Student

Dennis Gervin, Columbia College, Vice President of Instruction and Student Services

Carolyn Holcroft, Foothill College

Angel Lujan, Mt. San Antonio College

David Morse, Long Beach City College

Aimee Myers, Sierra College

Nancy Persons, Santa Rosa Junior College

## Table of Contents

Abstract

I. Introduction

II. An Overview of Process

III. Roles and Guiding Principles for Discipline Faculty

IV. Roles and Guiding Principles for Curriculum Committees

V. Roles and Guiding Principles for Academic Senates

VI. Roles and Guiding Principles for Bargaining Units

VII. Roles and Guiding Principles for Administration

VIII. Conclusions

IX. Appendices and Examples

Appendix A: Check List for Curriculum Committee Use in Determining Course

Enrollment Maximums

Appendix B: Class Enrollment Maximum Process Example from Mt. San Antonio College

Appendix C: Class Enrollment Maximum Process Example from Cuesta College

Appendix D: Mathematical Model for Determining Course Caps

## **Abstract**

Appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs. Colleges must consider many factors in establishing these enrollment limits, including legal codes, student and instructor safety, instructor workload, and the fiscal viability of the institution. However, the primary basis of any determination regarding enrollment maximums should be the pedagogical factors that influence the success of the students in the course. Many different college constituencies have roles to play in establishing appropriate enrollment limits, including discipline faculty, curriculum committees, academic senates, bargaining units, and administration. This paper outlines the proper roles for each of these constituencies and offers suggestions for establishing clear processes through which decisions regarding enrollment maximums may be made.

### **I. Introduction**

Learning occurs in many places on a college campus but is most commonly initiated and facilitated in one place more than any other: the classroom, where teachers and students interact as instruction takes place. Even if the classroom is virtual, the learning environment begins when relationships among all participants begin to form. For this reason, student achievement and success often hinge on the appropriate ratio of students to teacher (National Council of Teachers of English [NCTE], 1999). While a low ratio may be considered ideal in many disciplines, in most cases the realities of public education prohibit such idealized instruction, so instead colleges must seek to determine the most effective and efficient ratio given these constraints. This paper examines factors that contribute to the determination of the ratio, the competing interests in setting it, and the appropriate roles of various college constituencies in reaching decisions regarding enrollment maximums.

Other industries and professions also deal with establishing the most effective ratio for optimal service. For example, nurses have a ratio established for patient health, doctors and dentists often say that they are no longer accepting new patients, and child care providers may be licensed to care for a certain number of children. All of these service providers may wish to push the ratio higher because they love patients or children, want to increase revenue, or because they want to deliver their messages of health and well-being to more individuals. However, in all cases, the ratios have been established for the well-being of both the care recipients and in some cases the care givers, and society supports such limitations for both selfish and collective gain. Faculty are no different in that the most effective ratio for students to teacher must be established based on the well-being of the recipient – the student – and there will always be economic, altruistic, or other reasons to consider increasing or decreasing the ratio.

From the faculty perspective, there are many significant reasons to establish and maintain the ideal size for a class. Many of these reasons involve the amount of time and attention that a faculty member can and should dedicate to each individual student in order to facilitate the most effective learning. Instructors need to know their students and guide the experiences that an individual student has in the class. In practical terms, the number of ten-page research papers that can be graded with care and with useful feedback during a term is limited, as is the number of speeches or student research

projects that can be presented during class time, for example. Additionally, if students are required to participate in class discussions or small group work for part of their grade, then faculty must find a way to allow all students to contribute regularly and effectively. Through participation students contribute to their own learning as well as that of their peers, and thus students need these interactions to complement their own learning as well as contribute to the synergy in the class. The size of the class affects this learning environment, and therefore establishing the optimum ratio of students to teacher is essential to the success of the students as well as the teacher. Many professional organizations, educators, state governments, and others have recognized the value added to student success when there is a lower student to teacher ratio, as can be seen through the recommendations of the National Council of English Teachers and the American Mathematical Association for Two-Year Colleges, the review of the literature in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007), and several studies in the United States and abroad regarding lower class sizes in K-12.

In spite of the many clear benefits of limiting class sizes to established maximums that are based on pedagogical factors, various influences may encourage both faculty and administration to increase the number of students enrolled in a course beyond their ideal limits. California community colleges are funded based on student time in real or virtual seats in courses: the greater the enrollment, the greater the reported full-time equivalent students (FTES), which usually results in greater funding at the local level. Because of this funding method, colleges are sometimes motivated to find ways to increase the number of seats available in a class and subsequently fill them. Faculty may also be tempted to enroll more students in a course due to the simple desire to serve and educate more students, especially when the number of section offerings for a high-demand course is limited due to lack of facilities or for economic reasons. In both cases, enrollment productivity is enhanced as the ratio of students to teacher increases.

Additional factors, such as physical space or other logistic and legal limitations, can influence the maximum number of students that should be allowed to enroll in a class. Union leaders and administrators may also have valid reasons for requesting adjustment of course enrollment maximums either upward or downward. However, these factors should not carry the primary weight in making decisions about learning. Instead, decisions regarding how large or small a class should be must begin with considering the factors that create the best environment for student learning from an instructional standpoint. In the end, the goal is to find the right balance between maximizing learning opportunities for students and assuring program and college viability. While these two perspectives are not always in conflict, when they do conflict finding the right ratio should be based first on the pedagogical factors that facilitate student success.

The Academic Senate has several resolutions, articles, and other publications reminding faculty, and especially curriculum committees, of the importance of establishing a reasonable enrollment limit for each section of any course approved by the curriculum committee<sup>1</sup>. The Senate recommends that faculty-determined enrollment maximums

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<sup>1</sup> See, for example, the publication *Survey of Effective Practices in Basic Skills* (2003), the *Rostrum* article "Pedagogical-and Other-Approaches to Authenticate Student Identity" (December 2008), and resolution

for each course should be documented in the Course Outline of Record (COR) or other official addenda. How that course enrollment maximum is set should originate with the discipline faculty teaching the course, it should be set based on the COR and other relevant pedagogical factors, and the recommendation by discipline faculty should be confirmed by the curriculum committee acting as the agent for the local academic senate. While faculty must adhere to legal mandates and address all relevant safety issues in determining maximum class size recommendations, pedagogical factors should remain at the forefront of decisions on enrollment limitations.

Due to the complexities involved in reaching such decisions, the Academic Senate passed resolution 13.09 in Fall 2009, calling for a paper with guidelines and information for curriculum committees when setting course enrollment maximums:

Whereas, Class caps are maximum student enrollment limits specified for each class, and class cap determinations have sometimes been made inconsistently on the basis of classroom size and other arbitrary factors;

Whereas, The enrollment management plans on many campuses have been responding to FTES enrollment funding caps by arbitrarily increasing class caps in order to increase perceived efficiency;

Whereas, Non-pedagogically based class caps have a serious impact on effective instructional delivery and student success, and raising class caps in many classes such as Career Technical Education and science laboratory classes not only impacts effective instruction but can also negatively impact safety conditions for students; and

Whereas, A number of professional organizations such as the American Chemical Society, Red Cross, Basic Skills Initiative, and the National Council of Teachers of English have conducted studies justifying the establishment of class caps based on pedagogical concerns;

Resolved, That the Academic Senate for California Community Colleges recommend that discipline faculty at local colleges determine class caps for each of their courses based on pedagogical and health and safety factors, such as but not limited to the methods of instruction, course modality, objectives and outcomes of the course, the assessment methods as established on the Course Outline of Record (COR), and fire codes; and

Resolved, That the Academic Senate for California Community Colleges develop a position paper with guidelines for local academic senates to work jointly with collective bargaining agents to assist discipline faculty in the determination of class caps based primarily on pedagogical and health and safety factors.

In response to the resolution, this paper will present factors to consider and rationale for placing a maximum enrollment on courses that is optimal for both students and the college and offer guiding principles to local senates for establishing class enrollment maximums.

## **II. An Overview of Process**

Processes for establishing class enrollment maximums may take many forms at different colleges, as the specific process is a local decision. The comments and advice in this section therefore simply offer a general, suggested model for colleges to consider.

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F 01 2.04 (Class Size in Distance Education Courses). Numerous additional resources on this topic may be found by searching for "class size" at [asccc.org](http://asccc.org).

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Curriculum committees should determine their own processes, including any required information, forms, requirements, and timelines.

The discussion involved in determining or changing class enrollment maximums should begin at the level of discipline faculty. With an existing course, an issue may arise in the college or the curriculum committee and be referred to the specific discipline, or the discipline faculty themselves may be interested in seeking a change to the enrollment limit. For new courses, if the course proposal is initiated by the discipline or department in which it is to be taught, that proposal may include a suggestion for an enrollment maximum based on local research, recommendations from external bodies, or other data. In either case, the discipline faculty will know best the pedagogical demands of the course and should be authorized to develop the starting point for the enrollment limit discussion.

However, while the actual development of the proposed enrollment maximum may originate with the discipline faculty, the process by which that proposal is developed and submitted should be established by the local curriculum committee. Such a process should include the creation of all necessary paperwork and forms, determination of required data or documentation to be included with the proposal, timelines for submission of changes to enrollment maximums, and the further steps through which the proposal must pass after development by discipline faculty but before final approval, including administrative review and, if necessary, collaboration with the bargaining unit. Appendices B and C of this paper offer examples of local processes currently in place within the California Community Colleges.

The curriculum committee should also be certain to review carefully all course proposals from discipline faculty to ensure that all appropriate factors have been included in making the decision and that all relevant data have been considered and documented.

If administrators have voting positions on the local curriculum committee, then this may be the level at which administrative input is included. If the curriculum committee is exclusively a faculty body, then the process should include another mechanism through which administration can take part in the discussion, such as an enrollment management committee. While the primary factors in setting class enrollment maximums should be rooted in pedagogy and student success, administrators must ensure that curriculum committees consider the economic realities faced by the college at any given point in time, and thus their input is vital in establishing such limits.

In most community college districts, class size is considered a workload issue and is therefore included in the local bargaining agreement. In such cases, once the most appropriate class enrollment maximum is determined through consultation between discipline faculty, the curriculum committee, and the administration, the curriculum committee must communicate the decision to the bargaining unit and ask that it be properly negotiated into the contract.

### **III. Roles and Guiding Principles for Discipline Faculty**

Processes for determining course enrollment maximums should always include significant input from the faculty in the discipline in which the course will be taught, as discipline faculty know best the demands and requirements of their own courses. Any recommendations made by discipline faculty must move forward through established college structures, allowing for appropriate input from administrators and bargaining units and approval by the curriculum committee and oversight by the academic senate. However, because the faculty who teach the course in question will have the most complete understanding of the relevant pedagogical factors involved in teaching the course the discipline level is perhaps the most logical starting point for a process of determining course limits.

#### **A. The course enrollment limit should not exceed the greatest number of students to whom the instructor can reasonably offer the attention necessary for their success.**

Effective teaching and learning take place in a class environment in which the teacher has time to work with individuals to assist in their learning or to monitor the work of students who are learning collaboratively in groups. Both of these scenarios require that the number of students be a manageable one. Large lecture classes at universities may be led by a single faculty member, but they are generally taught and monitored by a team of graduate students who work directly with the students in smaller groups. In the community college, the faculty member has no such support team and must therefore be able personally to give adequate attention to each student. Students also need to receive timely and constructive feedback on assignments in as many ways as possible, both in person and in writing. In order to give students the timely guidance and support they need to successfully achieve the course objectives, the teacher must dedicate focused effort and time to each of them so that he or she can assess the strengths and weaknesses of each student and provide individualized assistance in order to help the students learn and improve.

The composition of most community college classes includes students with a wide range of abilities, backgrounds, interests, and goals, resulting in classes that are more heterogeneous than homogeneous in nature. Today's students enter classes with a rich variety of cultural and educational backgrounds as well as a plethora of personal obstacles and circumstances: severe under-preparedness, veterans, learning disabled, second language learners, first generation college students, different ages and ethnicities, students who work more than 30 hours per week, parents, minors, and more. Some of these students bring unique challenges that require additional attention and time from faculty, and class sizes need to reflect the competing demands on the expertise and experience of faculty who are dedicated to student success. When attempting to support the learning of many students with varying levels of preparation and motivation, a teacher often cannot spend enough quality time with those students confident and persistent enough to request help, let alone take the time and effort necessary to reach out to those students who need assistance but who have failed to seek it. With increasing numbers of students in need of assistance regarding even the most basic skills necessary to succeed in collegiate work, colleges must wrestle with the reality of giving more students access to a teacher while ensuring the quality of that access. Excessively large class

sizes can stretch faculty resources and time, causing many faculty to rely on abbreviated means of grading and spending fewer minutes per assignment per student than is effective or desirable, resulting in a less than favorable learning experience for the students.

**B. The number of students in the class should be appropriate to the method of presentation used in the class (Lecture, lab, online, etc.).**

The manner or medium through which a class is presented should be considered when establishing the class enrollment maximum. This consideration might take many forms in various contexts: legitimate factors in determining the appropriate class size include not only the class format and instructional techniques but also issues such as the expectations placed on the students and the environment in which the instruction takes place.

Lecture courses are designed with the expectation that 2/3 of the learning time is spent self-learning outside of class, with the remaining 1/3 spent on instructor to student interaction time in class. For lab classes, this ratio is generally at least reversed and often all of the learning is expected to take place in the time allotted for contact between the instructor and the students. The different proportion of in-class time for a lab course creates different demands and expectations for an instructor: the entirety of lab time typically involves direct, individualized student contact, and therefore enrollment numbers must allow the instructor sufficient opportunity to give each student the attention assumed within this course format. Furthermore, although the students are not expected to spend time completing work outside of class, faculty may still spend significant additional time evaluating the work done during the class period. Lab courses often also require students to work with substances or equipment that can present dangers if it is not used properly, thus necessitating a higher level of direct faculty supervision in such environments. Discipline faculty must determine the most reasonable number of students an instructor will be able to serve according to the demands of the course, whether through in-person contact or evaluation outside of class.

Many Career Technical Education, physical activity, and performance courses carry demands similar to those of lab courses. In these types of classes, students need time on task to develop a given skill, and filling the class with too many students impedes the ability for students to gain that time on task under necessary guidance. Some areas, such as laboratories, the swimming pool, ballet barre, or culinary arts classrooms, have a limited number of student spaces for successful completion of coursework. As with lab environments, some CTE courses require students to work with equipment or machinery that can present serious safety hazards if misused. Classes involving physical activity such as dance and athletics likewise require a greater level of supervision for safety reasons, as faculty must assure that students are performing the activities in a safe manner at all times and must be immediately available should any accident occur. Any time more students are added to such classes, the level of supervision and available time for instruction of any one student is reduced in an activity, lab, or CTE course.

Certain course formats may also raise most serious issues in terms of classroom management. In activity classes involving physical contact among students, disruptions or conflicts among the students may be more likely to arise. Courses involving the use of potentially dangerous materials or equipment may also present additional risks should disruptions arise. The larger the class is, the less able the instructor may be to remain aware of potential conflicts and to anticipate and manage such disruptions. Faculty do a disservice to students, their college, and their community when they over-enroll classes that involve such risk factors.

Distance education courses present a unique set of issues in terms of determining appropriate class sizes. When online delivery was first adopted, many faculty and administrators thought it would be the ultimate solution to enhancing productivity because in absence of any physical space limitations, class sizes could theoretically be almost unlimited. As faculty have gained more experience with online teaching, and as they are required to maintain regular effective contact with each and every student, they have come to realize that a significant negative correlation seems to exist between increased class size and student learning. Certainly considerable evidence suggests that just like in face-to-face classes, student success in online classes is greatly dependent on regular, effective interaction between students and teachers as required in Title 5 §55208.

Methods of instruction, evaluation, and interaction can differ widely among distance education courses just as they can in face-to-face courses. Discipline faculty often determine that rigorous written student assignments each week are pedagogically appropriate, or they may choose to require frequent and substantive participation in discussion forums. These activities may serve as methods not only to foster student engagement but also as a means of formative assessment, and they typically demand substantial time and effort on the part of the instructor, in part because the distance education modality can require greater amounts of one on one interaction to ensure regular effective contact is maintained. For example, in face-to-face classes simple facial expressions or body language can tell the instructor much about how the learning is progressing for the students. In the online environment, such non-verbal cues are generally absent, and assessing student comprehension through written communications can require more time of both the students and the instructor, particularly when the students are inexperienced with the distance education modality. The teacher-student contact must be effective in order to achieve the course goals, so the instructor may have to do more to ensure that it is effective for each student. This particular aspect of distance learning would validate the need for a lower student to teacher ratio. Conversely, faculty in another discipline may determine that less frequent written work or lesser levels of discussion participation are necessary while still maintaining student learning and engagement, and as a result these faculty members may believe they can reasonably accept more students in the course and still successfully help students meet the learning outcomes. Given all of these variables, discipline faculty should collaborate to determine the most appropriate methods of instruction, evaluation, and interaction and document these methods in the official course outline of record. Such factors should be taken into careful consideration when setting an enrollment maximum.

**C. The number of students enrolled in the class should be conducive to the use of a variety of effective grading processes (take-home writing assignments, essay exams, scantrons, presentations, etc.)**

Different classes are not only conducted differently but also feature a variety of types of assignments that are deemed appropriate or necessary to meet the learning objectives of the course. A number of factors involving the specific assignments for a class can impact the workload for the instructor and therefore the amount of attention that can be given to each student.

Written assignments, if evaluated carefully and in detail, can require a significant amount of time and effort on the part of the faculty members. Reading and providing thoughtful feedback on student writing may present an unreasonable challenge if a class is too large or has been overenrolled. A course with longer, more numerous, and more complex written assignments, both in and out of class, may appropriately be assigned a lower enrollment maximum in order that students may receive sufficient guidance from the instructor. Such expectations must of course be consistent across all sections of the course and should be specified in the Course Outline of Record.

In addition to the time and effort involved in evaluating student work, faculty must also be certain that the work is authentic and original. Academic honesty may therefore be another relevant aspect of determining appropriate class sizes. To best facilitate academic honesty, the teacher must have a manageable class size. Even the most diligent, attentive teachers have a challenge in monitoring students during an exam when an excessive number of individuals must share the instructional space, particularly if the space is as complex as many lab environments or as expansive as large lecture halls. In order to address potential problems with cheating and plagiarism, class caps must be set in a way that gives the teacher the ability to successfully monitor student work and testing situations.

The types of assignments required during class time may also be a factor to consider in establishing enrollment caps. If a significant portion of the class involves individual students performing for the class as a whole, then a greater number of students enrolled will inhibit the students' ability to complete the expectations of the course and to effectively demonstrate their progress. For example, presentations such as those in a public speaking course require that individual time be provided for each student to perform. If the class is too large, students will not have sufficient opportunities to practice their skills and achieve the course outcomes, nor will the instructor have enough opportunities to authentically evaluate the students' work. In-class time management of the course may therefore be tied directly to course size in some cases and may impact the effectiveness of the instruction.

**D. Decisions on the setting of class enrollment maximums should, wherever possible, be supported by current and reliable data, both locally produced and from external statewide and national organizations.**

While theoretical or idealistic reasons for setting course enrollment maximums will resonate well with faculty from an altruistic perspective, decisions based on more

objective, yet clearly pedagogical, factors in identifying the appropriate enrollment limit will be more defensible and will help colleges to ensure that they remain productive and fiscally responsible while still ensuring student success.

Standards published by national organizations have helped faculty in the basic skills disciplines of mathematics and English to contractually establish appropriate course maximums. The National Council of Teachers of English (NCTE) recommends a class size of 20 for collegiate English courses and 15 for basic skills courses (NCTE, 1999). The American Mathematics Association of Two Year Colleges (AMATYC) recommends a ratio of 30 students for one teacher (American Mathematical Association of Two-Year Colleges, 1993). While few community colleges have enrollment limits set this low, discipline faculty may be able to reference these recommendations to achieve a manageable ratio for maximized learning.

Many CTE courses and programs, such as nursing, have external demands from separate accreditations or advisory boards that must inform their course sizes. While compliance with accrediting and licensure requirements may ultimately be a responsibility of the curriculum committee and the administration, discipline faculty should also be conscious of such requirements and may need to help inform the curriculum committee of the limitations placed on their specific disciplines by external organizations. Discipline faculty may also need to communicate with the bargaining unit so that appropriate course enrollment maximums can be negotiated and included in the contract if such contract language is deemed necessary in light of the requirements posed by external bodies.

Faculty should also consider locally compiled data in determining appropriate class sizes. For example, local data on student success and student learning outcomes assessment may be useful in determining which classes require more individualized attention for students in order to help them succeed. College researchers may be able to help discipline faculty analyze various types of data on which decisions regarding enrollment caps can be based.

#### **IV. Roles and Guiding Principles for Curriculum Committees**

Once discipline faculty have determined their recommendations regarding the appropriate enrollment limits for their courses, those recommendations should be forwarded to the local Curriculum Committee. The Curriculum Committee's role as an institution-wide representative body is to take a broader, more process-oriented view of the issue, ensuring that all relevant factors have been considered and that the needs of the institution as a whole are being met in ways that ensure academic quality and that are both fair and efficient.

##### **A. Curriculum Committees must ensure that discipline faculty have appropriately considered all relevant factors in establishing the class enrollment maximum.**

The Curriculum Committee should review the discussions and conclusions of the discipline faculty to ensure that all relevant factors and issues have been considered. Those factors may include the method of course delivery, methods of evaluation, and others outlined in the principles set forth for discipline faculty in section two of

this paper. Discipline faculty should be afforded the opportunity to explain or defend their conclusions, and the Curriculum Committee must make certain that the discussion by the discipline faculty has been comprehensive and conscientious.

**B. Curriculum Committees should review the data upon which the recommendations of discipline faculty are based to ensure that the data are appropriate and have been given proper consideration.**

In evaluating the recommendations of the discipline faculty, Curriculum Committees should review the data upon which those recommendations are based. College research staff may assist the committee in analyzing the data to ensure that it has been interpreted thoughtfully and accurately. This process should not imply that the expertise of the discipline faculty is being second-guessed by the Curriculum Committee in terms of the faculty's pedagogical approach or assessment of student needs within the discipline. Rather, the committee is performing a quality check to ensure that the discipline faculty have considered the data purposefully and effectively and used it to support the conclusions they have reached.

**C. Special population classes (such as those for honors programs) may have valid claims to smaller class sizes.**

Some courses in the curriculum of every college are designed for specific populations, and in some cases the design and demands of such courses may justify a lower enrollment cap. In honors program courses, for example, a part of the higher-level student experience is based on the assumption that there will be more extensive interaction with both the instructor and the other students, more opportunities for participation and in some cases more writing or other coursework that must be evaluated by the instructor; for these reasons, a smaller class size may be necessary to allow for this enhanced interaction and instruction. Similar justifications regarding a need for greater student interaction and attention may exist for various other special population classes.

**D. Determinations of enrollment maximums for different disciplines and courses should be rooted in balanced and fair considerations of workload for different disciplines, including factors such methods of evaluation (essays vs. tests), delivery methods (lecture vs. lab), etc.**

Like discipline faculty, Curriculum Committees should consider numerous factors in determining appropriate enrollment maximums, including method of delivery, methods of evaluation, and others. However, the Curriculum Committee must also look at the broader picture and consider the impact of its decisions on the overall curriculum of the college. Class sizes impact the workload of faculty and staff, and thus if some disciplines seem to be granted smaller classes without clear justification, conflicts may arise among faculty members. For this reason as well as for the good of the students, a balance of all relevant factors and a commitment to fairness are essential components of Curriculum Committee decisions regarding class enrollment limits.

In order to maintain a sense of balance and fairness, the Curriculum Committee should establish a well-defined set of parameters or criteria for determining when student needs justify a smaller class size. Such criteria may involve many of the issues raised in this paper as well as factors based on local needs and culture.

Appendix A of this paper offers an example of the sort of checklist that might be used, but this checklist is offered simply as a suggested model, and each curriculum committee may wish to design its own process and criteria. Once the process and the parameters have been established, the Curriculum Committee can then evaluate all requests for lower enrollment maximums according to that established standard, thus allowing the committee to justify its decisions in clearly defined terms.

Distance education is a specific area that sometimes raises an issue of perceived inequity among faculty. Since the same course outline of record applies regardless of whether the course is delivered online or face-to-face, many faculty assert that class size should remain the same no matter what delivery method is used. In contrast, other faculty contend that the different obligations and time demands involved in distance education merit special consideration in terms of class size. Add to this the fact that some administrators and even some faculty have seen the absence of physical space limitations in online courses as an avenue to accommodate more students, and the issues regarding distance education can become particularly controversial. Faculty and administrators must therefore come to an agreement regarding whether or not online courses will have different caps than those for face-to-face courses and must develop documented policy congruent with this agreement.

**E. While pedagogical factors and student success should be the basis for establishing class caps, student safety and compliance with legal codes must always be ensured.**

Although the first issues raised in most discussions of class size will involve the integrity of the instruction and student success, Curriculum Committees must also observe the twin considerations of complying with all legal codes and mandates and guaranteeing the safety of the students in their learning environment. Indeed, these concerns often go together: a college must observe fire codes and avoid overfilling rooms for legal reasons, but the intent behind the code is to ensure safety in the learning environment. While discipline faculty should consider these factors in making the initial recommendation regarding the course enrollment maximum, the Curriculum Committee's broader oversight role requires that it review the discipline faculty's determination to ensure that all legal and safety requirements have been met.

Monitoring and including legal and safety factors should be an ongoing process. Advisory groups may modify requirements, and facilities may be built or redesigned. For these reasons, each time the COR is reviewed, the course maximum should also be reviewed in order to ensure all necessary compliance and safety issues are addressed while still maintaining the best possible environment for student learning.

**F. Course enrollment maximums should be published in the Course Outline of Record or in some other official location which faculty can monitor.**

Once course enrollment maximums are established, they should be published in a way that makes them accessible to all relevant parties and able to be monitored by the Curriculum Committee. The Course Outline of Record is perhaps the most logical location for such publication, as the COR and the instructional and evaluative methods listed therein should be the primary basis for establishing the enrollment cap. However, some local Curriculum Committees may decide on a different location for publishing the course enrollment maximums, and this is certainly a local prerogative. What matters is that the information is collected and preserved in a location and manner that is accessible to all and that cannot be altered without the Curriculum Committee's knowledge and approval.

**V. Roles and Guiding Principles for Academic Senates**

The academic senate has primary responsibility for making recommendations regarding curricular matters under both Education Code and Title 5. Academic senates delegate varying degrees of responsibility for curricular decisions to their local Curriculum Committees, but in no case does the senate relinquish its responsibility to ensure both the integrity of curricular processes and respect for decisions that are made through such processes.

**A. As the primary oversight body for curricular decisions and recommendations, the academic senate should ensure that clear and logical processes for the setting of course enrollment maximums are established.**

California Education Code Section 70902 (B) (7) grants to academic senates the "primary responsibility for making recommendations in the area of curriculum and academic standards." Because class size can clearly impact instruction, course enrollment maximums are a curricular and academic matter and thus fall under the purview of the academic senate.

However, most academic senates delegate the a large portion of their curricular authority to the Curriculum Committee, which is defined in Title 5 section 55002 (a) (1) as a body "established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate." Because the Curriculum Committee is either a sub-committee of the academic senate or a committee with a composition to which the senate has agreed, the senate does not abdicate its responsibility or authority for curriculum by delegating to such a body. Both Education Code and Title 5 section 53200 grant responsibility for curricular recommendations to academic senates, and thus the senate can maintain an oversight role even in those areas for which it delegates the authority to make decisions and recommendations to the Curriculum Committee.

In regard to setting course enrollment limits, most academic senates will wish to delegate the authority for specific decisions on individual courses to the Curriculum Committee. In such cases, the academic senate's role is one of oversight: the senate should ensure that the Curriculum Committee develops clear, reasonable processes for decisions regarding class enrollment limits and that those are outlined in written form. As the primary body that consults with the college administration and, as necessary, with the faculty bargaining unit, the academic senate should also ensure that the processes and criteria developed by the Curriculum Committee are published in college policy or in other appropriate documents in order to ensure that they will be preserved and officially recognized.

Finally, the academic senate may wish to create a process through which it serves as an appeals body for Curriculum Committee decisions and helps to resolve issues when discipline or program faculty are displeased with determinations regarding enrollment limits. While the senate has the authority to resolve such disputes, the degree to and manner in which it exercises this authority is a matter of local process and culture and of the local relationship between the academic senate and the Curriculum Committee.

**B. Once processes and policies for setting class enrollment maximums are established, the academic senate is responsible for ensuring that these policies and processes are respected.**

As the oversight body for curricular decisions, the academic senate should ensure that the policies and processes developed by the Curriculum Committee for setting course enrollment maximums are properly observed and respected. This oversight role may be applied in many ways. The senate may need to work with the college administration to be certain that enrollment maximums are being set according to policy and are not being exceeded. However, in some cases the senate may also need to remind the Curriculum Committee itself of the need to follow established processes and to apply policies and criteria fairly. In addition, if class sizes are in any way a contractual matter, the senate will need to work with the faculty bargaining unit to ensure that the contract and the curriculum policies are consistent and are properly observed. In all of these cases, the senate need not involve itself in determining the proper class size for any individual course, but rather should work to ensure that the work of the curriculum committee and all other groups involved in making such determinations is conducted conscientiously and according to local processes and is then respected in all applicable situations.

## **VI. Roles and Guiding Principles for Bargaining Units**

In many districts, course enrollment maximums are included in the collective bargaining agreement. Such an inclusion is logical, as class size certainly does impact faculty working conditions. In such cases, bargaining units should work with the Curriculum Committee and the academic senate to ensure that the primary consideration in determinations of enrollment maximums is the integrity of the instructional program.

**A. Bargaining units should rely on input from the curriculum process and the academic senate to bargain course enrollment limits that are pedagogically sound.**

The faculty bargaining agent may negotiate an enrollment maximum after receiving input and direction from discipline faculty and the curriculum committee. Once the discipline faculty and the Curriculum Committee have determined the appropriate class size, inclusion of the enrollment limits in contract language can offer faculty additional protection from over-enrolled classes. However, the determination of the appropriate enrollment limit should come first; the bargaining unit's role, while important, begins after the decision on class size has been reached based on pedagogical and safety factors.

Academic senates may also want to ask bargaining units to clarify within the contract the process for setting course enrollment maximums and the role of the Curriculum Committee. Such a practice might help to ensure that the enrollment maximums set by the Curriculum Committee are respected. However, some academic senates may feel that outlining the process in college policy is sufficient and even preferable, depending on how the respective roles of the academic senate and the bargaining unit are seen within the specific district. The decision to define these roles and processes in contract language is a matter of local preference.

**B. Once class enrollment maximums are determined for curricular reasons, bargaining units should then ensure that faculty are properly compensated for their workloads.**

The bargaining agent, always mindful of faculty workload, may have an algorithm or means of equating faculty workloads because of lecture or laboratory designations. Faculty in some disciplines where there are more laboratory courses teach more courses or sections in order to make a full time load. If these courses are also the ones that typically have large enrollment maximums, then this group of faculty is challenged to manage more students and the academic and behavioral issues that go with the larger number of students than their colleagues. While discipline faculty and curriculum committees must base the recommendations for the class size on the COR and how the course is taught, the bargaining agent can assist with other reasons for setting a course maximum that is reasonably equitable across disciplines.

In addition, many faculty believe that their workload increases dramatically in an online environment because significant amounts of time may be needed to correctly apply the appropriate technology and develop new approaches to presenting content and assessing student learning in a fully online environment. Bargaining units should work with their local Curriculum Committees to determine the relationship between online and in-person workload and set clear criteria for any differences or allowances that they determine to be appropriate.

**C. Contract language should both protect faculty rights and instructional quality regarding enrollment maximums and ensure that faculty act responsibly in observing those limits.**

Including established enrollment maximums in the local bargaining agreement can help to ensure that those maximums are respected. Without proper protections, part-time and even tenure-track faculty may sometimes feel pressured to exceed class size limits in order to help the college reach enrollment targets. Whether this pressure is truly present or simply exists in the perception of faculty members who have less job security and are therefore eager to please, it can threaten instructional quality and student success by leading instructors to overenroll classes. If the course enrollment maximums are clearly defined through the faculty contract, this information can help faculty to feel more secure in respecting the established class size limits.

Contract language is useful not only to protect faculty rights, but also to set appropriate standards according to which faculty perform their duties. In the area of course enrollment maximums, bargaining units can help to establish not only the limits to be applied to individual courses or types of courses, but also the process and degree to which faculty are allowed to grant exceptions to these limits. Clear guidelines regarding the faculty's right to exceed class enrollment maximums on an individual basis and the point at which overenrollment of courses may become inappropriate can both protect faculty from pressure to accept too many students and also ensure that faculty are acting responsibly in respecting class enrollment limits that have been established for pedagogical reasons and the benefit of the students.

Bargaining agents sometimes negotiate incentives for faculty to enroll a number of students over the course maximum; for example, a faculty member may receive additional pay for enrolling a course to 150% of capacity. Such practices should be considered very carefully before being included in the contract, as they can provoke conflict among faculty by allowing individual faculty members to make decisions about the number of students they are willing to have in class as compared to a colleague teaching the same course. In addition, if the course enrollment maximum is determined based on sound pedagogical factors, then overenrolling the course contradicts the reasoning through which the cap was originally set and is likely to negatively impact instruction. For these reasons, the practice of including contractual incentives for enrolling students beyond the established course maximum should at best be limited and exercised with great caution and according to strict guidelines. Bargaining agents should work with the local academic senate to ensure that all contract language regarding class enrollment maximums and exceptions to them protect both the interests of faculty and the integrity of the college curriculum.

## **VII. Roles and Guiding Principles for Administration**

Administrators have much to contribute to the discussion of class enrollment maximums. Concerns about efficiency and optimal use of facilities will be part of the conversation, but the administration has a specific role in monitoring and enforcing class minimums and maximums. Administrators have a difficult but important job in assisting with establishing and enforcing class maximums, and for faculty, working with administrators rather than against them will benefit students and teachers.

**A. Administration must work within the process for establishing course enrollment maximums to ensure the fiscal viability of all courses while still ensuring that academic quality is not diminished.**

Because community colleges in California are funded based on enrollment, class sizes have a direct relationship to the economic health of the institution. While the primary basis for determining course enrollment maximums should involve pedagogical factors and instructional excellence, administrators must ensure that budgetary realities are also considered. By working along with faculty, through either the Curriculum Committee or other appropriate college bodies, administrators can help to balance economic necessities with academic quality in order to ensure student success without compromising the institution's fiscal well-being.

**B. Administration must work with discipline faculty and Curriculum Committees to ensure that any necessary spatial or physical accommodations for a course are observed when scheduling and that all safety factors and legal codes relevant to establishing course enrollment maximums are properly considered.**

Administrators have a responsibility to understand the core elements of the course outline of record for the classes they schedule and assign to faculty. Specifically, they need to work closely with the Curriculum Committee and discipline faculty to fully understand methods of presentation and evaluation as listed in the COR in order that they may properly determine the best spatial or physical environment for the class. For example, the size of classrooms can have an impact on student learning. Placing a small class in a large room can compromise the learning environment, while over-filling a small space with students can also negatively affect the experience that students have in the class. Many laboratories, whether for science courses or CTE programs, and physical activity areas such as pools or dance studios have a limited number of student spaces for successful completion of coursework. These physical limitations should be considered both when determining an enrollment maximum for a course and when assigning the course to a classroom after the maximum has been established. In many cases administrators make actual classroom assignments, and they may therefore have knowledge in the area of facilities use that can help to inform the discussion of enrollment limits. Dialogue between faculty and administrators is therefore necessary to analyze the interaction of instructional needs with the options or limitations of facilities in order to optimize available resources and allow for the most effective student learning.

In multi-college districts that have common curriculum, the logistics of class assignments and enrollment management can be especially difficult. If the facilities at the various colleges are different, then these differences should be considered in order to ensure that the district does not establish enrollment maximums that one or more colleges cannot accommodate. While enrollment limits should never be determined primarily based on the size of the classroom, the instructional space in which the instruction is offered can create logical limitations on the number of students who should be admitted to the course. Administrators are in the best position to know or investigate differences in facilities among institutions and to

help ensure that established enrollment maximums are suitable for all colleges to which they apply.

All parties involved in setting course enrollment maximums must consider safety concerns and legal codes throughout the process. However, because administrators have a heightened responsibility to protect both the students from harm and the college from legal action, they must be especially diligent in ensuring compliance with all established codes and procedures. Administrators may have additional expertise or knowledge in such matters that should be considered by faculty in determining appropriate class sizes. As with the consideration of physical and scheduling realities, faculty and administration must engage in dialogue to ensure both legal compliance and student safety in all areas.

**C. Administrators at all levels must make certain that all properly established class enrollment maximums are understood by all interested parties and respected by both administration and faculty.**

Once appropriate course enrollment maximums are established by discipline faculty and the Curriculum Committee and, where appropriate, added to contract language, administrators must enforce the class maximums in those courses. Whether the maximum was set because of the fire code, the nature of the course, or other pedagogical factors, administrators must be able to explain the limitations to board members or members of the community if questions regarding enrollment limits arise. Administrators must also explain the enrollment maximums to other faculty members and students who may question or not understand the rationale behind any limitations. Such explanations require administrators to be familiar with the COR for the course in question and the process and reasoning through which the maximum was established.

However, the administrative responsibility to ensure respect for enrollment limits goes beyond mere explanation; administration must also ensure that the established course maximums are properly adhered to. Such adherence means that administrators themselves must respect the enrollment limits and not allow classes to overenroll, but it also means that faculty who wish to excessively over-enroll for their individual classes should be reminded of the limits and held to reasonable standards. Administrators must therefore be very familiar with both college policy regarding enrollment maximums and any contract language regarding faculty discretion in this area in order to make certain that class sizes remain at appropriate levels in terms of both pedagogy and safety.

### **VIII. Conclusions**

Many factors may contribute to the determination of an appropriate enrollment maximum for any given course. Relevant considerations in making such a decision include the teacher-student and student-student relationships in the class, the number and length of papers and other written work to grade, the amount of individual time that should be given to each student's work, the types of assignments, the expectation for students to regularly participate in class discussions, and other factors in how the class is taught. The primary reason, however, for setting any limitation on class size is

to enhance the learning environment and experience for students. Administrations must ask for a reasonable class maximum so as to allow the college to be fiscally responsible. Bargaining units may have negotiated course maximums which are in the contract and the degree of freedom allowed to individual faculty in making exceptions to those maximums. Facilities and physical space available also contribute to decisions about the number of students to allow enrollment into a specific instance of a class. Distance education courses may place additional demands on faculty and therefore may require separate consideration regarding class size when courses are submitted to the curriculum committee. Each aspect of the course design and delivery plays a critical role in appropriately setting course maximums. Discipline faculty, curriculum committees, academic senates, bargaining units, and administration all have roles to play in determining and enforcing course enrollment maximums, and all must work together according to clearly established processes in order to ensure that the primary factor in all decisions about enrollment limits is the attainment of student success in the course.

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## IX. Appendices and Examples

### Appendix A: Check List for Curriculum Committee Use in Determining Course Enrollment Maximums

#### Step One: Pedagogical Considerations Based on the Course Outline of Record and Other Evidence Provided by Discipline Faculty.

Instructional and Academic Factors Influencing the Enrollment Cap	Yes or No	Explanation or Evidence Provided in Course Outline of Record
Number of 10+ page papers to grade per student per semester or quarter		
Number of 3+ page papers to grade per student per semester or quarter		
Total amount of written work required per semester or quarter		
Discussion/Participation is expected and graded		
Discussion/Participation is required		
Number of oral presentations required by each student per semester or quarter		
Course relies on small group dynamics as an element of evaluation.		
Each student is evaluated individually on a set of skills more than twice per semester or quarter		
Course is designed for a special population of students who require a smaller class size to achieve the goals and intent of the course.		
Course is designed for underprepared students who may need additional attention or assistance.		
Course outcomes anticipate demand of more higher-order, complex thinking skills from students who may therefore need additional guidance from the instructor.		

**Step Two: Additional Factors for Consideration After Class Cap is Determined Based on Pedagogical and Academic Reasons**

<b>Safety and Compliance Factors Influencing the Enrollment Cap</b>	<b>Yes or No</b>	<b>Explanation or Evidence</b>
Health or safety reasons that the class should be capped at a certain number (Examples: pool size for teaching swimming, culinary arts and cooking stations, safety considerations in woodworking class, etc.)		
Standards outside of the college calling for specific student:teacher ratios. (Examples: nursing, police, fire tech, aviation)		
External accreditor or advisory panel recommendation on class size.		
Class maximum has already been determined through negotiations.		

## Appendix B: Course Enrollment Maximum Process Example from Mt. San Antonio College

### MT. SAN ANTONIO COLLEGE Procedures for Petitioning for Establishing/Amending Class Size

All requests for establishing or changing class size must be reviewed by the Class Size Committee. All forms described below are to be submitted through the Educational Design Committee after official review of courses. The Class Size Committee will review requests for:

- All new courses
- All amended courses with requests to change class size

Review of class size requests will be submitted to this Committee on either Form A or Form B as described in the Process for submission (below).

#### **Process for submission:**

1. If a class size is requested for a New Course Proposal that conforms to standard class size limits for comparable courses in the department/program, the request should be submitted to this committee on **Form A** (short form). This form will be made available by EDC and the division offices.
2. If a class size is requested that does not conform to standard class size for similar classes within the department (change of 5 or more seats below standard), the Educational Design Committee (EDC) will ask the faculty member to complete **Form B**, Petition for Establishing/Amending Class Size. This form will be made available by EDC and the division offices.
3. **Both forms with required attachments are submitted to the Educational Design Committee.** All forms considered by the Class Size Committee must go through the EDC and are not submitted directly to members of the Class Size Committee.
4. EDC forwards completed Forms A and B with required attachments to Class Size Committee.
5. Class Size Committee processes Petitions within ten working days (during the academic school year) of receipt.
6. Class Size Committee notifies EDC and the faculty member making the request of its decision.

#### Petition Process: Form B Completion

**Section I:** Fill in all identifying information. For new classes, only the proposed class size is necessary; for amendments, please include both the current class size and the proposed size.

**Section II:** Contact colleagues, department chairs, division secretaries, or the Office of Instruction at benchmark colleges for assistance in providing official documentation of class size. Please identify name, title, and phone number of contact person at benchmark college if official documentation is not available.

If external accrediting organizations require a class size limit, benchmarking is optional, but documentation of external requirement must be attached instead.

**Note:** If there are relevant similarities to other Mt. SAC courses, list those courses under “other” and provide documentation of their class size.

**Section III:** Respond to all items that apply to your course as completely as possible.

**Note:** List any relevant information not already captured in application under “Other special considerations.”

**This application is limited to no more than two pages!**

## FORM A

**MT. SAN ANTONIO COLLEGE**

**PETITION FOR CLASS SIZE APPROVAL**

**NEW COURSE PROPOSALS**

**(Class Size Consistent with Existing Class Limits)**

I. Course name and number \_\_\_\_\_

Units \_\_\_\_\_ Hours per week class meets \_\_\_\_\_  
Lecture \_\_\_\_\_ Lab \_\_\_\_\_

Proposed class size limit (maximum): \_\_\_\_\_

Class size limits for 2-3 similar courses in the department:

(1) \_\_\_\_\_

Class \_\_\_\_\_ Class Size Limit \_\_\_\_\_

(2) \_\_\_\_\_

Class \_\_\_\_\_ Class Size Limit \_\_\_\_\_

(3) \_\_\_\_\_

Class \_\_\_\_\_ Class Size Limit \_\_\_\_\_

Submitted by \_\_\_\_\_

Faculty Member

Department

Campus extension \_\_\_\_\_ Email address \_\_\_\_\_

Approved by: \_\_\_\_\_ (Educ. Design Committee)

Date

\_\_\_\_\_ (Class Size Committee)

Date

**Attach Course Outline**

## FORM B

MT. SAN ANTONIO COLLEGE

### PETITION FOR ESTABLISHING / AMENDING CLASS SIZE

II. Course name and number \_\_\_\_\_

Units \_\_\_\_\_ Hours per week class meets \_\_\_\_\_

New \_\_\_\_\_ Amendment \_\_\_\_\_ [check one]

Proposed class size limit: \_\_\_\_\_ Former class size limit: \_\_\_\_\_

Submitted by \_\_\_\_\_

Faculty Member

Department

Campus extension \_\_\_\_\_ Email address \_\_\_\_\_

Approved by: \_\_\_\_\_ (Dept. Chair for Dept.)

\_\_\_\_\_ (Division Dean)

\_\_\_\_\_ (Educ. Design Comm.)

III. Please provide class size limit for same or comparable class in all benchmark colleges:

(Attach documentation—official course outline or other official verification for each benchmark. See "Procedures for Petitioning" for additional information on completing the documentation. )

Note: If comparable course is not offered, enter "NCC" (no comparable course) in appropriate box.

Santa Monica

Santa Rosa

Pasadena

El Camino

Cerritos

Other\*

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*\*Include an alternative choice of another college or another course from our campus that best matches the proposed class, identifying clearly the benchmark you are using. “Other” may also include similar classes at Mt. SAC (identify by course number when using a Mt. SAC class).*

NOTE: If an external accrediting body requires a class size limit, this section is optional but official documentation of recommended limits must be attached instead.

III.

- **IN-CLASS” TIME DISTRIBUTION :** Give typical amount of time spent in working with students in a typical week for this class using the following teaching approaches.

Coaching	_____	Performance	_____
Lab	_____	Small group monitoring	_____
Lecture	_____	Special projects	_____
One-on-one instruction	_____	Other (Please explain,	_____
Online interaction with students	_____	[Responses may be written page 2.]	

- **“OUT-OF-CLASS” TIME:** Time spent evaluating student work/assignments

- Use the space below to provide explanation of teaching approaches you believe will help justify the class size limit you are proposing. (Attach a separate sheet if necessary.)
- Technology/seat capacity: How is this capacity connected to educational outcomes? Please explain.
- Safety issues and legal mandates regulating class size:
- Enrolment trend for the last two semesters [for amended class size requests only]:

	Semester 1	Semester 2
Beginning enrolment	_____	_____
Ending enrolment	_____	_____
Grade distribution %	A _____	_____
	B _____	_____
	C _____	_____

D \_\_\_\_\_

F \_\_\_\_\_

W \_\_\_\_\_

I \_\_\_\_\_

- Other special considerations:

**Please attach a copy of the official course outline and a representative syllabus to this petition.**

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Date submitted to Class Size Committee: \_\_\_\_\_

Date of decision by Class Size Committee:

Follow-up notification of decision:

Requesting faculty member

Educational Design Committee

Other

## Appendix C: Course Enrollment Maximum Process Example from Cuesta College

### **Policy for Establishing and Modifying Course Caps**

#### **Definitions**

1. **Course Caps** are the maximums for student enrollment for all sections of a course as listed on the Course Outline of Record for each course.
2. **Enrollment Maximums** are the total number of students that can enroll in a section of a course due to campus site, classroom size, or modality. Fill rates for individual sections of a course are to be determined by the enrollment maximum for a course, not the course cap, because the course cap may be higher than the classroom size allows.

#### **Principles for the Initial Establishment and for Modification of Course Caps**

1. Course caps will be established initially by using the current enrollment maximums as reflected in Banner for each course. These enrollment maximums will become the official course caps for all courses and will be listed on the Course Outline of Record (COR) for each course. For courses that have different enrollment maximums, either by semester or based on physical limitations at a particular campus site, the greater enrollment maximum will be used for the initial establishment of the course cap.
2. Course caps, preexisting or revised, are the maximums for student enrollment for a given course across all campus sites. Where physical limitations at a particular campus site make accommodating an established course cap maximum impossible, a lower enrollment maximum may be used for that course for that location without modifying the maximum course cap that is listed on the COR for a given course across all campus sites and modalities.
3. Faculty members have the authority to submit a major course revision to the Curriculum Committee to modify the existing course cap based on the criteria outlined below with the consent of their fellow division faculty and with appropriate documentation.
4. If the Curriculum Committee approves a major course revision to modify a course cap, then the new course cap will become the official maximum for student enrollment for that course and will be listed as such on the Course Outline of Record (COR), effective the following semester after approval.

#### **Process for Changing Existing Course Caps**

1. Division faculty may submit a major course revision to the Curriculum Committee to modify an existing course cap based on established criteria as explained below, each of which must be supported and/or justified with appropriate documentation. One criterion is required, but two or more are recommended for justification of a Course Cap modification proposal to the Curriculum Committee.
2. Based on the criteria for the modification of course caps listed below, the appropriate documentation to support a proposal to change a course cap may include, but is not limited to,

the following:

- A. Comparative research of caps for similar courses at other California community colleges;
- B. Recommendations or requirements from a professional or academic publication or organization; and/or
- C. Course specific documentation, such as course syllabus, assignment criteria, SLOs, and objectives.

3. Proposals to change the existing course cap for a course will be reviewed by the Class Caps Sub-committee of the Curriculum Committee. This sub-committee will review the proposal to determine whether or not the proposed change and supporting documentation are consistent with the established criteria for the modification of a course cap and make a recommendation to the Curriculum Committee as to whether the course cap should be modified. The Curriculum Committee will make the final decisions regarding the proposal to change the existing enrollment maximum for a course.

#### **Criteria for the Modification of Course Caps**

Modifications to a course cap must be justified with one of the below criteria, and it is recommended that two or more criteria be considered in a proposal to modify a course cap. Under each criterion below, suggested examples are provided of the types of data that may be used to justify a modification to a course cap. In addition, faculty members who propose a new course to the Curriculum Committee can opt to establish the course cap based on the course cap of a similar course(s) within the discipline or based on one or more of the below criteria:

- A. Health and Safety
  - o Fire codes
  - o Supervision: Number of students who can be safely supervised by available faculty and/or staff within a classroom when the students are undertaking hazardous activities or working with hazardous equipment.
- B. Facility or Other Class Capacity Limitations
  - o Availability of seats, desks, or workstations
  - o Availability of equipment or supplies
  - o Availability of required or necessary teaching or lab assistants
- C. Course Modality
  - o Lab courses vs. combined lecture and lab courses – course caps may be determined differently for labs, which may have different limitations compared to lecture-only courses.
- D. Instructional Delivery
  - o Nature of classroom activities
  - o Nature of interaction between instructor and students
  - o Use of group work or group projects
- E. Student Assessment
  - o Types and/or amount of individual assignments, projects, and/or papers to assess
  - o Methods of student assessment, feedback, or evaluation

- Course-level or Program-level Student Learning Outcomes
- Course objectives in the COR

F. Use of Existing Course Cap for a similar course(s) within the discipline

- For new courses only -- can not be used as one of the required criteria for modifying an existing course cap
- New course should be comparable (i.e. objectives, topics and scope, assignment, assessment, and pedagogy) to other course(s) in the discipline

## **Appendix D: Mathematical Model for Determining Course Enrollment Maximums**

One method for determining the appropriate course size is with a mathematical model. The model described here can be easily implemented with a spreadsheet which makes it readily useable by discipline faculty or curriculum committees.

To use the model, three tasks must be completed by the Academic Senate or curriculum committee.

1. First, pedagogical, academic or student based criteria must be identified. Six to eight criteria are optimal, though the model can work with as many as 10 criteria. Examples of these criteria are level and complexity of assignments, faculty workload, homogeneous or heterogeneous preparation of students, etc.
2. Next, each of these criteria must be weighted based on the value given the criteria by the faculty. It's possible to weight all the criteria equally, but chances are that the faculty may find that some criteria tend to stand out as more important, critical, or valuable when comparing all the criteria against each other. The weights of each criteria should add to 100%.(and each weight will be recorded as the decimal version of the percent).
3. Finally, and the most challenging, is to assign optimal class sizes to each criterion. These optimal numbers could come from negotiated values, the college down the street, a standard at the local university for the size of recitation sections (not large lectures since community college faculty do not have graduate assistants), or other reasonable measures.

An example is provided for clarity. All numbers and values are strictly for explanatory purposes and should not be seen as the recommended values by the Academic Senate:

<b>Criteria</b>	<b>Initial Course Size for this Criterion</b>	<b>Faculty determined weight for the criterion</b>	<b>Product of column two and three</b>
Complexity of assignments	25 (this number is based on a negotiated class size for a similarly complex course)	0.50	$25 \times 0.50 = 12.5$
Faculty Workload	40 (this number is based on the generic course max defined by the college)	0.30	$40 \times 0.30 = 12$

Heterogeneous Preparation of Students	30 (this number is based on the fact that students with varying levels of preparation require more time and contact with the instructor)	0.20	30x0.20=6
(Add others as desired)		(Remember that all weights as decimals must add up to 1)	
Total			Recommended class cap = $12.5 + 12 + 6 = 30.5$ or 31 students

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: MUS 1 INTRODUCTION TO MUSIC

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#### **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:** Music 1: Introduction to Music

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:**

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:**

A study of Western music and its place in civilization. Selected listening and readings from the masterpieces of music of Europe and the Western Hemisphere with an emphasis on methods of comprehension, listening techniques, the elements of music, primary musical forms, and a wide range of concert repertoire. Includes a study of how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history. A variety of media consisting of slides, videos, recordings, and lecture will be used. Live performance used when possible.

**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;

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

A study of Western music and its place in civilization. Selected listening and readings from the masterpieces of music of Europe and the Western Hemisphere with an emphasis on methods of comprehension, listening techniques, the elements of music, primary musical forms, and a wide range of concert repertoire. Includes a study of how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

Distinguish between various types of music in the Western world.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

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

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

## General Education Review Request

### AREA I - HUMANITIES

Comprehend how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

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

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

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

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

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

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

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

<ul style="list-style-type: none"><li>1. Absolute Monarchy</li><li>2. 18th century Enlightenment</li><li>3. 19th century literature</li><li>4. Impressionism in painting vis a vis late 19th century music</li><li>5. Expressionism in painting vis a vis early 20th century music</li></ul>
--

**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.

**Matching course objective(s):**

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

Write objectively and intelligently about significant musical experiences.

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

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

**Matching course objective(s):**

Identify the basic elements of western music i.e. pitch, rhythm, harmony, style and form.

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

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

**Matching course objective(s):**

Identify the basic elements of western music i.e. pitch, rhythm, harmony, style and form.

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

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

**Matching course objective(s):**

Distinguish between various types of music in the Western world.

Describe similarities and differences between classical music forms and other diverse forms of pop music such as rock, reggae, etc.

## **General Education Review Request**

### **AREA I - HUMANITIES**

Comprehend how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

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

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

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

#### **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.**

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

Comprehend how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Write objectively and intelligently about significant musical experiences.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

#### **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):**

Write objectively and intelligently about significant musical experiences.

## General Education Review Request

### AREA I - HUMANITIES

Laboratory Exercises: Weekly lab exercises consisting of group activities such as listening, video critique, distinguishing different instruments from the orchestra. These cover and supplement assigned reading and lecture topics

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

**Matching course objective(s):** n/a

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

**Matching course objective(s):**

Identify the basic elements of western music i.e. pitch, rhythm, harmony, style and form.

Distinguish between various types of music in the Western world.

Write objectively and intelligently about significant musical experiences.

Laboratory Exercises: Weekly lab exercises consisting of group activities such as listening, video critique, distinguishing different instruments from the orchestra. These cover and supplement assigned reading and lecture topics.

**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):**

Comprehend how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

**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):**

Write objectively and intelligently about significant musical experiences.

Laboratory Exercises: Weekly lab exercises consisting of group activities such as listening, video

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

critique, distinguishing different instruments from the orchestra. These cover and supplement assigned reading and lecture topics.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

Requesting Faculty: Paul Davies \_\_\_\_\_ Date: 11/6/2011 \_\_\_\_\_

Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 2/24/12 \_\_\_\_\_

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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 V - COMMUNICATION & ANALYTICAL THINKING**

Course Number & Title: COMM1A: Public Speaking

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#### **Breadth Criteria:**

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

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

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

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### **Depth Criteria for Area V - Communication & Analytical Thinking:**

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

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

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

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title:** COMM1A: Public Speaking

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:**

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

**Matching course component(s):**

1. Introduction to the analysis, theory and history of rhetoric and public address.

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

**Matching course component(s):**

2.A. Investigate the process and nature of oral communication.

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

**Matching course component(s):**

2.D. Consider effective organizational strategies for oral communication.

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

**Matching course component(s):**

2.G. Examine, plan and use motivational speaking skills.

**Depth Map: should include some or all:**

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

**Matching course component(s):**

2.I. Consider persuasive arguments from a reasoned and proactive perspective while strengthening a sound sense of inquiry and skepticism.

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

1. Application of principles of public address to the preparation and delivery of public speeches.  
The effects of mass communication on modern rhetorical theory.

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

N/A

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

**Matching course component(s):**

3.A. When taught on campus: classroom with computer & internet access, projector & screen, document camera, video camera, television, DVD/VHS player and recorder; for online work, student access to a computer with email and internet capability.  
3.B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

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

**Matching course component(s):**

- 4.B. Critical evaluation of speech presentations.
- 4.C. Gain experience in the preparation and evaluation of public communication presentations.
- 2.F. Understand the listening process.

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

**Matching course component(s):**

- 2.C. Take an active part in speaking exercises for a variety of purposes including narrative, informative, persuasive and special occasions.

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

**Matching course component(s):**

- 2.H. Recognize and use claims and propositions of fact, value and policy in the construction of and defense of a case.

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

**Matching course component(s):**

- 2.E. Practice audience analysis with emphasis on cultural, gender and generational diversity. Recognize the competent communicator's view of cultural diversity is a communication opportunity.

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

**Matching course component(s):**

- 2.F. Utilize modes of gaining and retaining audience attention.

Requesting Faculty: Carol Josselyn \_\_\_\_\_ Date: 10/25/11 \_\_\_\_\_

Division Curr Rep: R Hartwell \_\_\_\_\_ Date: 3/7/12 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We approve this course

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title: COMM1B: Argumentation & Persuasion**

**Breadth Criteria:**

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

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

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

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning,

questioning, problem solving, and consideration of consequence).

- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Depth Criteria for Area V - Communication & Analytical Thinking:**

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title: COMM1B: Argumentation and Persuasion**

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:**

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

**Matching course component(s):** Numbers/letters indicate location on the CoR:

2.B. Demonstrate skills in research on topic of controversy.

6.C: Analytical and persuasive writing.

12. Completion of evidence portfolio comprised of extensive topic research with full MLA citations; outline and detailed explanation of affirmative, negative, and rebuttal arguments.

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

**Matching course component(s):**

1. The study and practice of argumentation and persuasion.

6.B. Evaluation of speeches based upon organization of material, clarity of expression, significance of evidence, effectiveness of transitions and logical progression of ideas.

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

**Matching course component(s):**

2.A. Understand and express the theoretical concepts of argumentation and persuasion.

12. Self-evaluation paper, reflecting on progress, effectiveness, and needed improvements.

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

**Matching course component(s):**

2.D. Deliver persuasive discourse using various types of evidence and supporting material.

**Depth Map: should include some or all:**

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

- 2.E. Respond to counter arguments and engage effectively in refutation and rebuttal.
- B.1. Peer evaluation of student debates and persuasive speeches

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**

- 4.C. Organization and planning of speech performance.
- 4.C.2. Argument structure and development
- 4.C.3. Documentation and support of claims
- D. Research methods and citation of sources
- B. Critical evaluation of speech presentations.
- 4.A.3. Cultural diversity as a communication opportunity.

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

N/A

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

**Matching course component(s):**

- 9. Electronic discussions/chat, Demonstration.
- 4.D.2. Use of alternate sources (of research) such as InfoTrac and LexisNexis.
- 3.A. Classroom with access to audio/visual aids, especially monitor and VCR.
- 3.B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

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

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

**Matching course component(s):**

- 2.B. Prepare written materials, and demonstrate proficiency in oral presentation.
- 4.A. Persuasive communication theory
- 4.A.1. inductive and deductive reasoning
- 4.A. 2. critical analysis of argumentative claims and logical fallacies
- 4.B.2. self-analysis and written self-evaluation

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

**Matching course component(s):**

- 4.D. research methods and citation of sources
- 4.C.3. documentation and support of claims
- 4.D.1. library research to support argumentative positions
- 4.C.4. traditional patterns of organization

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

**Matching course component(s):**

- 1. Analysis of rhetorical theory and application of methods of effective persuasion.

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

**Matching course component(s):**

- 2.F. Gain understanding and appreciation of people of diverse cultural backgrounds through intercultural research, disclosure and presentations.

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

**Matching course component(s):**

- 1. Knowledge of the structure and format of various types of disputation and participation in in-class speech activities.

Requesting Faculty: Carol Josselyn

Date: 10/26/11 \_\_\_\_\_

Division Curr Rep: R. Hartwell \_\_\_\_\_

Date: 3/7/12 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Lauren Velasco and Marnie Francisco

Comments:

We approve this course

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title: COMM004:Group Communication**

**Breadth Criteria:**

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

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

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

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning,

questioning, problem solving, and consideration of consequence).

- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Depth Criteria for Area V - Communication & Analytical Thinking:**

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

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

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

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

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

see below:

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

**Course Number & Title: COMM004: Group Discussion**

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:**

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

**Matching course component(s):**

4.D.1. Critical thinking

    4.D.1.a. Types and tests of evidence (facts, examples, opinions, statistics)

    4.D.1.b. Formulating discussion questions (questions of fact, value, policy)

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

**Matching course component(s):**

2.A. Identify the components of effective small group interaction.

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

**Matching course component(s):**

2.B. Examine the theories of group decision making, problem solving and conflict resolution.

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

**Matching course component(s):**

6.A. Individual and group presentations

6.B. Written outlines for presentations

6.C. Research paper

6.D. Written examinations

**Depth Map: should include some or all:**

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

**Matching course component(s):**

2.C. Examine the roles and responsibilities of individual group members.

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

4.B.1. Roles, status, and power
4.B.2. Establishing mutuality of concern
4.B.3. Elements of interpersonal attraction
4.B.4. Developing trust
2.D. Recognize principles and appraise styles of leadership.

**C6. Identify goals when applying analytical skills**

**Matching course component(s):**

4.E.2. Reaching consensus.
4.D.2. Approaches to problem solving
4.D.2.a. Descriptive approach
4.D.2.b. Functional approach
2.G. Identify the diversity of race, ethnicity, lifestyle, age and socio-economic backgrounds in the classroom, workplace and community.

**C7. Recognize limitations of applicable methodologies**

**Matching course component(s):**

**N/A**

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

**Matching course component(s):**

3.A. When taught on campus: Video camera, television, DVD, VHS recorder; for online work, access to a computer with email and internet capability.
3.B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software

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

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

**Matching course component(s):**

2.F. Analyze values, attitudes and beliefs of self and others.
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**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):**

4.A. Principles and theories of small group discussion
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**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

4.A. 1. Social exchange theory
4.A. 2. Rules theory
4.A. 3. Task contingency theory
4.A. 4. Structural theory

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

**Matching course component(s):**

4.E. Conflict management in small groups
4.E.1. Groupthink
4.E.2. Reaching consensus

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

**Matching course component(s):**

2.D. Recognize principles and appraise styles of leadership.
4.C.3. Situational factors in leadership
4.C.4. Leadership emergence
4.C.5. Training in leadership
4.D. Decision making and problem solving
2.E. Demonstrate effective methods of interacting with culturally diverse individual and groups.
2.F. Analyze values, attitudes and beliefs of self and others
2.G. Identify the diversity of race, ethnicity, lifestyle, age and socio-economic backgrounds in the classroom, workplace and community.

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

**Matching course component(s):**

2.B. Examine the roles and responsibilities of individual group members.
4.F. Small group communication in organizations
4.F.1. Working in culturally and economically diverse groups
4.F.2. Working in gender and age diverse groups

**General Education Review Request**  
**AREA V - COMMUNICATION & ANALYTICAL THINKING**

Requesting Faculty: Carol Josselyn

Date: 10/26/11 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Marnie Francisco and Lauren Velasco

Comments:

We approve this course

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

Course Number & Title: Health 21 Contemporary Health Issues

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#### **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 VII - Lifelong Learning:**

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement ***must*** include ***at least one*** of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

Course Number & Title: HEALTH 21 Contemporary Health Issues

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:**

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

**Matching course component(s):**

**Under Section 2. Course Objectives**

- A. Appraise and evaluate personal and societal health risk factors and alternatives.
- B. Recognize, examine and evaluate personality and emotional health.
- D. Explain the dynamics of family and personal relationships including social violence.
- H. Explain the role of physical activity and physical fitness.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

**Matching course component(s):**

**Under Section 2. Course Objectives**

- I. Identify, compare, and discuss normal and abnormal behavior.
- J. Identify and analyze drug addiction.
- K. Identify and the relevant health issues in the aged population.
- L. Develop a sense of consumer awareness as it relates to health decisions.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course component(s):**

**Under Section 2: Course Objectives**

- A. Appraise and evaluate personal and societal health risk factors and alternatives.
- B. Recognize, examine and evaluate personality and emotional health.
- G. Explain the role of nutrition in disease prevention.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**L4. Comprehend and apply health and well-being issues to the individual and to society;**  
**Matching course component(s):**

**Under Section 2:Course Objectives**

- B. Recognize, examine and evaluate personality and emotional health.
- C. Describe the relationship between stress and illness.
- D. Explain the dynamics of family and personal relationships including social violence.
- E. Examine human sexuality.
- F. Assess and examine communicable and noncommunicable diseases.

**L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.**

**Matching course component(s):**

**Under Section 2:Course Objectives**

- A.Appraise and evaluate personal and societal health risk factors and alternatives.

From Section 4: Course Content

A.3 Exam the three levels of Health Promotion and Disease

**Under Section 2: Course Objectives**

- G. Explain the role of nutrition in disease prevention.

From Section 4: Course Content

G.1 Diet and Weight Control

**Under Section 2: Course Objectives**

- L. Develop a sense of consumer awareness as it relates to health decisions.

**Under Section 12: Examples of Required Reading and Writing and Outside of Class Assignments**

- A. Students complete several worksheets relating to topics discussed.
- B. Assigned reading from textbook and completion of review questions at the end of each chapter.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

C. Students are assigned weekly projects such as a written dietary analysis.

D. Students are assigned journal reports of community activities.

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

**L6.** Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

**Matching course component(s):**

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

**Matching course component(s):**

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

**Matching course component(s):**

**Under section 2:Course Objectives**

H. Explain the role of physical activity and physical fitness.

**L9.** Use technology to analyze problems and create solutions.

**Matching course component(s):**

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

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

**Matching course component(s):**

**Under Section 2: Course Objectives**

A. Appraise and evaluate personal and societal health risk factors and alternatives.

B. Recognize, examine and evaluate personality and emotional health.

C. Describe the relationship between stress and illness.

D. Explain the dynamics of family and personal relationships including social violence.

E. Examine human sexuality.

F. Assess and examine communicable and noncommunicable diseases.

G. Explain the role of nutrition in disease prevention.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

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

**Matching course component(s):**

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

**Matching course component(s):**

**Under Section 2:Course Objectives**

A. Appraise and evaluate personal and societal health risk factors and alternatives.

B. Recognize, examine and evaluate personality and emotional health.

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

**Matching course component(s):**

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

**Matching course component(s):**

**Under Section 2:Course Objectives**

G. Explain the role of nutrition in disease prevention.

**Under Section 12:Examples of Required Reading and Writing and Outside of Class Assignments**

A. Students complete several worksheets relating to topics discussed.

B. Assigned reading from textbook and completion of review questions at the end of each chapter.

C. Students are assigned weekly projects such as a written dietary analysis.

D. Students are assigned journal reports of community activities.

Requesting Faculty: Ken Horowitz \_\_\_\_\_ Date: \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bernie Day, Gillian Schultz, Mary Thomas.

Comments:

We recommend approval.

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

Course Number & Title: SPED 61, Introduction to Disabilities

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#### **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 VII - Lifelong Learning:**

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title:** SPED 61, Introduction to 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:**

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course objective(s): 2.A. (from Expected Outcomes ) Identify and differentiate all the major categories of disabilities. Students will learn the entire spectrum of human disabilities by category and type through objective medical/scientific information. This is one discipline of study.  
2. B., C. Students will learn the psychological and social experiences of persons with disabilities. This is another discipline of study.  
4. B. (from Expanded Description of Course Content) Historical and worldwide perspectives on disabilities.  
4. B. B. The emergence of the disabled culture, political activism, and the Disabled Rights Movement. These aspects of the course provide a third discipline of study.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course objective(s): 2. D. Express the significance of visible vs. non-visible disabilities in terms of the experience of the disabled individual.  
2. E., Articulate a newly gained perspective on disabilities that will alter future interactions with disabled persons.  
2F., Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.  
2. G Propose strategies of advocacy for persons with disabilities.

**L3.** Identify current issues and concerns that influence health, communication or learning;

Matching course objective(s): The entire course addresses issues of human health and dysfunction, underlining the need for adaptations, accommodation/remediation and societal inclusion of those with disabilities.

It must be acknowledged that every individual will face disability at some point in life, both personally, and in others. This course teaches awareness, fact from fiction, resources, social and cultural context and personal decision making going forward from the experience provided in the class.

Matching course objective(s):

4B. Historical and worldwide perspectives on disabilities  
4B,1,C: Examination of the treatment of persons with disabilities by their societies regarding: medical services, social status & economic status  
4B,2: The emergence of disabled culture, political activism and the disabled rights movement.  
4H: The stigma of disability as a psychological/ cultural phenomenon  
4J: Accommodations  
4K: Future perspectives on disabilities, access and politics.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

Matching course objective(s):

4B. Historical and worldwide perspectives on disabilities  
4B,1,C: Examination of the treatment of persons with disabilities by their societies regarding: medical services, social status & economic status  
4B,2: The emergence of disabled culture, political activism and the disabled rights movement.  
4B: Physical/ Orthopedic disabilities  
4C: Communicative Disabilities

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

4D: Sensory disabilities
4E: Psychological disabilities
4F: Learning/ Neurological disorders
4G: Learning/ Neurological disorders
4H: The stigma of disability as a psychological/ cultural phenomenon
4J: Accommodations
4K: Future perspectives on disabilities, access and politics.

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course objective(s):

6B: Four projects on disability including but not limited to: Using chart/ spreadsheet, letter and essay formats, list strengths, challenges, culture and linguistics of persons with specific disabilities and show compensatory strategies that allow the subjects to function in society.

Students have worked on the following projects/ assignments in the past 3 offerings of SPED 61:

- 1)Produce a resource pamphlet for persons with disabilities (or a specific disability/ disorder) in the community they live in.
- 2)Review of an autobiography of a person with a disability
- 3)Survey of their community on disability issues
- 4)Research paper on a specific disability or disability issue

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

**L6.** Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course objective(s):

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course objective(s):

- 2B. Discuss the cultural experiences of the disabled person in America.
- 2C. Describe the social/ psychological effects of disability on the individual
- 2D. Express the significance of visible vs non-visible disabilities in terms of the experience of the disabled individual.
- 2E. Articulate a newly gained perspective on disabilities that will alter future interactions with disabled persons.
- 2F. Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.
- 2G. Propose strategies of advocacy for persons with disabilities.
- 4B. Historical and worldwide perspectives on disabilities
- 4B,1,C: Examination of the treatment of persons with disabilities by their societies regarding: medical services, social status & economic status
- 4B,2: The emergence of disabled culture, political activism and the disabled rights movement.
- 4H: The stigma of disability as a psychological/ cultural phenomenon
- 4J: Accommodations
- 4K: Future perspectives on disabilities, access and politics.

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

Matching course objective(s):

**L9.** Use technology to analyze problems and create solutions.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**Matching course objective(s):**

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

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

**Matching course objective(s):**

6B: Four projects on disability including but not limited to: Using chart/ spreadsheet, letter and essay formats, list strengths, challenges, culture and linguistics of persons with specific disabilities and show compensatory strategies that allow the subjects to function in society.

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

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

**Matching course objective(s):** See Section 6., Methods of Evaluation, General narrative and specific examples from C. Final Project

**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):**

2B. Discuss the cultural experiences of the disabled person in America.

2C. Describe the social/ psychological effects of disability on the individual

2D. Express the significance of visible vs non-visible disabilities in terms of the experience of the disabled individual.

2E. Articulate a newly gained perspective on disabilities that will alter future interactions with disabled persons.

2F. Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.

2G. Propose strategies of advocacy for persons with disabilities.

4B. Historical and worldwide perspectives on disabilities

4B,1,C: Examination of the treatment of persons with disabilities by their societies regarding: medical services, social status & economic status

4B,2: The emergence of disabled culture, political activism and the disabled rights movement.

4H: The stigma of disability as a psychological/ cultural phenomenon

4J: Accommodations

4K: Future perspectives on disabilities, access and politics.

**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: Teresa Ong

Date: 10/30/2011

Division Curr Rep: Beatrix Cashmore

Date: 10/30/2011

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bernie Day, Gillian Schultz, Mary Thomas.

Comments:

The review committee recommends approval.

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

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

**Course #:** Biol54H

**Division:** Biological and Health Sciences

**Course Title:** Honors Institute Seminar in Biology

**Catalog Description:**

A seminar in directed readings, discussions and projects in biology. Specific topic to be determined by the instructor. This advanced honors course is open to all majors. This course satisfies one of the two honors seminar requirements for the Foothill College Honors Scholar program.

**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:

**Transfers to the CSU system.**

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

*Adopted June 24, 2009*

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

**...provides access to outstanding educational opportunities... (satisfies one of the two honors seminar requirements for the Foothill College Honors Scholar program).**

**Criteria B. -- Need (Explain)**

Again, this course satisfies one of the two honors seminar requirements for the Foothill College Honors Scholar program.

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

YR 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)**

YR 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)**

YR 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:** Karen Decker

**Date:** 1/19/12

**Division Curriculum Representative:** William P. May

**Date:** 1/19/12

**College Curriculum Co-Chairman:** CDolcini

**Date:** 1/19/12

**FOOTHILL COLLEGE**  
**Stand-Alone Course Approval Request**

Course #: ESLL 249 Division: Language Arts

Course Title: Advanced Reading

**Catalog Description:**

An advanced-level reading course designed to instruct ESLL students in techniques of critical analysis for reading college-level prose, focusing primarily on authentic expository/argumentative essays and textbook materials written for a native speaker audience. Students learn to comprehend text holistically, identifying and expressing critical elements of comprehension. Practice and testing to be done on authentic, multi-page texts with written responses. Lecture, discussion, and group work. ~~Students who do not meet all of the expected outcomes of this course may be assigned a grade and units of credit in ESLL 249 and should repeat ESLL 289.~~ *this was removed. M*

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:

Addresses the following provision in Education Code 66010.4 as it pertains to missions and function of public and independent institutions of higher education:

(A) ...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.

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

*Adopted June 24, 2009*

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

Provides vital basic skills reading instruction in ESLL that prepares students for future success in college-level English courses and coursework across the curriculum.

**Criteria B. -- Need (Explain)**

This course is needed to meet the stated goals and objectives of ESLL and English transfer-level courses in that it offers ESLL students much-needed supplemental instruction in reading skills that transfer to other college courses.

**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: Mark A \_\_\_\_\_

Date: 10/14/11

Division Curriculum Representative: W.L \_\_\_\_\_

Date: 10/11/11

College Curriculum Co-Chairman: Coble and S \_\_\_\_\_

Date: 1/17/11

# COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) BACKGROUND DOCUMENTS

## *ASCCC CLEP Resolutions*

### **College Level Examination Program (CLEP) Exam Equivalency List**

Spring2011  
Resolution 09. 01

**Presenter:** Estela Narrie, Santa Monica College, Transfer and Articulation Committee

**Topic:** Curriculum

**Status:** Assigned

Whereas, Resolution 9.04 F10 “College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements” called for the development of a suggested system-wide policy template regarding the use of CLEP exam scores for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 regulations outline specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students, including many enlisted military personnel, are requesting general education credit based on CLEP exam scores;

Whereas, Many students attend more than one California community college, and currently CLEP exam equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, An overwhelming majority of Articulation Officers throughout the California Community College System support the development of a California community college general education (CCC GE) CLEP exam score equivalency list that is aligned with the California State University (CSU) GE CLEP exam score equivalency lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

MSC Disposition: Local Senates

## **College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements**

09.04

Fall 2010

**Presenter:** Estela Narrie, Santa Monica College, Transfer and Articulation Committee

**Topic:** Curriculum

**Status:** Completed

Whereas, California community college students may only receive associate’s degree general education credit for a College Level Examination Program (CLEP) exam if equivalency for a course or an associate degree general education area has been locally established;

Whereas, Many students attend more than one California community college, and CLEP course equivalencies may not exist or may vary greatly among the California community colleges;

Whereas, For many enlisted military personnel, completing formal college courses may be difficult due to deployments,

work schedules, and other factors, and CLEP exams have made earning college credits a realistic possibility for these individuals; and

Whereas, CLEP general education subject area applicability exists system-wide for students completing California State University General Education Breadth (CSU GE), but the University of California does not accept CLEP exams for credit under the Intersegmental General Education Transfer Curriculum (IGETC) pattern;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements;

Resolved, That the Academic Senate for California Community Colleges develop a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements if the research shows it to be feasible; and

Resolved, That the Academic Senate for California Community Colleges urge the University of California and California State University systems to consider accepting CLEP exams for credit under the IGETC pattern in order to facilitate student transfer.

MSC Disposition: Local Senates, ICAS

**Assigned To:** Transfer & Articulation

**Status Report:** Template was approved at Spring 2011 Plenary Session

***ASCCC APPROVED***  
**California Community College General Education CLEP List**

<b><u>CLEP Examination</u></b>	<b><u>CCC GE Areas</u></b>	<b><u>Passing Score</u></b>	<b><u>Minimum Units</u></b>
American Government	Social/Behavioral Sciences	50	3
American Literature	Humanities	50	3
Analyzing and Interpreting Literature	Humanities	50	3
Biology	Natural Sciences	50	3
Calculus	Language and Rationality	50	3
Chemistry	Natural Sciences	50	3
College Algebra	Language and Rationality	50	3
College Algebra – Trigonometry	Language and Rationality	50	3
English Literature	Humanities	50	3
French Level II	Humanities	59	3
German Level II	Humanities	60	3
History, United States I	Social/Behavioral Sciences	50	3
History, United States II	Social/Behavioral Sciences	50	3
Human Growth and Development	Social/Behavioral Sciences	50	3
Humanities	Humanities	50	3
Introductory Psychology	Social/Behavioral Sciences	50	3
Introductory Sociology	Social/Behavioral Sciences	50	3
Natural Sciences	Natural Sciences	50	3
Pre-Calculus	Language and Rationality	50	3
Principles of Macroeconomics	Social/Behavioral Sciences	50	3
Principles of Microeconomics	Social/Behavioral Sciences	50	3
Spanish Level II	Humanities	63	3
Trigonometry	Language and Rationality	50	3
Western Civilization I	Humanities or S/B. Sciences	50	3
Western Civilization II	Social/Behavioral Sciences	50	3

# CSU POLICY ON CREDIT FOR EXTERNAL EXAMINATIONS



**Academic Programs and Policy**  
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Long Beach, CA 90802-4210

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State University Dean  
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Code: AA-2011-12

## MEMORANDUM

**Date:** September 6, 2011  
**To:** Interested Parties  
**From:** Christine Mallon   
**Subject:** Systemwide Credit for External Examinations

This Coded Memorandum updates and supersedes Coded Memorandum AA-2010-09.

As directed in Executive Order 1036, Section 1.2.4, the CSU faculty have determined the following passing scores, minimum units of credit earned, and certification area (for General Education Breadth and/or U.S. History, Constitution, and American Ideals) for the enclosed list of standardized external examinations.

Note that each campus in the California State University system determines how it will apply external examinations toward credit in the major. For students not already certified in GE and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirements.

Questions about this memo may be directed to Ken O'Donnell, State University Associate Dean, Academic Programs and Policy: 562/951-4735, [kodonnell@calstate.edu](mailto:kodonnell@calstate.edu).

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
<b>College Board Advanced Placement Tests</b>					
AP Art History	3	6	3	C1 or C2	
AP Biology	3	6	4	B2+B3	
AP Calculus AB <sup>4</sup>	3	3	3	B4	
AP Calculus BC <sup>4</sup>	3	6	3	B4	
AP Calculus BC/ AB Subscore <sup>4</sup>	3	3	3	B4	
AP Chemistry	3	6	6	B1+B3	F09
AP Chemistry	3	6	4	B1+B3	
AP Chinese Language and Culture	3	6	3	C2	
AP Comparative Government & Politics	3	3	3	D8	
AP Computer Science A <sup>4</sup>	3	3	0	n/a	
AP Computer Science AB <sup>4</sup>	3	6	0	n/a	
AP English Language	3	6	3	A2	
AP English Literature	3	6	6	A2+C2	
AP Environmental Science <sup>5</sup>	3	4	4	B2+B3	F09
AP Environmental Science <sup>5</sup>	3	4	4	B1+B3	
AP European History	3	6	3	C2 or D6	
AP French Language	3	6	6	C2	F09
AP French Language	3	6	3	C2	
AP French Literature	3	6	3	C2	F09
AP German Language	3	6	6	C2	F09
AP German Language	3	6	3	C2	
AP Human Geography	3	3	3	D5	
AP Italian Language and Culture	3	6	3	C2	F10
AP Japanese Language and Culture	3	6	3	C2	
AP Latin Literature	3	6	3	C2	F09
AP Latin: Vergil	3	3	3	C2	
AP Macroeconomics	3	3	3	D2	
AP Microeconomics	3	3	3	D2	
AP Music Theory	3	6	3	C1	F09
AP Physics B <sup>6</sup>	3	6	6	B1+B3	F09
AP Physics B <sup>6</sup>	3	6	4	B1+B3	
AP Physics C (electricity/magnetism) <sup>6</sup>	3	4	4	B1+B3	
AP Physics C (mechanics) <sup>6</sup>	3	4	4	B1+B3	
AP Psychology	3	3	3	D9	
AP Spanish Language	3	6	6	C2	F09
AP Spanish Language	3	6	3	C2	
AP Spanish Literature	3	6	6	C2	F09
AP Spanish Literature	3	6	3	C2	
AP Statistics	3	3	3	B4	
AP Studio Art - 2D	3	3	0	n/a	
AP Studio Art - 3D	3	3	0	n/a	
AP Studio Art - Drawing	3	3	0	n/a	
AP U.S. Government & Politics	3	3	3	D8+US-2	
AP U.S. History	3	6	3	(C2 or D6)+US-1	
AP World History	3	6	3	C2 or D6	
<b>College-Level Examination Program (CLEP)</b>					
CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	

## CSU Systemwide Credit for External Examinations

As of September 6, 2011

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth Certification</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
CLEP Calculus	50	3	3	B4	
CLEP Chemistry	50	3	3	B1	
CLEP College Algebra	50	3	3	B4	
CLEP College Algebra - Trigonometry	50	3	3	B4	
CLEP College Mathematics	50	0	0	n/a	
CLEP English Composition (no essay)	50	0	0	n/a	
CLEP English Composition with Essay	50	0	0	n/a	
CLEP English Literature	50	3	3	C2	
CLEP Financial Accounting	50	3	0	n/a	
CLEP French <sup>7</sup> Level I	50	6	0	n/a	
CLEP French <sup>7</sup> Level II	59	12	3	C2	
CLEP Freshman College Composition	50	0	0	n/a	
CLEP German <sup>7</sup> Level I	50	6	0	n/a	
CLEP German <sup>7</sup> Level II	60	12	3	C2	
CLEP History, United States I	50	3	3	D6+US-1	
CLEP History, United States II	50	3	3	D6+US-1	
CLEP Human Growth and Development	50	3	3	E	
CLEP Humanities	50	3	3	C2	
CLEP Information Systems and Computer Applications	50	3	0	n/a	
CLEP Introduction to Educational Psychology	50	3	0	n/a	
CLEP Introductory Business Law	50	3	0	n/a	
CLEP Introductory Psychology	50	3	3	D9	
CLEP Introductory Sociology	50	3	3	D0	
CLEP Natural Sciences	50	3	3	B1 or B2	
CLEP Pre-Calculus	50	3	3	B4	
CLEP Principles of Accounting	50	3	0	n/a	
CLEP Principles of Macroeconomics	50	3	3	D2	
CLEP Principles of Management	50	3	0	n/a	
CLEP Principles of Marketing	50	3	0	n/a	
CLEP Principles of Microeconomics	50	3	3	D2	
CLEP Social Sciences and History	50	0	0	n/a	
CLEP Spanish <sup>7</sup> Level I	50	6	0	n/a	
CLEP Spanish <sup>7</sup> Level II	63	12	3	C2	
CLEP Trigonometry	50	3	3	B4	
CLEP Western Civilization I	50	3	3	C2 or D6	
CLEP Western Civilization II	50	3	3	D6	
<b>International Baccalaureate (IB)</b>					
IB Biology HL	5	6	3	B2	
IB Chemistry HL	5	6	3	B1	
IB Economics HL	5	6	3	D2	
IB Geography HL	5	6	3	D5	
IB History (any region) HL	5	6	3	C2 or D6	
IB Language A1 (any language) HL	4	6	3	C2	
IB Language A2 (any language) HL	4	6	3	C2	
IB Language B (any language) HL <sup>8</sup>	4	6	0	n/a	
IB Mathematics HL	4	6	3	B4	
IB Physics HL	5	6	3	B1	
IB Psychology HL	5	3	3	D9	
IB Theatre HL	4	6	3	C1	

<sup>1</sup>These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1033 and 1036 for details.

<sup>2</sup>Areas of GE Breadth (A1 through E) are defined in EO 1033. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 405, and at assist.org.

<sup>3</sup>Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

<sup>4</sup>If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

<sup>5</sup>Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 09 or later, those credits may only apply to B1+B3.

<sup>6</sup>If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

<sup>7</sup>If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

<sup>8</sup>The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

## RESPONSES FROM OTHER CA COMMUNITY COLLEGES

### Palomar College CLEP Policy

#### Palomar College College-Level Examination Program (CLEP) Chart

Students must have the College Board send an official CLEP transcript to the Palomar College Records Office.

**Course credit and units granted at Palomar College may differ from course credit and units granted by a transfer institution.**

Students may earn credit for CLEP with a minimum score of 50. CLEP credit may be used to meet AA GE and/or major course work and CSU GE requirements.

CLEP Exam	Min Score	Palomar College				CSU System		
		Course Equivalent	Credit	AA GE	AA GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
American Government	50	NE	3	3	D	3	3	D8
AMERICAN GOVERNMENT EXAM LIMITATIONS				<b>For AH&amp;I:</b> Students must also satisfactorily pass HIST 102 (applies to Palomar AA requirements only)				
American Literature	50	ENG 225 or 226	3	3	C	3	3	C2
Analyzing and Interpreting Literature	50	ENG 205	3	3	C	3	3	C2
Biology	50	BIOL 101	3	3	B	3	3	B2
Calculus	50	MATH 140	5	5	A2	3	3	B4
Chemistry	50	CHEM 110	3	3	B	3	3	B1
College Algebra	50	MATH 110	4	4	A2	3	3	B4
College Algebra-Trigonometry (Ended June 2006)	50	MATH 135	5	5	A2	3	3	B4
College Composition	50	NE	0	0	N/A	Not yet evaluated by the CSU System		
College Mathematics	50	NE	3	3	Math Comp	0	0	N/A
English Composition w/Essay (Ended June 2010)	50	ENG 100	4	4	A1	0	0	N/A
English Literature	50	ENG 210 or 211	3	3	C	3	3	C2
Financial Accounting	50	ACCT 103	4	0	N/A	0	0	N/A
French Language Level I	50	FREN 101	5	5	C	6	0	N/A
French Language Level II	59	FREN 101, 102	10	10	C	12	3	C2
FRENCH LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
German Language Level I	50	GERM 101	5	5	C	6	0	N/A
German Language Level II	60	GERM 101, 102	10	10	C	12	3	C2
GERMAN LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
History of the United States I	50	HIST 101	3	3	D	3	3	D6+US-1
History of the United States II	50	HIST 102	3	3	D	3	3	D6+US-1
HISTORY OF THE U.S. EXAM LIMITATIONS				<b>For AH&amp;I:</b> Students must also satisfactorily pass POSC 102 (applies to Palomar AA and CSUGE requirements)				
Human Growth and Development	50	NE	3	3	E	3	3	E
Humanities	50	HUM 100 or 101	3	3	C	3	3	C2
Information Systems & Computer Applications	50	CSIT 105	3	3	A2 or E	3	0	N/A
Introduction to Educational Psychology	50	NE	3	0	N/A	3	0	N/A
Introductory Business Law	50	BUS 115	3	0	N/A	3	0	N/A
Introductory Psychology	50	PSYC 100	3	3	D	3	3	D9

CLEP Exam	Min Score	Palomar College				CSU System		
		Course Equivalent	Credit	AA GE	AA GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
Introductory Sociology	50	SOC 100	3	3	D	3	3	D0
Natural Sciences	50	NE	3	3	B	3	3	B1 or B2
Precalculus	50	MATH 135	5	5	A2	3	3	B4
Principles of Accounting (Ended June 2007)	50	ACCT 103, 108	8	0	N/A	3	0	N/A
Principles of Macroeconomics	50	ECON 101	3	3	D	3	3	D2
Principles of Microeconomics	50	ECON 102	3	3	D	3	3	D2
Principles of Management	50	BMGT 101	3	0	N/A	3	0	N/A
Principles of Marketing	50	BUS 155	3	0	N/A	3	0	N/A
Social Sciences and History	50	NE	3	3	D	0	0	N/A
Spanish Language Level I	50	SPAN 101	5	5	C	6	0	N/A
Spanish Language Level II	63	SPAN 101, 102	10	10	C	12	3	C2
SPANISH LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
Trigonometry (Ended June 2006)	50	MATH 115	3	3	A2	3	3	B4
Western Civilization I	50	HIST 105	3	3	C or D	3	3	C2 or D6
Western Civilization II	50	HIST 106	3	3	D	3	3	D6

N/A = Not Applicable

NE = No Equivalent

**American History & Institutions (AH&I) Components:** US-1: American History; US-2: U.S. Constitution & Government; US-3: California Government. Students who receive a minimum score of 50 on both the American Government and U.S. History exams must also satisfactorily pass POSC 120 to fulfill the AH&I requirement.

**AA:** CLEP credit is evaluated by corresponding it to an equivalent Palomar College course. A student who receives CLEP credit and who then takes the equivalent PC course will have the unit credit for such duplication deducted (usually from the exam) prior to being awarded an AA degree.

**CSU GE:** All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated area if the examination is included as part of a full or subject-area certification. Each CSU campus will determine how it will apply examinations toward credit in the major.

**IGETC:** CLEP credits do not apply toward IGETC requirements.

CLEP Chart 2011 (8/23/11)

## **Santiago Canyon College CLEP Policy**

### **SANTIAGO CANYON COLLEGE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) GUIDE (CONTINUED)**

CLEP EXAM	Passing Score	SCC GE Area Semester Units Awarded	SCC Minimum AA Semester Units Awarded	CSU GE Certification Area/Semester Units Awarded 4/10/10	CSU Minimum Admission Semester Units Awarded
Introduction to Educational Psychology	50	N/A 0 units	3 units	N/A 0 units	3 units
Introductory Business Law	50	N/A 0 units	3 units	N/A 0 units	3 units
Introductory Psychology	50	Area B2 3 units	3 units	Area D9 3 units	3 units
Introductory Sociology	50	Area B2 3 units	3 units	Area D10 3 units	3 units
Natural Sciences	50	Area A 3 units	3 units	Area B1 or B2 3 units	3 units
*Pre-Calculus	50	E2 and G1 3 units	3 units	Area B4 3 units	3 units
Principles of Accounting	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Macroeconomics	50	Area B2 3 units	3 units	Area D2 3 units	3 units
Principles of Management	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Marketing	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Microeconomics	50	Area B2 3 units	3 units	Area D2 3 units	3 units
Social Sciences and History	50	N/A 0 units	0 units	N/A 0 units	0 units
**Spanish Level I	50	N/A 0 units	6 units	N/A 0 units	6 units
**Spanish Level II	63	Area C 3 units	12 units	Area C2 3 units	12 units
*Trigonometry (Exam no longer offered)	50	Area E2 + G1 3 units	3 units	Area B4 3 units	3 units
Western Civilization I	50	Area B2 3 units	3 units	Area C2 or D6 3 units	3 units
Western Civilization II	50	Area B2 3 units	3 units	Area D6 3 units	3 units

#### **SCC CLEP Policies**

The CLEP exams listed above may be applied for unit credit toward the satisfaction of GE category or as elective units toward the Santiago Canyon College Associate degree. \*Exam satisfies Santiago Canyon College Mathematics Proficiency requirement Area G1.

\*\*If a student passes more than one CLEP exam in the same language other than English (e.g. two exams in French), then only one examination may be applied to the associate degree. For each of these tests a passing score of 50 earns 6 units of elective credit; higher scores earn more units and placement in Area C of general education.

#### **CSU CLEP Policies**

The CLEP exams listed above may be incorporated into certification of CSU General Education-Breadth requirements. All CSU campuses will accept the minimum units shown if the examination is included in full or subject area certification; individual CSU campuses may choose to accept more units than those specified towards completion of general education requirements. The CSU Minimum Semester Admission unit column reflects what each campus system-wide will minimally accept toward CSU admission.

Students are strongly advised to check with an SCC Counselor when using CLEP credit for CSU admission or for major requirements. The CSU has grandfathered in this policy to guide CLEP submissions for any year that the CLEP exams was taken.

\*\*If a student passes more than one CLEP exam in the same language other than English (e.g. two exams in French), then only one examination may be applied to the baccalaureate degree. For each of these tests a passing score of 50 earns 6 units of elective credit; higher scores earn more units and placement in Area C2 of general education breadth.

\*\*\*This examination partially fulfills the CSU American Institutions graduation requirement but can be used toward the US-1 requirement.

#### **UC CLEP Policies**

The University of California does not accept CLEP exams to meet requirements for IGETC.

## Old FOOTHILL CLEP DOCUMENT FOUND

### Foothill College-CLEP policy

The following is the units and the course equivalence that students receive for taking any of the five (5) *general examinations*. We do not give any credit for the *subject examinations*.

#### **English** - 9 quarter units **elective** credit.

Student must complete English composition course and Speech 1A or 2 or 4 for Associate degree; and English 1A and Speech 1A or 2 or 4 for State College General Education Certification.

#### **Social Sciences** - 9 quarter units credit.

Meets Social Sciences requirement for Associate degree. Does not meet American Institutions requirement for Associate degree or State College General Education certification.

#### **Natural Sciences** - 9 quarter units credit.

Student must complete one lab course requirement (either biological or physical science) for Associate degree and State College General Education certification. Will meet second, no lab experience, science requirement for State College General Education requirement (either biological or physical science).

#### **Humanities** - 9 quarter units credit.

Meets List A and list B requirements for Associate degree and State College General Education certification.

#### **Mathematics** - 5 quarter units credit.

Equivalent to Math 105 (effective 10/28/04)

#### **Acceptable score - 500 or higher**

**Effective 10/01 score required is 50 or higher**

#### **Foothill College Admission Information:** accessed at

<http://www.foothill.edu/reg/geninfo.php>

All beginning freshmen must enroll in the [CNSL 50: Introduction to College course](#), or demonstrate proof that they have completed an equivalent course. If you are eligible for ENGL 1A, you should complete this course by the end of the third quarter of enrollment; you may take a speech course first. If you are eligible for ENGL 110 or 209, you should complete these courses during the first or second quarter.

You may receive up to nine quarter units for each of five general **CLEP** tests completed with a score of at least 500. Your Foothill transcript will show elective unit credit for each successful test score. These units may also be used to fulfill certain general education requirements.

#### **Foothill College Primary Care Associate Program Information:** accessed at

<http://www.foothill.edu/bio/programs/primary/prereq.php>

#### COLLEGE LEVEL EXAMINATION PROGRAM

The College Board offers Subject and General College Level Examination Program (CLEP) exams which may be used to meet Program prerequisites as listed below:

- Introductory Psychology Subject Exam - General Psychology
- Introductory Sociology Subject Exam - Introduction to Sociology
- General Chemistry Subject Exam - Introductory Chemistry

- English Composition with Essay - English Composition

Depending on the scoring range for the particular exam, only CLEP scores above 500 (or 50) will be accepted. Official CLEP score reports must be included in the application packet. Subject College Level Examination Program will only be accepted by the Primary Care Program and *cannot be used to meet General Education requirements* to satisfy the Associate Degree requirements at Foothill College.

### **Foothill Evaluators**

When contacted for this presentation, I was advised by both Foothill counselors and evaluators that Foothill College does not recognize CLEP credit.

### **CLEP BASICS**

#### **College Board Examination Program**

- 34 introductory college-level examinations in: Foreign Languages, Science, Mathematics, Business, Composition & Literature, History & Social Sciences
- Seven million exams administered since 1967
- 2,900 colleges grant credit; 1,600 colleges administer CLEP
- 133,000+ National exams administered in 2008-09
- 73,000+ exams administered to military service members in 2008-09

## Foothill Student Transfer Information

The CSU Chancellor's Office was nice enough to provide us with a list of Foothill transfers to CSU for the past six years *by major* so that we can prioritize development of transfer degrees. Unfortunately, we were not able to obtain a list of transfers by major at specific CSU campuses. The results yielded a few surprises. Students transfer into dozens of different majors; however, here are the top destination majors for Foothill students:

- #1 Sociology
- #2 Accounting
- #3 Psychology
- #4 Child Development (tied)
- #4 English
- #4 Business Management
- #5 Criminal Justice (a surprise!)
- #6 Art
- #7 Kinesiology/PE
- #8 Communications (tied)
- #8 Computer Science (tied)
- #9 Business Administration

Interestingly, there were 56 students admitted as undeclared students, which is surprising as CSU generally does not admit undeclared transfer students. The previous year figures demonstrated a similar pattern.

According to CSU, our transfers increased by 50% for 2010-2011. The number of transfers increased from 227 in 2009-2010 to 346 in 2010-2011.

## Foothill College Curriculum Committee

The following Transfer Model Curriculum templates have been approved and are available for our use. If you'd like to see the templates, they are available at:

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>

<b><u>Approved TMC</u></b>	<b><u>Foothill Status</u></b>
Administration of Justice	No comparable program
Art History	In development (Pennington)
Business Administration	
Communication Studies	Under discussion
Early Childhood Education	In development (English, Svetich) and
English	Under discussion (Creative Writing)
Geology	
History	Under discussion
Kinesiology	In development (Shewfelt)
Mathematics	Pending with Instruction Office
Physics	
Political Science	
Psychology	Complete
Sociology	Complete
Studio Arts	In development (Ciment)
Theatre Arts	In development (MacLeod)

**CSU Similar Degree Report \_02-02-2012**

PROGRAM TITLE	CSUCampusShortName	DegreeTyp	CSUCampusDegreeName
Administration of Justice	Bakersfield	BA	Criminal Justice
	Chico	BA	Administration of Justice/Criminal Justice
	Fresno	BS	Criminology - Corrections Option Criminology - Forensics & Behavioral Science Criminology - Law Enforcement Option Criminology - Victimology Option
	Fullerton	BA	Criminal Justice
	Long Beach	BS	Criminal Justice
	Sacramento	BS	Criminal Justice
	San Bernardino	BA	Criminal Justice - General
	San Diego	BS	Administration of Justice
	San Francisco	BA	Criminal Justice Studies
	San José	BS	Justice Studies
	Sonoma	BA	Criminology and Criminal Justice Studies
	Stanislaus	BA	Criminal Justice - Corrections Option Criminal Justice - Criminal Legal Studies Option Criminal Justice - Juvenile Justice Option Criminal Justice - Law Enforcement Option
Art History	Bakersfield	BA	Art History
	Channel Islands	BA	Art History
	Chico	BA	Art History
	Dominguez Hills	BA	Art - Design Option Art - History Option
	Fresno	BA	Art History
	Fullerton	BA	Art - Art History
	Humboldt	BA	Art - Art History
	Long Beach	BA	Art - Art History
	Los Angeles	BA	Art - Art History
	Monterey Bay	BA	Art History - Visual & Public Art
	Northridge	BA	Art
	Pomona	BA	Art
	Sacramento	BA	Art History
	San Bernardino	BA	Art (Art History)
	San Diego	BA	Art - Art History Emphasis
	San Francisco	BA	Art - Art History and Studio Art Concentration Art - Art History Concentration
	San José	BA	Art - Art History and Visual Culture Concentration
	San Marcos	BA	Visual and Performing Arts - Visual Arts Option
	Sonoma	BA	Art History
	Stanislaus	BA	Art - Art History Option
Business Administration	Bakersfield	BS	Business Administration (All Options)
	Channel Islands	BS	Business
	Chico	BS	Business Administration - Accounting Business Administration - Entrepreneurship and Small Business Business Administration - Finance Business Administration - Human Resource Management Business Administration - Management

Business Administration	Chico	BS	Business Administration - Marketing
	Fresno	BS	Business - Accountancy Option Business - Finance and Business Law Option Business - Information Systems and Decision Sciences Option Business - Management Option Business - Marketing Option
	Fullerton	BA	Economics
	Humboldt	BS	Business - Accounting Business - Finance Business - International Business Business - Management Business - Marketing
	Maritime	BS	Business Administration - International Business and Logistics Program
	Northridge	BS	Business Administration - Business Law Option Business Administration - Global Supply Chain Management Option Business Administration - Insurance and Financial Services Option Business Administration - Real Estate Option Business Administration - Systems and Operations Management Option Finance Management Marketing
	Pomona	BS	Business Administration - Finance, Real Estate, and Law
	Sacramento	BS	Business - Entrepreneurship Business - Human Resources/Organizational Behavior International Business Business - Operations Management
	San Bernardino	BA	Business Administration - Business Economics Business Administration - Entrepreneurial Management Business Administration - Finance Concentration Business Administration - Human Resource Management  Business Administration - Information Management Business Administration - Management Concentration  Business Administration - Marketing Concentration Business Administration - Public Administration Business Administration - Real Estate Business Administration - Sports and Entertainment Marketing Business Administration - Supply Chain and Transportation Management
	San Francisco	BS	Business (General Business concentration)
	San José	BS	Business Administration - General Business Concentration
	San Luis Obispo	BS	Business

Communication Studies	Bakersfield	BA	Communications
	Channel Islands	BA	Communication - Business and Non-Profit Communication emphasis Communication - Environmental Communication emphasis  Communication - Health Communication emphasis Communication (without emphasis)
	Chico	BA	Communication Studies - Communication and Public Affairs option Communication Studies - Organizational Communication option
	Fresno	BA	Communication Mass Communication and Journalism - Advertising option Mass Communication and Journalism - Broadcast Journalism option Mass Communication and Journalism - Digital Media option Mass Communication and Journalism - Electronic Media Production option Mass Communication and Journalism - Print Journalism option Mass Communication and Journalism - Public Relations option
	Fullerton	BA	Speech Communication - Argumentation and Persuasion emphasis Speech Communication - Communication Studies emphasis Speech Communication - Intercultural Communication emphasis Speech Communication - Interpersonal Communication emphasis Speech Communication - Organizational Communication emphasis Speech Communication (without emphasis)
	Humboldt	BA	Communication
	Long Beach	BA	Communication Studies - Communication, Culture, and Public Affairs option Communication Studies - Interpersonal and Organizational Communication option Communication Studies (without option)
	Los Angeles	BA	Communication - Communication for Social Change and Rhetoric option Communication - Interpersonal Communication/Language and Social Interaction option Communication - Organizational Communication and Public Relations option Communication - Performance Studies option
	Monterey Bay	BA	Human Communication - Journalism and Media Studies Human Communication - Practical and Professional Ethics

Communication Studies	Monterey Bay	BA	Human Communication - Writing and Rhetoric
	Northridge	BA	Communication Studies - Special option Communication Studies (without option)
	Pomona	BS	Communication - Organizational Communication option
	Sacramento	BA	Communication Studies - Digital Media concentration Communication Studies - General Communication concentration Communication Studies - Mass Communication concentration Communication Studies - Organizational Communication concentration Communication Studies - Public Relations concentration
	San Francisco	BA	Communication Studies
	San José	BA	Communication Studies (without option)
	Sonoma	BA	Communication Studies
	Stanislaus	BA	Communication Studies - Organizational Communication/Public Relations Option Communication Studies - Speech Communication Option
	Bakersfield	BA	Child, Adolescent, and Family Studies
	Chico	BA	Child Development
Early Childhood Education	East Bay	BA	Human Development - Adolescent Development Option Human Development - Adult Development and Gerontology Option Human Development - Childhood Development Option Human Development - Early Childhood Development Option Human Development - Women's Development Option
	Fresno	BS	Child Development - Child Development Option Child Development - Child Development Practitioner Option Child Development - Pre-Credential Option
	Fullerton	BS	Child and Adolescent Development - Adolescent/Youth Development Child and Adolescent Development - Early Childhood Development Child and Adolescent Development - Elementary School Setting Child and Adolescent Development - Family and Community Contexts
	Humboldt	BA	Liberal Studies/Child Development - CAP Transfer Option
	Long Beach	BA	Family and Consumer Sciences - Child Development and Family Studies Option
	Sacramento	BA	Early Childhood Education - Care & Education (EDCE) Early Childhood Education - Child Development Early Childhood Education - Early Development

Early Childhood Education	Sacramento	BA	Early Childhood Education - Elementary Pre-Credential Early Childhood Education - Individualized Concentrations Early Childhood Education - Social & Community Settings
	San Francisco	BA	Child and Adolescent Development - Early Childhood Concentration Child and Adolescent Development - Policy, Advocacy and Systems Child and Adolescent Development - School Age Child and Family Concentration Child and Adolescent Development - Youth Work and Out of School Time Concentration
	San José	BA	Child and Adolescent Development
	San Luis Obispo	BS	Child Development with minor in Psychology
	Stanislaus	BA	Child Development - Child Development General Option Child Development - Child Development Services Option Child Development - Early Childhood Option Child Development - Middle Childhood Option
English	Bakersfield	BA	English - Credential Emphasis English - Language English - Literature
	Channel Islands	BA	English
	Chico	BA	English - English Education Option English - English Studies Option English - Literature Option
	Dominguez Hills	BA	English - Linguistic Option English - Literature Option
	East Bay	BA	English - Language and Discourse Option
	Fresno	BA	English
	Fullerton	BA	English
	Humboldt	BA	English - Literary Studies English - Writing Practices
	Long Beach	BA	English - Creative Writing Option English - Literature Option English - Rhetoric and Composition Option English - Special Emphasis Option
	Monterey Bay	BA	Human Communication - Creative Writing and Social Action Human Communication - English Subject Matter Preparation  Human Communication - Literary and Film Studies Human Communication - Writing and Rhetoric
	Northridge	BA	English - Creative Writing Option English - Honors Option English - Literature Option English - Single Subject Matter Credential Option
	Pomona	BA	English - English Education English - English Literature and Language
	Sacramento	BA	English

English	Sacramento	BA	English - Single Subject Matter Program
	San Francisco	BA	English - Creative Writing Option English - Individual Major Concentration English - Linguistics Concentration English - Literature Concentration
	San José	BA	English English - Career Writing Concentration English - Creative Writing Concentration English - Preparation for Teaching (Single Subject) Concentration
	San Luis Obispo	BA	English
	San Marcos	BA	Literature and Writing Studies - Literature Concentration Literature and Writing Studies - Writing Concentration
	Sonoma	BA	English - Creative Writing Option English - Literature Concentration
	Stanislaus	BA	English - TESOL English (without option)
Geology	Bakersfield	BA	Geology
		BS	Geology
	Chico	BS	Geology
	East Bay	BA	Geology
	Fullerton	BA	Earth Science
		BS	Geology
	Humboldt	BA	Geology
	Los Angeles	BS	Geology - Environmental Science Geology - General Option
	Northridge	BS	Geology - Geology Option
	Sacramento	BA	Earth Science Geology
		BS	Geology
	San Francisco	BA	Earth Sciences
		BS	Geology
	San José	BA	Earth Science
History	Sonoma	BA	Earth Science
	Stanislaus	BS	Geology
	Bakersfield	BA	History
	Channel Islands	BA	History
	Chico	BA	History
	East Bay	BA	History - Asian History Option History - European History Option History - History of California History - Latin American History History - United States History
	Fullerton	BA	History
	Humboldt	BA	History
	Long Beach	BA	History
	Los Angeles	BA	History
	Monterey Bay	BA	Behavioral Science - Social History Concentration
	Northridge	BA	History
	Pomona	BA	History

History	Sacramento	BA	History
	San Diego	BA	History
	San Francisco	BA	History History - Honors Concentration
	San José	BA	History
	San Marcos	BA	History - History Option
	Sonoma	BA	History
Kinesiology	Chico	BA	Kinesiology - Movement Studies: Pattern in Adapted Phys Ed Kinesiology - Movement Studies: Pattern in Coaching Option Kinesiology - Movement Studies: Pattern in Fitness Wellness Option Kinesiology - Outdoor Education Option Kinesiology - Physical Education Trained Education Option
		BS	Kinesiology - Exercise Physiology
	Dominguez Hills	BA	Physical Education - Fitness Director Concentration
	Fresno	BS	Athletic Training
	Fullerton	BS	Kinesiology
	Humboldt	BS	Kinesiology - Exercise Science/Health Promotion Kinesiology - Physical Education Teaching Kinesiology - Pre-Physical Therapy
		BS	Kinesiology - Sport Psychology and Leadership Option
	Long Beach	BS	Kinesiology - Adapted Physical Education Concentration
		BS	Kinesiology - Community Leadership Kinesiology - Exercise and Human Performance  Kinesiology - Rehabilitation and Therapeutic Exercise Kinesiology - Single Subject Teaching
	Monterey Bay	BS	Kinesiology - Exercise Science Kinesiology - Interdisciplinary Sport Focus Kinesiology - Wellness
		BS	Kinesiology - Dance Option Kinesiology -General Studies Option
	Northridge	BS	Kinesiology - Exercise Science Kinesiology - Health Promotion Kinesiology - Pedagogy
		BS	Kinesiology - Therapeutic Exercise and Rehabilitation
	Pomona	BS	Kinesiology, Exercise and Movement Sciences Concentration
		BS	Kinesiology
	Sacramento	BS	Kinesiology - Health and Wellness Option Kinesiology (without option)
		BS	Kinesiology - Exercise and Movement Sciences Concentration
Mathematics	Bakersfield	BS	Mathematics (Applied option) Mathematics (Statistics option) Mathematics (Teaching option) Mathematics (Theoretical option)
		BS	Mathematics (Applied option) Mathematics (Statistics option) Mathematics (Teaching option) Mathematics (Theoretical option)

Mathematics	Channel Islands	BS	Mathematics
	Chico	BS	Mathematics - Applied Mathematics Option Mathematics - General Option Mathematics - Mathematics Education Option Mathematics - Statistics Option
	East Bay	BS	Mathematics (Applied Mathematics option) Mathematics (no option) Mathematics (Teaching option) Statistics
	Fresno	BA	Mathematics
	Fullerton	BA	Mathematics
	Humboldt	BA	Mathematics Mathematics - Applied Mathematics Option Mathematics - Education Option
	Long Beach	BS	Mathematics - Applied Mathematics Option Mathematics - Mathematics Education Option Mathematics - Statistics Option Mathematics (no option)
	Monterey Bay	BS	Math (Pure Math concentration) Math (Secondary Teaching concentration)
	Northridge	BS	Mathematics - Applied Mathematics Option
	Sacramento	BA	Mathematics - Applied Mathematics and Statistics emphasis Mathematics - Pure Mathematics emphasis Mathematics - Teacher Preparation Program emphasis
	San Bernardino	BA	Mathematics (no option)
	San Diego	BS	Mathematics - Science Emphasis
	San Francisco	BA	Math (Advanced Study concentration) Math (Liberal Arts concentration) Math (Teaching concentration)
		BS	Applied Math Statistics
	San José	BA	Mathematics Mathematics, Preparation for Secondary Teaching
	San Luis Obispo	BS	Mathematics (general curriculum)
	Sonoma	BA	Applied Statistics Mathematics (Bi-Disciplinary concentration) Mathematics (Pure Mathematics concentration)
		BS	Mathematics (Secondary Teaching concentration) Statistics
	Stanislaus	BS	Mathematics (Applied Mathematics concentration) Mathematics (Computer Science concentration)
		BA	Mathematics Mathematics with Subject Matter Preparation Program
		BS	Mathematics
Physics	Bakersfield	BS	Physics
	Chico	BS	Physics
	East Bay	BA	Physics

Physics	East Bay	BA	Physics - Physics Education Option
	Fresno	BA	Natural Sciences Teaching Credential - Physics Option
		BS	Physics Physics (Biomedical Physics)
	Fullerton	BS	Physics
	Humboldt	BA	Physics
	Long Beach	BA	Physics
	Los Angeles	BA	Physics
	Northridge	BA	Physics
		BS	Physics Physics - Astrophysics
	Pomona	BS	Physics
	Sacramento	BA	Physics
	San Bernardino	BA	Physics
	San Diego	BS	Physics
	San Francisco	BA	Physics Physics - Astronomy Concentration
		BS	Physics Physics - Astrophysics Concentration
	San José	BA	Physics
	San Luis Obispo	BA	Physics
		BS	Physics
	Sonoma	BA	Physics with Calculus Physics with Trigonometry
		BS	Physics Physics (Applied)
	Stanislaus	BA	Physics
		BS	Physics
Political Science	Bakersfield	BA	Political Science
	Channel Islands	BA	Political Science
	Chico	BA	International Relations Political Science Political Science - Legal Studies Public Administration
		BS	Political Science
		BA	Political Science Political Science - Pre-Law Option Political Science - Public Affairs and Administration
	Dominguez Hills	BS	Political Science
	East Bay	BA	Political Science Political Science - Pre-Law Option
			Political Science - Public Affairs and Administration
	Fresno	BA	Political Science
	Fullerton	BA	Political Science
	Humboldt	BA	Political Science
	Long Beach	BA	Political Science
	Los Angeles	BA	Political Science - General Option Political Science - Global Politics Option Political Science - Prelegal Studies Option Political Science - Public Administration
		BA	Social and Behavioral Sciences - Anthropology Social and Behavioral Sciences - Archaeology Social and Behavioral Sciences - Geographic Information Systems
	Monterey Bay	BA	Social and Behavioral Sciences - Anthropology Social and Behavioral Sciences - Archaeology Social and Behavioral Sciences - Geographic Information Systems

Political Science	Monterey Bay	BA	Social and Behavioral Sciences - Political Economy Social and Behavioral Sciences - Social History Social and Behavioral Sciences - Sociology
	Northridge	BA	Political Science - Law and Society Option  Political Science - Politics and Government Option Political Science - Public Policy and Management Option
	Pomona	BA	Political Science
	Sacramento	BA	Government
	San Diego	BA	Political Science
	San Francisco	BA	Political Science
	San José	BA	Political Science
	San Luis Obispo	BA	Political Science - American Politics Concentration Political Science - Global Politics Concentration Political Science - Individualized Course Study Political Science - Pre-Law Concentration
	San Marcos	BA	Political Science - General Concentration Political Science - Global Concentration
	Sonoma	BA	Political Science
	Stanislaus	BA	Political Science
Psychology	Bakersfield	BA	Psychology
	Channel Islands	BA	Psychology
	Chico	BA	Psychology
	Dominguez Hills	BA	Psychology
	East Bay	BA	Psychology (without option)
		BS	Psychology - Industrial/Organizational option
	Fresno	BA	Psychology
	Fullerton	BA	Psychology
	Humboldt	BA	Psychology
	Long Beach	BA	Psychology
	Los Angeles	BA	Psychology
	Monterey Bay	BA	Psychology
	Northridge	BA	Psychology
	Pomona	BA	Psychology
	Sacramento	BA	Psychology
	San Bernardino	BA	Biopsychology Psychology
	San Francisco	BA	Psychology
	San José	BA	Psychology
	Sonoma	BA	Psychology
	Stanislaus	BA	Psychology - Developmental Psychology Option Psychology - Experimental Psychology Option Psychology (without option)
Sociology	Bakersfield	BA	Sociology - Ethnic Studies option Sociology - Urban Studies and Planning option Sociology (without option)
	Channel Islands	BA	Sociology - Inequalities emphasis Sociology - Institutions emphasis Sociology - Social Processes emphasis Sociology (without emphasis)

Sociology	Chico	BA	Sociology Sociology Distance Education - degree completion program
	Dominguez Hills	BA	Sociology
	East Bay	BA	Sociology - Social Services option Sociology - Sociology option
	Fresno	BA	Sociology
	Fullerton	BA	Sociology - Aging and the Life Course concentration Sociology - Deviance and Social Control concentration Sociology - Education concentration Sociology - Family concentration  Sociology - Race, Class and Gender concentration Sociology - Social Work concentration Sociology (without concentration)
	Humboldt	BA	Sociology
	Long Beach	BA	Sociology
	Los Angeles	BA	Sociology - Inequalities and Diversity option Sociology - Law and Society option Sociology (without option)
	Monterey Bay	BA	Sociology
	Northridge	BA	Sociology - Social Welfare option Sociology - Work and Society option Sociology (without option)
	Pomona	BA	Sociology (without option)
	Sacramento	BA	Sociology
	San Bernardino	BA	Sociology Sociology - Gerontology certificate program Sociology - Social Services certificate program Sociology - Social Services track
	San Diego	BA	Sociology
	San Francisco	BA	Sociology
	San José	BA	Sociology - Community Change concentration Sociology - Criminology concentration Sociology - Social Interaction concentration Sociology (without concentration)
	San Luis Obispo	BA	Sociology - Criminal Justice concentration Sociology - Individualized Course of Study concentration Sociology - Organizations concentration Sociology - Social Services concentration
	San Marcos	BA	Sociology - Aging and the Life Course concentration Sociology - Children, Youth and Families concentration Sociology - Critical Race Studies concentration Sociology - Health, Education, and Welfare concentration Sociology (without concentration)
	Sonoma	BA	Sociology
	Stanislaus	BA	Sociology - Drug and Alcohol Studies option Sociology - Human Services option

Sociology	Stanislaus	BA	Sociology - Social Deviance and Criminology option Sociology - Social Inequality option  Sociology - The Body, Culture, and Society option Sociology (without option)
Studio Art	Bakersfield	BA	Art - Studio Art Concentration
	Chico	BA	Studio Art
	Dominguez Hills	BA	Art - Design Option Art - History Option
	Fresno	BA	Art - Ceramics/Sculpture Emphasis Art - Crafts/Design Emphasis Art - Drawing/Painting Emphasis Art - Graphic Design Option Art - Printmaking/Photography Emphasis
		BFA	Graphic Design - Graphic Design Emphasis Graphic Design - Illustration Emphasis Graphic Design - Interactive Multimedia Design Emphasis
	Fullerton	BA	Art - General Studio Concentration
	Humboldt	BA	Art - Art Studio
	Long Beach	BA	Art - Studio Art
	Los Angeles	BA	Art - Studio Art
	Monterey Bay	BA	Studio Art - Visual & Public Art
	Northridge	BA	Art - Animation Concentration Art - Art Education Concentration Art - Ceramics Concentration Art - Drawing Concentration Art - Graphic Design Concentration Art - Illustration Concentration Art - Painting Concentration Art - Photography Concentration Art - Printmaking Concentration Art - Sculpture Concentration Art - Video Digital Concentration
		BA	Studio Art
		BA	Art (Studio Art)
		BA	Art - Art Education Concentration Art - Art History and Studio Art Concentration Art - Studio Art Concentration
		BA	Art - Studio Practice Concentration
		BA	Visual and Performing Arts - Arts and Technology Option Visual and Performing Arts - Visual Arts Option
		BA	Studio Art
		BA	Art - Studio Art Concentration
		BA	Studio Art
		BA	Art - Design Option Art - History Option
	Fresno	BA	Art - Ceramics/Sculpture Emphasis Art - Crafts/Design Emphasis Art - Drawing/Painting Emphasis Art - Graphic Design Option
Studio Arts	Bakersfield	BA	Art - Studio Art Concentration
	Chico	BA	Studio Art
	Dominguez Hills	BA	Art - Design Option Art - History Option
	Fresno	BA	Art - Ceramics/Sculpture Emphasis Art - Crafts/Design Emphasis Art - Drawing/Painting Emphasis Art - Graphic Design Option

Studio Arts	Fresno	BA	Art - Printmaking/Photography Emphasis
		BFA	Graphic Design - Graphic Design Emphasis Graphic Design - Illustration Emphasis Graphic Design - Interactive Multimedia Design Emphasis
	Fullerton	BA	Art - General Studio Concentration
	Humboldt	BA	Art - Art Studio
	Long Beach	BA	Art - Studio Art
	Los Angeles	BA	Art - Studio Art
	Monterey Bay	BA	Studio Art - Visual & Public Art
	Northridge	BA	Art - Animation Concentration Art - Art Education Concentration Art - Ceramics Concentration Art - Drawing Concentration Art - Graphic Design Concentration Art - Illustration Concentration Art - Painting Concentration Art - Photography Concentration Art - Printmaking Concentration Art - Sculpture Concentration Art - Video Digital Concentration
		BA	Studio Art
		BA	Art (Studio Art)
		BA	Art - Art Education Concentration Art - Art History and Studio Art Concentration Art - Studio Art Concentration
		BA	Art - Studio Practice Concentration
		BA	Visual and Performing Arts - Arts and Technology Option Visual and Performing Arts - Visual Arts Option
		BA	Studio Art

CSU Campus Degree Names appear as listed by the campus delegate for reporting STAR Act determinations to the CSU Office of the Chancellor. For a definitive list of all CSU academic programs, including their exact titles, see [degrees.calstate.edu](http://degrees.calstate.edu)

GE Area	GE Area Description	Potential SLO(s)
HUMANITIES (I)	<p>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.</p> <p>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.</p>	<p>Upon successful completion of the humanities area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. participate in social and cultural communities associated with artistic and literary endeavors;</li> <li>2. explore questions about the meaning and experience of human life using a multidisciplinary perspective</li> </ol>
ENGLISH (II)	<p>English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These courses also introduce that student to the aesthetics and power of the written word.</p>	<p>Upon successful completion of the English area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. analyze and evaluate both academic and work-related literature for meaning and patterns</li> <li>2. express themselves effectively in writing that is audience-appropriate</li> </ol>
NATURAL SCIENCES (III)	<p>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</p>	<p>Upon successful completion of the natural sciences area, students will be able to:</p>

	<p>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.</p>	<ol style="list-style-type: none"> <li>1. utilize their understanding of the scientific method to critically evaluate and interpret scientific information</li> <li>2. assess how relevant scientific information could be used to inform their own personal economic, political and social decisions</li> </ol>
<p><b>SOCIAL &amp; BEHAVIORAL SCIENCES (IV)</b></p>	<p>The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.</p> <p>Courses meeting the General Education Requirement in Social and Behavior Sciences <b>must</b> include <b><i>all of the following</i></b> student learning outcomes:</p> <ol style="list-style-type: none"> <li>S1. Explain the interactions of people as members of societies, cultures and social subgroups;</li> <li>S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;</li> <li>S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.</li> </ol> <p>In addition, courses meeting this requirement <b>must</b> include <b><i>at least three</i></b> of the following student learning outcomes:</p> <ol style="list-style-type: none"> <li>S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;</li> <li>S5. Explain world development and global relationships;</li> <li>S6. Recognize the rights, duties, responsibilities, and</li> </ol>	<p>Upon successful completion of the social and behavioral sciences area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain and analyze the interactions of people as members of societies, cultures and social subgroups;</li> <li>2. practice sensitivity towards diverse cultures including their social, behavioral and organizational structure</li> </ol>

	<p>opportunities of community members;</p> <p>S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;</p> <p>S8. Assess the distribution of power and influence;</p> <p>S9. Analyze current events and global issues in the context of historic, ethical and social patterns;</p> <p>S10. Comprehend and engage in social, economic and political issues at the local, national and global level;</p> <p>S11. Display knowledge of human motivations, behaviors and relationships;</p> <p>S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;</p> <p>S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;</p> <p>S14. Explain the association between psychological well-being, mental processes, emotions &amp; societal functioning.</p>	
COMMUNICATION AND ANALYTICAL THINKING (V)	<p>Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.</p> <p>To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement <b>must</b> offer students the opportunity to:</p> <p>C1. Apply the analytical skills learned in the course to other disciplines;</p> <p>C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;</p> <p>C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;</p> <p>C4. Clearly and precisely express their ideas in a logical and</p>	<p>Upon successful completion of the communication and analytical thinking area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language</li> <li>2. apply appropriate technical, interpretive, and evaluative skills to information and problems across disciplines</li> </ol>

	<p>organized manner using the discipline-appropriate language.</p> <p>United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.</p> <p>Courses meeting the GE requirement in United States Cultures and Communities <b>must</b> include <b><i>all of the following</i></b> student learning outcomes:</p> <p>U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.</p> <p>U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.</p> <p>U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.</p>	<p>Upon successful completion of the U.S. cultures and communities area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. exercise sensitivity to diverse groups such as those categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief</li> <li>2. articulate an awareness of their own culturally-determined perspective and explain how it might be viewed from the perspective of others</li> </ol>
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LIFELONG LEARNING (VII)	<p>Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.</p> <p>Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.</p>	<p>Upon successful completion of the social and behavioral sciences area, students will be able to:</p> <ol style="list-style-type: none"> <li>1. function as independent and effective learners</li> <li>2. articulate the importance of healthy habits and lifestyles</li> </ol>
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