

**College Curriculum Committee
Meeting Minutes
Tuesday, May 15, 2012
2:06 p.m. - 3:42 p.m.
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: May 1, 2012	Minutes approved as written. <i>M/S/C</i> (Hartwell,)
2. Announcements:	Speaker: Carolyn Holcroft, Marnie Francisco, Cori Nuñez
a. New Course Proposals	a. Francisco announced proposals for five new courses from Computer Science dept. Please distribute to your faculty and if there are any questions/comments, please send them directly to the author, Michael Loceff, and cc your division curriculum committee rep.
b. Division Reports	b. FA: <ul style="list-style-type: none"> • Music dept has reviewed the Music TMC and has determined they're unable to create a TMC-aligned transfer degree as FH no longer offers the courses required on the template. • Working on a TMC-aligned transfer degree in Art History. <p>LA: Starer announced that ENGL 1S & 1T combo received IGETC approval!</p> <p>PSME: Working on TMC-aligned transfer degrees in chemistry and physics. Math should be on next CCC agenda.</p> <p>BSS: the AA-Ts for History and Business Administration are close to complete and should be on the next CCC agenda.</p> <p>KA: TMC-aligned AA-T in Kinesiology almost finalized, should be coming to next CCC agenda.</p> <p>Question regarding TMC applications: Once the completed application comes to the CCC, what is our responsibility? We review the application and confirm the degree meets the standards/criteria set forth in Title 5, that inclusion of program in our curriculum is beneficial for students, and is not redundant with any of our other programs. Also an opportunity to address any items that might be unclear in the application. It is not CCC responsibility to vote on whether the individual courses selected should or should not be on the TMC curriculum.</p>
c. GE Colloquium Reminder	c. Reminder about GE Colloquium this Friday. Great opportunity to hear Ken O'Donnell and have open discussions about GE/LEAP. It is not too late to RSVP!
d. Repeatability Update-Levels	d. We have received further clarification from State Chancellor's Office re: leveling of activity courses. Intention was to allow semester students 2 full years of study (4 levels), so as a quarter school we can offer up to 6 levels. <ul style="list-style-type: none"> • In some areas this will affect degrees/certificates. Courses are grouped according to SKILL type. So in the example of Photography, "History of Photography" (THEORY) is not a repeat issue with "Black & White Photography" and/or "Color Photography", (both SKILLS courses). However, because all permutations of the activity type "photography" are considered the same skill - photography - a student could not take any combination of photography skills courses more than 6 times. <ul style="list-style-type: none"> ○ Jordahl noted that students will not be able to complete current FH AA degree in photography under these new

<p>e. CLEP Help</p> <p>f. SLOAC Reminder</p>	<p>rules. Messina/Holcroft/Nuñez confirmed that this may well be the case, need to meet to review.</p> <ul style="list-style-type: none"> ○ All repeatability corrections must be done in the next cycle for inclusion in 2013-14 Catalog, meaning all changes need to be completed by the December 7th deadline this year. ○ Take home message: review your courses AND degrees to see if repeatability issues might impact, and contact Messina/Holcroft/Nuñez for assistance. <p>e. Counseling division faculty have expressed their appreciation to CCC for working so hard to clean-up College Catalog. We continue to work on CLEP policy.</p> <ul style="list-style-type: none"> • Holcroft provided a table to help faculty understand their options for CLEP usage. Reminded that CSUs are being required to accept many (but not all) of the tests so our students can already use CLEP exams to meet some CSU-Breadth criteria. • Escoto commented that in his tenure at FH, he's had very few students (one-two?) ask about CLEP. He clarified that there aren't students lined up around the corner to get this type of credit. • Chemistry and Physics will not accept this type of credit due to the lab requirement not being met. • Curr Reps confirmed that they will be ready for action at the next CCC meeting, no further time necessary for debate/discussion. <p>f. Reminder that every program must have an assessment for at least one of their Program-Level SLOs no later than the end of THIS quarter or we will face ACCJC sanction in October. Deadline for entering reflections (Sept. 28, 2012) is not changing, however, if at ALL possible to enter before leaving for summer it would help your SLO coordinators tremendously.</p>
<p>3. Title 5 Compliance Review List</p>	<p>Speaker: Cori Nuñez Nuñez introduced the Title 5 Compliance Review list. She explained that the first page of document is all courses due for a compliance check. Info has also been sorted by division and can be viewed by selecting the appropriate tab at bottom of doc. <u>Please note that all orange-highlighted courses are already in violation of the review cycle mandated in Title 5 and if they are not reviewed and brought into compliance by the December 7th deadline, they will be immediately deactivated.</u> Please distribute list to constituents immediately so they may begin work on compliance reviews sooner rather than later, if they choose. If there are any questions, please contact Nuñez.</p>
<p>4. Equivalent Courses DA & FH</p>	<p>Speaker: Kimberlee Messina Repetition/repeatability rules are district-wide (e.g. a student cannot repeat ENGL 1A more than three times in the DISTRICT). This means we must identify courses from both campuses that are equivalent. This also becomes an issue with students receiving "W" grades. Messina has been tasked with coordinating this effort so if you are interesting in participating in a joint FH-DA sub-committee to work on this project, please notify any of the CCC team.</p>
<p>5. Prerequisites and Content Review</p>	<p>Speaker: Carolyn Holcroft Content review is the means by which we validate prereqs, coreqs and advisories. We have known that our content review forms and procedures needed attention but we've been waiting for State to finalize new Title 5 rules regarding prerequisites. Language is final and our FHDA District Board Policy revision is pending approval, so we can now begin to proceed with review/revisions to our process. Please</p>

Draft Minutes, May 15, 2012

	familiarize yourselves with attachment #9, which explains CCC's responsibilities per Title 5. Much work to be done, will realistically not complete this academic year but can get good start. Began by reviewing pending BP 6060 (containing the relevant Title 5 language) and looking at current Content Review forms. Will continue discussion and planning at our next meeting.
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Attendees: K. Armstrong, J. Baker, F. Cammin, R. Campbell, B. Cashmore, B. Day, I. Escoto, M. Francisco, B. Hanning, R. Hartwell, C. Holcroft, K. Jones, K. Jordahl, M. Knobel, D. MacNeil, K. Messina, P. Murray, B. Shewfelt, P. Starer, K. Svetich, V. Villanueva, B. Ziegenhorn

Minutes Recorded by: C. Nuñez

FOOTHILL COLLEGE
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Date Proposal Given to Division CCC Rep: 5/21/2012

Proposed Number: ENGL 18A

Proposed Title: Vampire Literature: Multicultural Representations of the Bloodsucker

Proposed Catalog Description:

Survey of vampire literature across a variety of cultures. Discussion and analysis (both written and oral) of vampiric literary texts within various theoretical and historical contexts, including the gothic, the psychoanalytic, gender and sexuality, race and the "other," cultural studies, theories of corporeality. Emphasis on historical and cross-cultural analyses.

Proposed Discipline:

English

Comments & Other Relevant Information for Discussion:

Proposed Need/Justification Statement:

Vampire Literature may be applied to the Foothill College English AA and English AA-T; this course is also applicable to the Foothill GE requirement for Area I - Humanities.

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

English AA and English AA-T

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



May 22, 2012

To: Chief Executive Officers
Chief Instructional Officers
Academic Senate Presidents

From: Jack Scott, Chancellor *Jack Scott*

Subject: Associate Degrees for Transfer

I am pleased to announce excellent progress in the approval of associate degrees for transfer under Senate Bill 1440 (Padilla), the Student Transfer Achievement Reform Act. All 112 California community colleges have received Chancellor's Office approval for at least two associate degrees for transfer and several colleges have many more. At this time, a total of 347 associate degrees for transfer (AA-T and AS-T degrees) have been approved, statewide. In addition, many colleges currently have more degrees moving through the local approval process. For the most recent listing of approved AA-T and AS-T degrees, visit [What's New on the Academic Affairs](#).

We have been able to accomplish this great progress as a system in large part due to the leadership of the Academic Senate for California Community Colleges and the Academic Senate of the California State University. Working together, the two Senates developed Transfer Model Curricula (TMC) to provide curricular frameworks for college degrees in each of the most popular transfer majors. Because TMCs have been developed at the system-level by California Community Colleges (CCC) and California State University (CSU) faculty, they offer colleges a helpful structure to use as they work to develop AA-T and AS-T degrees.

Benefits of the AA-T and AS-T Degrees

AA-T and AS-T degrees offer tremendous benefits to our students desiring transfer to CSU. Most importantly, these new degrees provide clear, statewide curricular pathways that students can follow as they pursue transfer to any CSU campus. Upon completion of these degrees, students will be guaranteed admission to a CSU campus with junior standing. While not guaranteed admission to their campus of choice, students will be given priority consideration for admission to their local CSU campus and to any CSU campus that offers a program that has been designated as "similar" by CSU. Once enrolled at CSU, students will be able to complete a Bachelor of Arts or Science degree with no more than 60 additional units. Given these benefits, it is clear that these degrees represent a vast improvement in how California's systems of public higher education serve our students.

I also want to draw your attention to recent changes in admissions policies at the CSU which have significantly increased the importance of these degrees to our students and colleges. As a result of deep cuts in state funding, CSU has severely restricted admissions for the Spring 2013 term and will only be admitting California community college transfer students possessing AA-T and AS-T degrees. As long as tight state budgets persist, the degrees for transfer may be the only option available for our students attempting to transfer to CSU. This reality significantly elevates the need for our colleges to increase the number of AA-T and AS-T degrees offered.

Next Steps in Implementation

Transfer Model Curriculum Development. The Academic Senate for California Community Colleges has collaborated with the Academic Senate for the California State University to develop statewide TMCs in the most popular majors completed by students who transfer to CSU. To date, the approved TMC majors include: Administration of Justice, Art History, Journalism, Business Administration, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, Geography, Geology, History, Kinesiology, Mathematics, Music, Physics, Political Science, Psychology, Sociology, Studio Arts, and Theatre Arts. Faculty representing additional majors will be working to develop TMCs in additional majors such as Chemistry, Computer Science, Anthropology, Spanish, Philosophy, TV/Radio/Film, and Social Work. The CCC and CSU Academic Senates have committed to having TMCs published in 25 disciplines by September 2012.

Degree Development and Approval. As we look ahead, it is critical that colleges continue to develop AA-T and AS-T degrees in all majors in which their students seek to transfer in order to ensure that community college students have a broad range of viable transfer pathways to CSU campuses across the state. To spur progress toward this objective, the California Community Colleges Board of Governors has adopted a goal of each college having AA-T and AS-T degrees approved by Fall of 2013 in 80 percent of the majors they offer in which there is a TMC and in 100 percent by Fall of 2014. While this goal is ambitious, it is imperative that we move rapidly to help more students move efficiently through our two systems because too many students are being shut out by California's current budget situation.

It is important to note that the CSU system has also set concrete goals for further implementation of SB 1440 in the next year. Among these is the goal that, by the end of Spring 2012, each CSU campus will provide a degree pathway in every major it offers for which there is a TMC. This will be accomplished by each CSU campus declaring at least one of its degrees to be "similar" to the TMC in each major it offers for which there is a TMC.

I encourage your continued attention to ensure that your institution is on track to make these new transfer degrees available to your students. I know that some colleges will be working on curriculum development over the summer. Many more will launch curriculum development in the Fall. As you move forward in this work, I ask for your full engagement to make sure that we realize the tremendous potential of the new AA-T and AS-T degrees to help our transfer-bound students succeed in achieving their educational goals.

cc: Chief Student Services Officers

Foothill College: Curriculum Review of Prerequisites and Corequisites

The following language is from FHDA Board Policy 6060: Prerequisites and Corequisites

C. Curriculum Review Process

The District certifies that each College's Curriculum Committee has been established by mutual agreement of the administration and the Academic Senate as required in Section 55002(a) (1) of Title 5. The Curriculum Committees shall:

1. Establish prerequisites and corequisites only for one of the four purposes allowed in Section 55003(d) of Title 5, which are
 - a. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
 - b. the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or
 - c. the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
 - d. the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.
2. Establish prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment pursuant to Sections 55002, 55003, and 58106 of Title 5 only if
 - a. The faculty in the discipline or, if the college has no faculty member in the disciplines, the faculty in the department or division do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, and only on a course-by-course basis, approve any prerequisite or corequisite, only if:
 - (a) The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The

curriculum review process should be done in a manner that is in accordance with accreditation standards.

(iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

(iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

(v) identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under (iv);

(vi) matching of the knowledge and skills in the targeted course (identified under iv) and those developed or measure by the prerequisite or corequisite (i.e., the course or assessment identified under v.) ; and

(vii) maintain documentation that the above steps were taken.

3. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness specified in section 55003 of Title 5. These include content review (Title 5 Section 55003(c)), or content review with statistical validation (section 55003(f-g)). Pursuant to 55003(e), a prerequisite or corequisite need not be scrutinized using one of these measures only if
 - a. it is required by statute or regulation; or
 - b. it is part of a closely-related lecture-laboratory course pairing within a discipline; or
 - c. it is required by four-year institutions.; or
 - d. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.
4. Ensure that no exit test is be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course (Title 5 Section 55003(n)).
5. Ensure that as a regular part of the Program Review process or at least every six years, the college reviews each prerequisite, corequisite, advisory or limitation on enrollment pursuant to Section 55003(b)(3) of Title 5 to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under subsections(1), (2), or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

CONTENT REVIEW - FORM A

Computational Advisories, Prerequisites and Co-requisites

Number and Title of course being reviewed: _____

Recommended Advisory/Prerequisite/Co-requisite*: _____

(*circle one)

To ensure student success, students should be able to:

(check from the list below and/or use the opposite side of this form)

Basic Skills Courses:

_____	Identify place values for whole numbers and round whole numbers.	Math 230
_____	Identify place values for decimals and round decimals.	Math 230
_____	Estimate sums, differences, products, and quotients of whole numbers.	Math 230
_____	Estimate sums, differences, products, and quotients of decimals.	Math 230
_____	Find the perimeter and area of a rectangle.	Math 230
_____	Add, subtract, multiply, and divide whole numbers, fractions, and decimals.	Math 230
_____	Graph whole numbers and fractions on a number line.	Math 230
_____	Use the order of operations to evaluate numerical expressions.	Math 230
_____	Perform conversions between decimals, fractions, and mixed numbers.	Math 230
_____	Find the prime factorization of a whole number.	Math 230
_____	Find the least common multiple of a set of whole numbers.	Math 230
_____	Add, subtract, multiply, and divide with integers.	Math 230
_____	Graph integers and fractions on a number line.	Math 230
_____	Estimate sums, differences, products, and quotients using rounding.	Math 230
_____	Solve problems involving ratios, rates, proportions, and percents.	Math 230
_____	Simplify algebraic expressions.	Math 230
_____	Solve linear equations in one variable.	Math 230
_____	<u>Demonstrate an understanding of the concepts of perimeter, area, and volume.</u>	Math 230
_____	Read and interpret graphs and tables of data.	Math 220
_____	Simplify exponential expressions involving integer exponents.	Math 220
_____	Evaluate geometric formulas and solve an equation for a variable.	Math 220
_____	Solve linear equations and inequalities in one variable.	Math 220
_____	Graph linear inequalities in one variable.	Math 220
_____	Graph linear equations in two variables and find the equation of a line.	Math 220
_____	Solve problems involving ratio and proportion.	Math 220
_____	Solve systems of equations by graphing, substitution, and elimination.	Math 220
_____	Add, subtract, multiply, and factor polynomials.	Math 220
_____	Use linear equations to solve various application problems.	Math 220
_____	<u>Conversions: American to American, metric to metric, & American to metric.</u>	Math 220
_____	Use functions and function notation.	Math 105
_____	Graph linear and nonlinear functions.	Math 105
_____	Simplify quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105
_____	Solve equations involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105
_____	Evaluate numerical expressions involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.	Math 105

CONTENT REVIEW - FORM B
Communication Advisories, Prerequisites and Co-requisites

Number and Title of course being reviewed: _____

Recommended Advisory/Prerequisite/Co-requisite*: _____
(*circle one)

For Communication Advisories/Prerequisites/Co-requisites, students should be able to:
(check from the list below and/or use the opposite side of this form)

Reading:

- | | | |
|-------|---|----------|
| _____ | follow the progression of ideas in a text. | ENGL 100 |
| _____ | identify and distinguish main and subordinate ideas. | ENGL 100 |
| _____ | interpret a writer's meaning inferentially as well as literally. | ENGL 100 |
| _____ | recognize a writer's purpose (to persuade, to inform, to entertain, etc.) | ENGL 100 |
| _____ | define unfamiliar words by decoding (word parts, phonetic clues, etc.) by using contextual clues, and/or by using a dictionary. | ENGL 100 |
| _____ | read with flexibility to revise, refine, or replace a tentative thesis as one progresses through or rereads a text. | ENGL 100 |
| _____ | recognize clues of structure (e.g. paragraphing and transitional expressions) and content (e.g. synonyms and examples) to decode meaning. | ENGL 100 |
| _____ | identify and analyze points of comparison between texts and articulate similarities and differences. | ENGL 100 |
| _____ | summarize ideas in one's own words. | ENGL 100 |
| _____ | understand connotations, denotations, and multiple meanings of basic English vocabulary at a high school level. | ENGL 100 |

Writing:

- | | | |
|-------|--|----------|
| _____ | generate ideas within given time constraints. | ENGL 110 |
| _____ | respond appropriately to a given writing task. | ENGL 110 |
| _____ | formulate a clear central idea in an essay. | ENGL 110 |
| _____ | organize ideas into a logical sequence so that the central point of the essay is developed to a logical conclusion. | ENGL 110 |
| _____ | present one's own ideas as related to, but clearly distinguished from, the ideas of others, including the ability to avoid plagiarism. | ENGL 110 |
| _____ | support one's opinions and conclusions, including the effective use of examples, evidence, and reasoning. | ENGL 110 |
| _____ | revise and restructure where ideas are poorly organized or where evidence is lacking. | ENGL 110 |
| _____ | proofread for errors in language and mechanics to the degree that the nature and frequency of errors does not become distracting. | ENGL 110 |

Discipline Faculty Signatures: _____

CCC Division Rep's Signature: _____ Date: _____

(not required for Advisories)	
Articulation Officer: _____	Date: _____
Matriculation Officer: _____	Date: _____

Other necessary skills:

NOTE: Because the skills listed below are not part of the checklist on the opposite side, two faculty from the English Department need to be part of this Content Review and sign below.

For the English Department: _____

[illegible]

CONTENT REVIEW - FORM C

Non-Communication/Non-Computational Advisories, Prerequisites and Co-requisites

Number and Title of course being reviewed: _____

Recommended Advisory/Prerequisite/Co-requisite*: _____

(*circle one)

List below the specific elements of knowledge, experience or other competencies necessary for a student to have reasonable chance of success in this course (for example: a health/safety quiz, keyboarding skills, knowledge of software applications, etc.). You should use the course outcome statements from the above recommended course to help you with this task. Use the other side of this form if necessary.

NOTE: Also include two more faculty from the appropriate discipline if the recommended requisite is outside of your discipline.

For Advisories/Prerequisites/Co-requisites that don't involve communication or computational skills, students should be able to:

Discipline Faculty Signatures: _____

CCC Division Rep's Signature: _____ Date: _____

(not required for Advisories)	
Articulation Officer: _____	Date: _____
Matriculation Officer: _____	Date: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Implementing Prerequisites: A Response to SSTF Recommendation 3.4

Published: April 2012

Author:

Morse, David, Curriculum Committee Chair with assistance from the Curriculum Committee Members

In January 2012, the Board of Governors accepted the 22 recommendations included in the final report of the Student Success Task Force (SSTF). Many of these recommendations remain controversial and will continue to spur both discussion and opposition, and implementation of several of them will require either legislative or regulatory changes if indeed they are eventually implemented at all. In contrast, Recommendation 3.4 does not necessarily require such changes and involves an action that colleges can execute immediately, and doing so may preempt the need for further regulatory impositions stemming from this recommendation.

Recommendation 3.4 reads as follows: "Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan." The task force members were unanimous in their support for the concept behind this particular recommendation: most faculty would agree that students would benefit in the majority of their classes if they had already reached a collegiate level of preparation before attempting other coursework. The issue for the task force in this case was not whether the recommendation would have a positive impact on students, but rather how it might most reasonably be implemented. The final SSTF report suggests the possibility of "a new Title 5 regulation making the requirement explicit for all students at all colleges." However, the report also suggests another approach through which this recommendation could be fulfilled: implementation of reasonable prerequisites at a local level throughout the community college system.

In the past, the process for establishing prerequisites in most cases required statistical analysis. This process was both time consuming and difficult, and it essentially forced colleges to wait, sometimes for extended periods, for large numbers of students to fail in order to prove the prerequisite was necessary. Consequently, many colleges chose not to implement prerequisites even when faculty felt that a prerequisite for a course would greatly increase the chances of student success. However, on March 8, 2011, the Board of Governors adopted changes to Title 5 that allow colleges the option to establish local prerequisites in the areas of computation and communication for courses in other disciplines through content review alone rather than through statistical analysis. Local colleges are now able to determine the most appropriate method to use when creating a prerequisite. This Title 5 change made the establishment of reasonable prerequisites more feasible, though no less rigorous, for colleges throughout the state.

In February 2012, the CCC Chancellor's Office published a document titled *Guidelines for Title 5 Regulations Section 55003*. These guidelines provide colleges with the details and advice necessary for setting up a process for establishing prerequisites. With this publication, colleges now have all of the tools necessary to begin

discussions regarding the establishment of prerequisites through content review and to plan the processes through which their institutions might implement such changes. While the new language in Title 5 §55003 allows colleges more freedom in the methods for establishing prerequisites, the choice to implement or not to implement prerequisites remains a local decision, and colleges are completely within their rights if they choose not to apply prerequisites to their classes. However, in light of SSTF Recommendation 3.4, that local decision could now have system wide implications.

If colleges throughout the state were to begin establishing reasonable communication and computational prerequisites for non-remedial courses in other disciplines, this practice would have the effect of fulfilling SSTF Recommendation 3.4. Of course, no one would suggest that all classes should have prerequisites; in fact, both the Chancellor's Office Guidelines and the Academic Senate Paper *Implementing Content Review for Communication and Computation Prerequisites* urge colleges to plan carefully the processes they will use to determine which courses require prerequisites in order to ensure that any enrollment restrictions are appropriate and are only placed on those courses that truly need them, thus avoiding the inadvertent creation of unnecessary barriers to student success. Nevertheless, many courses throughout the curriculum of any college could legitimately and beneficially have a communication or computation prerequisite added. If such appropriate prerequisites were in place, students would effectively be required to address their needs for basic skills remediation before moving too far into degree or transfer level coursework, and thus Recommendation 3.4 would to a large extent be satisfied.

One of the primary objections to SSTF Recommendation 3.4 is that while the concept behind it may be valid, colleges simply do not offer enough sections of precollegiate-level courses in math, composition, and reading to meet the demand that would result if all students were forced to address remediation needs before enrolling in other courses. This contention is, of course, completely accurate for most if not all of our colleges. However, Title 5 §55003(l) requires colleges to ensure that they are offering enough sections of the necessary courses as an aspect of establishing prerequisites. If we pursue the implementation of Recommendation 3.4 through reasonable and carefully planned prerequisites rather than through regulatory change, we will be able to do so in a manner that allows a gradual and calculated phase-in of enrollment restrictions, thus mitigating the difficulties created by the increased demand for basic skills classes to the greatest degree possible.

On the other hand, if colleges choose to continue to allow students unrestricted enrollment in all or most courses, we will likely see changes to Title 5 that force students to address remediation needs early in their academic careers. The opportunity to phase in changes gradually may disappear in the face of regulatory mandates that would reshape our schedules and our curriculum for us. We do not yet know the exact language that such Title 5 changes might take, but many of us would prefer to address the situation ourselves rather than have such regulations imposed upon us.

The choice is up to our local colleges. If colleges take the lead in fulfilling SSTF Recommendation 3.4 through the establishment and application of appropriate prerequisites, we may be able to control the pace of the changes and the effects on our curriculum through our own local processes. If, instead, colleges choose to resist the application of prerequisites, we risk changes to Title 5 that would take the decision out of our hands and force new requirements on our curriculum, our schedules, and our students.

Certificates for 2012-13 from 18-26.5 Units

Div	Dept	Certificate Title	Cert Units
FA	Art History	Art History Certificate of Specialization	18
FA	Theatre	Theatre Technology Career Certificate	26
FA	Theatre	Advanced Actor Training Certificate of Proficiency	26
FA	Theatre	Performance Preparation Enhancement Certificate of Specialization	26
FA	Theatre	Production & Performance Career Certificate	24
FA	Communication Studies	Communication Studies Certificate of Specialization	20
GU	Counseling	Leadership & Service Certificate of Proficiency	24
PS	Enterprise Networking	VMWare Certificate of Proficiency	25
PS	Enterprise Networking	Cisco Academy CCNA Certificate of Proficiency	20
SS	Accounting	Tax Accounting Career Certificate	23
SS	Accounting	Financial Accounting Career Certificate	22
SS	Business Administration	Entrepreneurship Career Certificate	26
SS	Business Administration	Business Management Career Certificate	25
SS	Business Administration	Marketing Career Certificate	24
SS	General Electrician	Residential Plumbing Career Certificate	24
SS	General Electrician	Sound & Communication Apprenticeship Certificate of Proficiency	21
SS	Child Development	Early Childhood Education Certificate of Specialization	24
SS	Child Development	Inclusion & Children w/Special Needs Certificate of Specialization	24
SS	Child Development	School-Age Child Care Certificate of Specialization	23
SS	Child Development	Infant Toddler Development Certificate of Specialization	23
SS	Anthropology	Cultural Resource Management Certificate of Proficiency	24
SS	Anthropology	Medical Anthropology Certificate of Proficiency	20
SS	Geography	Graphic Information Systems Career Certificate	23
SS	Sociology	Social Welfare Certificate of Specialization	21

Proposed FH/DA Equivalent Courses

1

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5	ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	ACTG 1B	FINANACIAL ACCOUNTING II	5	ACCT 1B	FINANACIAL ACCOUNTING II	5
SS	ACTG 1C	MANAGERIAL ACCOOUNTING	5	ACCT 1C	MANAGERIAL ACCOOUNTING	5
SS	ACTG 58	AUDITING	5	ACCT 58	AUDITING	5
SS	ACTG 64A	COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS	2	ACCT 87AI	COMPUTERIZED ACCOUNTING PROGRAMS I (QUICKBOOKS)	2
SS	ACTG 64B	COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL	2	ACCT 88	EXCEL SPREADSHEETS FOR ACCOUNTING	2
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	4	ACCT 64	PAYROLL AND BUSINESS TAX ACCOUNTING	3
SS	ACTG 66	COST ACCOUNTING	5	ACCT 66	COST ACCOUNTING	5
SS	ACTG 67	TAX AXCOUNTING	5	ACCT 67A	FEDERAL INCOME TAX	4
SS	ACTG 68A	ADVANCED TAX ACCOUNTING II	4	ACCT 67B	ADVANCED TAX ACCOUNTING I	4
SS	ACTG 68B	ADVANCED TAX ACCOUNTING II	4	ACCT 68	ADVANCED TAX ACCOUNTING II	4
SS	ACTG 75	ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT	5	ACCT 75	ACCOUNTING FOR GOVERNMENT AND NONPROFIT ENTITIES	5
SS	ADVT 57	PRINCIPLES OF ADVERTISING	4	BUS 89	ADVERTISING	5
SS	ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	4	ANTH 1	PHYSICAL ANTHROPOLOGY	4
SS	ANTH 2A	CULTURAL ANTHROPOLOGY	4	ANTH 2	CULTURAL ANTHROPOLOGY	4
SS	ANTH 8	INTRODUCATION TO ARCHEOLOGY	4	ANTH 3	INTRODUCATION TO ARCHEOLOGY	4
FA	ART 19A	PAINTING I	3	ARTS 15A	ACRYLIC PAINTING I	3
FA	ART 19B	PAINTING II	3	ARTS 15B	ACRYLIC PAINTING II	3
FA	ART 20A	COLOR I	3	ARTS 12	DESIGN AND COLOR	3
FA	ART 45A	BEGINNING CERAMICS HANDBUILDING	4	ARTS 18A	CERAMICS	3
FA	ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	4	ARTS 18B	CERAMICS (BEGINNING WHEEL THROWING)	3
FA	ART 45C	ADVANCED CERAMICS	3	ARTS 18C	CERAMICS (INTERMEDIATE WHEEL THROWING)	3
FA	ART 4A	DRAWING I	4	ARTS 4A	BEGINNING DRAWING	3
FA	ART 5A	BASIC TWO-DIMENSIONAL DESIGN	4	ARTS 8	TWO-DIMENSIONAL DESIGN	3
FA	ART 5B	THREE-DIMENSIONAL DESIGN	3	ARTS 10A	THREE-DIMENSIONAL DESIGN	3
PS	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	5	ASTR 4	SOLAR SYSTEM ASTRONOMY	5
BH	BIOL 1A	PRIN OF CELL BIOLOGY	6	BIOL 6B	CELL & MOLECULAR BIOLOGY	6
BH	BIOL 1B	FORM & FUNC PLANTS & ANIMALS	6	BIOL 6A	FORM/FUNCT IN THE BIOLGCL WRLD	6

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
BH	BIOL 1C	EVLUTN,SYSTEMATICS & ECOLOGY	6	BIOL 6C	ECOLOGY AND EVOLUTION	6
BH	BIOL 40A	HUMAN ANATOMY & PHYSIOLOGY I	5	BIOL 40A	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 40B	HUMAN ANATOMY & PHYSIOLOGY II	5	BIOL 40B	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 40C	HUMAN ANATOMY & PHYSIOLOGY III	5	BIOL 40C	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 41	MICROBIOLOGY	4	BIOL 26	INTRO MICROBIOLOGY	6
BH	BIOL 45	INTRO TO HUMAN NUTRITION	4	BIOL 45	INTRO HUMAN NUTRITION	4
SS	BUSI 18	BUSINESS LAW I	5	BUS 18	BUSINESS LAW I	5
SS	BUSI 18	BUSINESS LAW I	5	PARA 18	BUSINESS LAW I	5
SS	BUSI 22	PRINCIPLES OF BUSINESS	4	BUS 10	INTRODUCTION TO BUSINESS	5
SS	BUSI 57	PRINCIPLES OF ADVERTISING	4	BUS 89	ADVERTISING	5
PS	CHEM 12A	ORGANIC CHEMISTRY	6	CHEM 12A	ORGANIC CHEMISTRY	5
PS	CHEM 12B	ORGANIC CHEMISTRY	6	CHEM 12B	ORGANIC CHEMISTRY	5
PS	CHEM 12C	ORGANIC CHEMISTRY	6	CHEM 12C	ORGANIC CHEMISTRY	5
PS	CHEM 1A	GENERAL CHEMISTRY	5	CHEM 1A	GENERAL CHEMISTRY	5
PS	CHEM 1B	GENERAL CHEMISTRY	5	CHEM 1B	GENERAL CHEMISTRY	5
PS	CHEM 1C	CENERAL CHEMISTRY AND QUALITATIVE ANALYSIS	5	CHEM 1C	CENERAL CHEMISTRY AND QUALITATIVE ANALYSIS	5
PS	CHEM 25	FUNDAMENTALS OF CHEMISTRY	5	CHEM 50	PREPARATION COURSE FOR GENERAL CHEMISTRY	5
PS	CHEM 30A	SURVEY OF INORGANIC AND ORGANIC CHEMISTRY	5	CHEM 30A	SURVEY OF CHEMISTRY	5
PS	CHEM 30B	SURVEY OF INORGANIC AND ORGANIC BIOCHEMISTRY	5	CHEM 30B	SURVEY OF CHEMISTRY	5
SS	CHLD 53NC	SUPPORTING CHLD W/SPEC NEEDS	3	C D 90	INTERVENTION STRATEGIES	3
SS	CHLD 56	OBSERVATION & ASSESSMENT	4	C D 52	OBSRVATN/ASSMT OF YNG CHLD	3
SS	CHLD 86	PRACTICUM STUDENT TEACHING:EAR	5	C D 51	STUDENT TEACHING PRACTICUM	5
SS	CHLD 86A	MENTOR EARLY CARE & ED PROFES	4	C D 57	SELF ASSES TECH YNG CHLD	3
SS	CHLD 89	CURR FOR EARLY CARE/ED PROG	3	C D 54	CURRIC/EARLY CHLDHD PROGRMS	3
SS	CHLD 90B	ADMIN/SUPV CHLD PROGRAMS I	4	C D 59G	SUP/ADM CHLD DEVEL/MGMT SYSTMS	4
SS	CHLD 90C	ADM/SUPV CHLD PRGRAMS II	4	C D 59H	SUP/ADM CHLD DEV PROGMS/LDRSH	4
SS	CHLD 91	ADM/SUP:ADULT SUPRV & LEADER	4	C D 67	ADULT SUPRVSN/ADMIN C D PROGR	3
FA	COMM 12	INTERCULTURAL COMMUNICATION	5	SPCH 7	INTERCULTURAL COMMUNICATION	4
FA	COMM 12	INTERCULTURAL COMMUNICATION	5	ICS 7	INTERCULTURAL COMMUNICATION	4
FA	COMM 1A	PUBLIC SPEAKING	5	SPCH 1	PUBLIC SPEAKING	4
FA	COMM 1B	ARGUMENTATION AND PERSUATION	5	SPCH 8	ARGUMENTATION AND CRITICAL INQUIRY IN ORAL COMMUNICATION	4

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
LA	CRWR 6	INTRODUCTION TO CREATIVE WRITING	4	EWRT 30	INTRODUCTION TO CREATIVE WRITING	5
SS	ECON 1A	PRINCIPLES OF ECONOMICS (MACRO)	5	ECON 1	PRINCIPLES OF MACROECONOMICS	4
SS	ECON 1B	PRINCIPLES OF ECONOMICS (MICRO)	5	ECON 2	PRINCIPLES OF MICROECONOMICS	4
LA	ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM THE 1660'S-1830'S	4	ELIT 46B	MAJOR BRITISH WRITERS (NEO-CLASSICAL AND ROMANTIC)	4
LA	ENGL 48C	MODERN AMERICAN LITERATURE (1914-PRESENT)	4	ELIT 48B	MAJOR AMERICAN WRITERS (THE ADVENT OF REALISM, 1865-1914)	4
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	4	ELIT 17	INTRODUCTION TO SHAKESPEARE	4
LA	ENGL 1A	COMPOSITION AND READING	5	ESL 5	ADVANCED COMPOSITION AND READING	5
LA	ENGL 1A	COMPOSITION AND READING	5	EWRT 1A	COMPOSITION AND READING	5
LA	ENGL 1B	COMPOSITION, CRITICAL READING, & THINKING	5	ESL 6	CRITICAL READING AND RESEARCH FOR WRITING	5
LA	ENGL 1B	COMPOSITION, CRITICAL READING, & THINKING	5	EWRT 1B	READING, WRITING, AND RESEARCH	5
LA	ENGL 1C	ADVANCED COMPOSITION	4	EWRT 1C	LITERATURE AND COMPOSITION	5
LA	ENGL 1C	ADVANCED COMPOSITION	4	EWRT 2	CRITICAL READING, WRITING AND THINKING	5
LA	ENGL 46A	MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON	4	ELIT 46A	MAJOR BRITISH WRITERS (MEDIEVAL AND RENAISSANCE)	4
LA	ENGL 46C	WARS AND WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT	4	ELIT 46C	MAJOR BRITISH WRITERS (VICTORIAN AND MODERN)	4
LA	ENGL 48B	SURVEY OF AMERICAN LITERATURE IN THE GUILDED AGE (1865-1914)	4	ELIT 48A	MAJOR AMERICAN WRITERS (COLONIAL AND ROMANTIC 1620-1914)	4
PS	ENGR 10	INTRODUCTION TO ENGINEERING	4	ENGR 10	INTRODUCTION TO ENGINEERING	4.5
PS	ENGR 35	STATICS	5	ENGR 35	STATICS	4
PS	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	4	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	5
LA	ESLL 25	COMPOSITION AND READING	5	ESL 272	ADVANCED READING AND VOCABULARY	5
LA	ESLL 25	COMPOSITION AND READING	5	ESL 273	INTRODUCTION TO THE ESSAY	5
LA	ESLL 26	ADVANCED COMPOSITION AND READING	5	ESL 5	ADVANCED COMPOSITION AND READING	5
LA	ESLL236	ADVANCED GRAMMAR	5	ESL 263	LOW ADVANCED GRAMMAR AND WRITING	4
SS	GEOG 1	PHYSICAL GEOGRAPHY	5	GEO 1	PHYSICAL GEOGRAPHY	4
SS	GEOG 2	HUMAN GEOGRAPHY	4	GEO 4	CULTURAL GEOGRAPHY	4

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
SS	HIST 17A	HISTORY OF THE UNITED STATES TO 1816	4	HIST 17A	HISTORY OF THE UNITED STATES TO EARLY NATIONAL ERA	4
SS	HIST 17B	HISTORY OF THE UNITED STATES TO 1816 TO 1914	4	HIST 17B	HISTORY OF THE UNITED STATES FROM 1800 TO 1900	4
SS	HIST 17C	HISTORY OF THE UNITED STATES TO 1900 TO PRESENT	4	HIST 17C	HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT	4
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800AD	4	HIST 4A	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	4	HIST 4B	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION: 1789 TO PRESENT	4	HIST 4C	HISTORY OF WESTERN CIVILIZATION	4
PS	MATH 10	ELEMENTARY STATISTICS	5	MATH 10	ELEMENTARY STATISTICS AND PROBABILITY	5
PS	MATH 10	ELEMENTARY STATISTICS	5	PSYC 15	BASIC STATISTICS AND RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES	4
PS	MATH 10	ELEMENTARY STATISTICS	6	SOC 15	BASIC STATISTICS AND RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES	5
PS	MATH 105	INTERMEDIATE ALGEBRA	5	MATH 114	COLLEGE MATH PREPARATION LEVEL 3: INTERMEDIATE ALGEBRA	5
PS	MATH 105	INTERMEDIATE ALGEBRA	5	MATH 114	MATH PREP LEVEL 3:INT.ALG.	5
PS	MATH 108	ACCELERATED ALGEBRA	10	MATH 114	MATH PREP LEVEL 3:INT.ALG.	5
PS	MATH 11	FINITE MATH	5	MATH 11	FINITE MATH	5
PS	MATH 12	CALCULUS FOR BUSINESS & ECONOMICS	5	MATH 12	INTRODUCTORY CALCULUS FOR BUSINESS AND SOCIAL SCIENCE	5
PS	MATH 1A	CALCULUS	5	MATH 1A	CALCULUS	5
PS	MATH 1B	CALCULUS	5	MATH 1B	CALCULUS	5
PS	MATH 1C	CALCULUS	5	MATH 1C	CALCULUS	5
PS	MATH 1D	CALCULUS	5	MATH 1D	CALCULUS	5
PS	MATH 22	DISCRETE MATHEMATICS	5	MATH 22	DISCRETE MATHEMATICS	5
PS	MATH 220	ELEMENTARY ALGEBRA	4	MATH 212	COLLEGE MATH PREPARATION LEVEL 2: BEGINNING ALGEBRA	5
PS	MATH 230	PREPARING FOR ALGEBRA: LINEAR EQUATIONS, PROPORTIONS & GEOMETRY	6	MATH 210	COLLEGE MATH PREPARATION LEVEL 1: PRE-ALGEBRA	5
PS	MATH 2A	DIFFERENTIAL EQUATIONS	5	MATH 2A	DIFFERENTIAL EQUATIONS	5

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PS	MATH 2B	LINEAR ALGEBRA	5	MATH 2B	LINEAR ALGEBRA	5
PS	MATH 48A	PRECALCULUS I	5	MATH 41	PRECALCULUS I: THEORY OF FUNCTIONS	5
PS	MATH 48B	PRECALCULUS II	5	MATH 42	PRECALCULUS II: TRIGONOMETRIC FUNCTIONS	5
PS	MATH 48C	PRECALCULUS III	5	MATH 43	PRECALCULUS III: ADVANCED TOPICS	5
FA	MUS 12A	BEGINNING CLASS PIANO	2	MUSI 12A	CLASS PIANO I	1.5
FA	MUS 14A	BEGINNING CLASSICAL GUITAR	2	MUSI 14A	CLASSICAL GUITAR I	1.5
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1	P E 26A, 26AX	NOVICE SWIMMING	0.5/1
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1	P E 26B, 26BX	BEGINNING SWIMMING	0.5/1
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1		P E 26B, 26BX AND PASS RED CROSS TEST	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1	P E 26C, 26CX	INTERM SWIMMING	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1	P E 26D, 26DX	ADVANCED SWIMMING	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1		P E 26C, 26CX OR MAJOR STROKES AT RED CROSS LEVEL 4	0.5/1
PE	PHED 17A	BEGINNING KARATE	1	P E 2A, 2AX	BEG KARATE	0.5/1
PE	PHED 17B	INTERMEDIATE KARATE	1	P E 2B, 2BX	INTERMED KARATE	0.5/1
PE	PHED 19A	FUNDAMENTALS OF TAI CHI	1	P E 2Q, 2QX	TAI CHI	0.5/1
PE	PHED 24	INTRO TO GOLF	1	P E 16A, 16AX	BEGINNING GOLF	0.5/1
PE	PHED 26	BEGINNING TENNIS SKILLS	1	P E 21A, 21AX	BEGINNING TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	P E 21B, 21BX	ADVANCED BEGINNING TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	P E 21C, 21CX	INTERMEDIATE TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	XXXXXXXXX	EXPERIENCE IN TOURNAMENT OR HS TENNIS	0.5/1
PE	PHED 37	BADMINTON:SINGLE & DOUBLES	1	P E 13A, 13AX	BEGINNING BADMINTON	0.5/1

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PE	PHED 40	BEGINNING VOLLEYBALL	1	P E 19B, 19BX	INTERMED VOLLEYBALL	0.5/1
SS	PHIL 1	CRITICAL THINKING	5	PHIL 3	CRITICAL THINKING AND WRITING	5
SS	PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART	4	HUMI 2	BUT IS IT ART? QUESTIONS AND CRITICISM	4
SS	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES TO ST. THOMAS	4	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE	4
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	4	PHIL 1	KNOWLEDGE AND REALITY	4
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5	PHIL 7	DEDUCTIVE LOGIC	4
SS	PHIL 8	ETHICS	5	PHIL 8	ETHICS	4
FA	PHOT 1	BLACK & WHITE PHOTOGRAPHY I	4	PHTG 1	BASIC PHOTOGRAPHY	3
FA	PHOT 65A	DIGITAL PHOTOGRAPHY I	4	PHTG 58A	BEGINNING DIGITAL IMAGING	3
PS	PHYS 2A	GENERAL PHYSICS	5	PHYS 2A	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2B	GENERAL PHYSICS	5	PHYS 2B	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2C	GENERAL PHYSICS	5	PHYS 2C	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 4A	GENERAL PHYSICS: CALCULUS	6	PHYS 4A	PHYSICS FOR SCIENTISTS AND ENGINEERS: MECHANICS	6
PS	PHYS 4B	GENERAL PHYSICS: CALCULUS	6	PHYS 4B	PHYSICS FOR SCIENTISTS AND ENGINEERS (ELECTRICITY AND MAGNETISM)	6
PS	PHYS 4C	GENERAL PHYSICS: CALCULUS	6	PHYS 4C	PHYSICS FOR SCIENTISTS AND ENGINEERS: FLUIDS, WAVES, OPTICS AND THERMODYNAMICS	6
PS	PHYS 4D	GENERAL PHYSICS: CALCULUS	6	PHYS 4D	PHYSICS FOR SCIENTISTS AND ENGINEERS (MODERN PHYSICS)	6
SS	POLI 1	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	5	POLI 1	AMERICAN GOVERNMENT AND POLITICS	4
SS	POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	4	POLI 3	INTERNATIONAL RELATIONS	4
SS	POLI 2	COMPARATIVE GOVERNMENT AND POLITICS	4	POLI 2	COMPARATIVE POLITICS	4
SS	POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	5	POLI 5	INTRODUCTION TO POLITICAL THOUGHT	4
SS	PSYC 1	GENERAL PSYCHOLOGY	5	PSYC 1	GENERAL PSYCHOLOGY	4
SS	PSYC 10	RESEACH METHODS AND DESIGN	5	PSYC 3	HUMAN EXPERIMENTAL PSYCHOLOGY (AN INTRODUCTION TO COGNITIVE SCIENCE)	6
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	SOC 28	SOCIOLOGY OF WOMEN AND MEN	4

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	WMST 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	PSYC 4	INTRODUCTION TO PSYCHOBIOLOGY	4	PSYC 24	INTRODUCTION TO PSYCHOBIOLOGY	4
SS	PSYC 40	HUMAN DEVELOPMENT	4	PSYC 14	DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	4
SS	R E 50	REAL ESTATE PRINCIPLES	4	REST 50	REAL ESTATE PRINCIPLES	4
SS	R E 51	REAL ESTATE PRACTICES	4	REST 51	REAL ESTATE PRACTICES	4
SS	R E 52A	LEGAL ASPECTS OF REAL ESTATE I	4	REST 52A	LEGAL ASPECTS OF REAL ESTATE	4
SS	R E 53	REAL ESTATE FINANCE	4	REST 53	REAL ESTATE FINANCE	4
SS	R E 54	REAL ESTATE ECONOMICS	4	REST 54	REAL ESTATE ECONOMICS	4
SS	R E 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	4	REST 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	4
SS	SOC 1	INTRODUCTION TO SOCIOLOGY	5	SOC 1	INTRODUCTION TO SOCIOLOGY	4
SS	SOC 10	RESEACH METHODS AND DESIGN	6	PSYC 3	HUMAN EXPERIMENTAL PSYCHOLOGY (AN INTRODUCTION TO COGNITIVE SCIENCE)	7
SS	SOC 20	MAJOR SOCIAL PROBLEMS	4	SOC 20	SOCIAL PROBLEMS	4
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	WMST 28	SOCIOLOGY OF WOMEN AND MEN	4
LA	SPAN 1	ELEMENTARY SPANISH (FIRST QUARTER)	5	SPAN 1	ELEMENTARY SPANISH (FIRST QUARTER)	5
LA	SPAN 2	ELEMENTARY SPANISH (SECOND QUARTER)	5	SPAN 2	ELEMENTARY SPANISH (SECOND QUARTER)	5
LA	SPAN 3	ELEMENTARY SPANISH (THIRD QUARTER)	5	SPAN 3	ELEMENTARY SPANISH (THIRD QUARTER)	5
LA	SPAN 4	INTERMEDIATE SPANISH (FIRST QUARTER)	5	SPAN 4	INTERMEDIATE SPANISH (FIRST QUARTER)	5
LA	SPAN 5	INTERMEDIATE SPANISH (SECOND QUARTER)	5	SPAN 5	INTERMEDIATE SPANISH (SECOND QUARTER)	5
LA	SPAN 6	INTERMEDIATE SPANISH (THIRD QUARTER)	5	SPAN 6	INTERMEDIATE SPANISH (THIRD QUARTER)	5
FA	SPCH 12	INTERCULTURAL COMMUNICATION	5	SPCH 7	INTERCULTURAL COMMUNICATION	4
FA	SPCH 12	INTERCULTURAL COMMUNICATION	5	ICS 7	INTERCULTURAL COMMUNICATION	4
FA	SPCH 1A	PUBLIC SPEAKING	5	SPCH 1	PUBLIC SPEAKING	4
FA	SPCH 1B	ARGUMENTATION AND PERSUATION	5	SPCH 8	ARGUMENTATION AND CRITICAL INQUIRY IN ORAL COMMUNICATION	4

Proposed FH/DA Equivalent Courses

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Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
FA	THTR 20A	ACTING I	4	THEA 20A	THEORY AND TECHNIQUE OF ACTING (INTRODUCTION)	3
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4	WMST 28	SOCIOLOGY OF WOMEN AND MEN	4

Proposed FH/DA Equivalent Courses (BH)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
BH	BIOL 1A	PRIN OF CELL BIOLOGY	6	BIOL 6B	CELL & MOLECULAR BIOLOGY	6
BH	BIOL 1B	FORM & FUNC PLANTS & ANIMALS	6	BIOL 6A	FORM/FUNCT IN THE BIOLGCL WRLD	6
BH	BIOL 1C	EVLUTN,SYSTEMATICS & ECOLOGY	6	BIOL 6C	ECOLOGY AND EVOLUTION	6
BH	BIOL 40A	HUMAN ANATOMY & PHYSIOLOGY I	5	BIOL 40A	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 40B	HUMAN ANATOMY & PHYSIOLOGY II	5	BIOL 40B	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 40C	HUMAN ANATOMY & PHYSIOLOGY III	5	BIOL 40C	HUMAN ANAT & PHYSIOLOGY	5
BH	BIOL 41	MICROBIOLOGY	4	BIOL 26	INTRO MICROBIOLOGY	6
BH	BIOL 45	INTRO TO HUMAN NUTRITION	4	BIOL 45	INTRO HUMAN NUTRITION	4

Proposed FH/DA Equivalent Courses (FA)

Foothill Courses				De Anza Courses			
Div	Course #	Title	Units	Course #	Title	Units	
FA	ART 19A	PAINTING I	3	ARTS 15A	ACRYLIC PAINTING I	3	
FA	ART 19B	PAINTING II	3	ARTS 15B	ACRYLIC PAINTING II	3	
FA	ART 20A	COLOR I	3	ARTS 12	DESIGN AND COLOR	3	
FA	ART 45A	BEGINNING CERAMICS HANDBUILDING	4	ARTS 18A	CERAMICS	3	
FA	ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	4	ARTS 18B	CERAMICS (BEGINNING WHEEL THROWING)	3	
FA	ART 45C	ADVANCED CERAMICS	3	ARTS 18C	CERAMICS (INTERMEDIATE WHEEL THROWING)	3	
FA	ART 4A	DRAWING I	4	ARTS 4A	BEGINNING DRAWING	3	
FA	ART 5A	BASIC TWO-DIMENSIONAL DESIGN	4	ARTS 8	TWO-DIMENSIONAL DESIGN	3	
FA	ART 5B	THREE-DIMENSIONAL DESIGN	3	ARTS 10A	THREE-DIMENSIONAL DESIGN	3	
FA	COMM 12	INTERCULTURAL COMMUNICATION	5	SPCH 7	INTERCULTURAL COMMUNICATION	4	
FA	COMM 12	INTERCULTURAL COMMUNICATION	5	ICS 7	INTERCULTURAL COMMUNICATION	4	
FA	COMM 1A	PUBLIC SPEAKING	5	SPCH 1	PUBLIC SPEAKING	4	
FA	COMM 1B	ARGUMENTATION AND PERSUATION	5	SPCH 8	ARGUMENTATION AND CRITICAL INQUIRY IN ORAL COMMUNICATION	4	
FA	MUS 12A	BEGINNING CLASS PIANO	2	MUSI 12A	CLASS PIANO I	1.5	
FA	MUS 14A	BEGINNING CLASSICAL GUITAR	2	MUSI 14A	CLASSICAL GUITAR I	1.5	
FA	PHOT 1	BLACK & WHITE PHOTOGRAPHY I	4	PHTG 1	BASIC PHOTOGRAPHY	3	
FA	PHOT 65A	DIGITAL PHOTOGRAPHY I	4	PHTG 58A	BEGINNING DIGITAL IMAGING	3	
FA	SPCH 12	INTERCULTURAL COMMUNICATION	5	SPCH 7	INTERCULTURAL COMMUNICATION	4	
FA	SPCH 12	INTERCULTURAL COMMUNICATION	5	ICS 7	INTERCULTURAL COMMUNICATION	4	
FA	SPCH 1A	PUBLIC SPEAKING	5	SPCH 1	PUBLIC SPEAKING	4	
FA	SPCH 1B	ARGUMENTATION AND PERSUATION	5	SPCH 8	ARGUMENTATION AND CRITICAL INQUIRY IN ORAL COMMUNICATION	4	
FA	THTR 20A	ACTING I	4	THEA 20A	THEORY AND TECHNIQUE OF ACTING (INTRODUCTION)	3	

Proposed FH/DA Equivalent Courses (LA)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
LA	CRWR 6	INTRODUCTION TO CREATIVE WRITING	4	EWRT 30	INTRODUCTION TO CREATIVE WRITING	5
LA	ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM THE 1660'S-1830'S	4	ELIT 46B	MAJOR BRITISH WRITERS (NEO-CLASSICAL AND ROMANTIC)	4
LA	ENGL 48C	MODERN AMERICAN LITERATURE (1914-PRESENT)	4	ELIT 48B	MAJOR AMERICAN WRITERS (THE ADVENT OF REALISM, 1865-1914)	4
LA	ENGL 17	INTRODUCTION TO SHAKESPEARE	4	ELIT 17	INTRODUCTION TO SHAKESPEARE	4
LA	ENGL 1A	COMPOSITION AND READING	5	ESL 5	ADVANCED COMPOSITION AND READING	5
LA	ENGL 1A	COMPOSITION AND READING	5	EWRT 1A	COMPOSITION AND READING	5
LA	ENGL 1B	COMPOSITION, CRITICAL READING, & THINKING	5	ESL 6	CRITICAL READING AND RESEARCH FOR WRITING	5
LA	ENGL 1B	COMPOSITION, CRITICAL READING, & THINKING	5	EWRT 1B	READING, WRITING, AND RESEARCH	5
LA	ENGL 1C	ADVANCED COMPOSITION	4	EWRT 1C	LITERATURE AND COMPOSITION	5
LA	ENGL 1C	ADVANCED COMPOSITION	4	EWRT 2	CRITICAL READING, WRITING AND THINKING	5
LA	ENGL 46A	MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON	4	ELIT 46A	MAJOR BRITISH WRITERS (MEDIEVAL AND RENAISSANCE)	4
LA	ENGL 46C	WARS AND WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT	4	ELIT 46C	MAJOR BRITISH WRITERS (VICTORIAN AND MODERN)	4
LA	ENGL 48B	SURVEY OF AMERICAN LITERATURE IN THE GUILDED AGE (1865-1914)	4	ELIT 48A	MAJOR AMERICAN WRITERS (COLONIAL AND ROMANTIC 1620-1914)	4
LA	ESLL 25	COMPOSITION AND READING	5	ESL 272	ADVANCED READING AND VOCABULARY	5
LA	ESLL 25	COMPOSITION AND READING	5	ESL 273	INTRODUCTION TO THE ESSAY	5
LA	ESLL 26	ADVANCED COMPOSITION AND READING	5	ESL 5	ADVANCED COMPOSITION AND READING	5
LA	ESLL236	ADVANCED GRAMMAR	5	ESL 263	LOW ADVANCED GRAMMAR AND WRITING	4
LA	SPAN 1	ELEMENTARY SPANISH	5	SPAN 1	ELEMENTARY SPANISH (FIRST QUARTER)	5
LA	SPAN 2	ELEMENTARY SPANISH	5	SPAN 2	ELEMENTARY SPANISH (SECOND QUARTER)	5
LA	SPAN 3	ELEMENTARY SPANISH	5	SPAN 3	ELEMENTARY SPANISH (THIRD QUARTER)	5
LA	SPAN 4	INTERMEDIATE SPANISH	5	SPAN 4	INTERMEDIATE SPANISH (FIRST QUARTER)	5
LA	SPAN 5	INTERMEDIATE SPANISH	5	SPAN 5	INTERMEDIATE SPANISH (SECOND QUARTER)	5
LA	SPAN 6	INTERMEDIATE SPANISH	5	SPAN 6	INTERMEDIATE SPANISH (THIRD QUARTER)	5

Proposed FH/DA Equivalent Courses (PE)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1	P E 26A, 26AX	NOVICE SWIMMING	0.5/1
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1	P E 26B, 26BX	BEGINNING SWIMMING	0.5/1
PE	PHED 10A	AQUATICS LEVEL I: BEG SWIMMING	1		P E 26B, 26BX AND PASS RED CROSS TEST	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1	P E 26C, 26CX	INTERM SWIMMING	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1	P E 26D, 26DX	ADVANCED SWIMMING	0.5/1
PE	PHED 10B	AQUATICS:LEVEL II/INTERM SWIMM	1		P E 26C, 26CX OR MAJOR STROKES AT RED CROSS LEVEL 4	0.5/1
PE	PHED 17A	BEGINNING KARATE	1	P E 2A, 2AX	BEG KARATE	0.5/1
PE	PHED 17B	INTERMEDIATE KARATE	1	P E 2B, 2BX	INTERMED KARATE	0.5/1
PE	PHED 19A	FUNDAMENTALS OF TAI CHI	1	P E 2Q, 2QX	TAI CHI	0.5/1
PE	PHED 24	INTRO TO GOLF	1	P E 16A, 16AX	BEGINNING GOLF	0.5/1
PE	PHED 26	BEGINNING TENNIS SKILLS	1	P E 21A, 21AX	BEGINNING TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	P E 21B, 21BX	ADVANCED BEGINNING TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	P E 21C, 21CX	INTERMEDIATE TENNIS	0.5/1
PE	PHED 26A	INTERMED ADV TENNIS SKILLS	1	XXXXXXXXXX	EXPERIENCE IN TOURNAMENT OR HS TENNIS	0.5/1
PE	PHED 37	BADMINTON:SINGLE & DOUBLES	1	P E 13A, 13AX	BEGINNING BADMINTON	0.5/1
PE	PHED 40	BEGINNING VOLLEYBALL	1	P E 19B, 19BX	INTERMED VOLLEYBALL	0.5/1

Proposed FH/DA Equivalent Courses (PS)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PS	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	5	ASTR 4	SOLAR SYSTEM ASTRONOMY	5
PS	CHEM 12A	ORGANIC CHEMISTRY	6	CHEM 12A	ORGANIC CHEMISTRY	5
PS	CHEM 12B	ORGANIC CHEMISTRY	6	CHEM 12B	ORGANIC CHEMISTRY	5
PS	CHEM 12C	ORGANIC CHEMISTRY	6	CHEM 12C	ORGANIC CHEMISTRY	5
PS	CHEM 1A	GENERAL CHEMISTRY	5	CHEM 1A	GENERAL CHEMISTRY	5
PS	CHEM 1B	GENERAL CHEMISTRY	5	CHEM 1B	GENERAL CHEMISTRY	5
PS	CHEM 1C	CENERAL CHEMISTRY AND QUALITATIVE ANALYSIS	5	CHEM 1C	CENERAL CHEMISTRY AND QUALITATIVE ANALYSIS	5
PS	CHEM 25	FUNDAMENTALS OF CHEMISTRY	5	CHEM 50	PREPARATION COURSE FOR GENERAL CHEMISTRY	5
PS	CHEM 30A	SURVEY OF INORGANIC AND ORGANIC CHEMISTRY	5	CHEM 30A	SURVEY OF CHEMISTRY	5
PS	CHEM 30B	SURVEY OF INORGANIC AND ORGANIC BIOCHEMISTRY	5	CHEM 30B	SURVEY OF CHEMISTRY	5
PS	ENGR 10	INTRODUCTION TO ENGINEERING	4	ENGR 10	INTRODUCTION TO ENGINEERING	4.5
PS	ENGR 35	STATICS	5	ENGR 35	STATICS	4
PS	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	4	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	5
PS	MATH 10	ELEMENTARY STATISTICS	5	MATH 10	ELEMENTARY STATISTICS AND PROBABILITY	5
PS	MATH 10	ELEMENTARY STATISTICS	5	PSYC 15	BASIC STATISTICS AND RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES	4
PS	MATH 10	ELEMENTARY STATISTICS	6	SOC 15	BASIC STATISTICS AND RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES	5
PS	MATH 105	INTERMEDIATE ALGEBRA	5	MATH 114	COLLEGE MATH PREPARATION LEVEL 3: INTERMEDIATE ALGEBRA	5
PS	MATH 105	INTERMEDIATE ALGEBRA	5	MATH 114	MATH PREP LEVEL 3:INT.ALG.	5
PS	MATH 108	ACCELERATED ALGEBRA	10	MATH 114	MATH PREP LEVEL 3:INT.ALG.	5
PS	MATH 11	FINITE MATH	5	MATH 11	FINITE MATH	5
PS	MATH 12	CALCULUS FOR BUSINESS & ECONOMICS	5	MATH 12	INTRODUCTORY CALCULUS FOR BUSINESS AND SOCIAL SCIENCE	5
PS	MATH 1A	CALCULUS	5	MATH 1A	CALCULUS	5
PS	MATH 1B	CALCULUS	5	MATH 1B	CALCULUS	5
PS	MATH 1C	CALCULUS	5	MATH 1C	CALCULUS	5

Proposed FH/DA Equivalent Courses (PS)

Foothill Courses				De Anza Courses		
Div	Course #	Title	Units	Course #	Title	Units
PS	MATH 1D	CALCULUS	5	MATH 1D	CALCULUS	5
PS	MATH 22	DISCRETE MATHEMATICS	5	MATH 22	DISCRETE MATHEMATICS	5
PS	MATH 220	ELEMENTARY ALGEBRA	4	MATH 212	COLLEGE MATH PREPARATION LEVEL 2: BEGINNING ALGEBRA	5
PS	MATH 230	PREPARING FOR ALGEBRA: LINEAR EQUATIONS, PROPORTIONS & GEOMETRY	6	MATH 210	COLLEGE MATH PREPARATION LEVEL 1: PRE-ALGEBRA	5
PS	MATH 2A	DIFFERENTIAL EQUATIONS	5	MATH 2A	DIFFERENTIAL EQUATIONS	5
PS	MATH 2B	LINEAR ALGEBRA	5	MATH 2B	LINEAR ALGEBRA	5
PS	MATH 48A	PRECALCULUS I	5	MATH 41	PRECALCULUS I: THEORY OF FUNCTIONS	5
PS	MATH 48B	PRECALCULUS II	5	MATH 42	PRECALCULUS II: TRIGONOMETRIC FUNCTIONS	5
PS	MATH 48C	PRECALCULUS III	5	MATH 43	PRECALCULUS III: ADVANCED TOPICS	5
PS	PHYS 2A	GENERAL PHYSICS	5	PHYS 2A	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2B	GENERAL PHYSICS	5	PHYS 2B	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 2C	GENERAL PHYSICS	5	PHYS 2C	GENERAL INTRODUCTORY PHYSICS	5
PS	PHYS 4A	GENERAL PHYSICS: CALCULUS	6	PHYS 4A	PHYSICS FOR SCIENTISTS AND ENGINEERS: MECHANICS	6
PS	PHYS 4B	GENERAL PHYSICS: CALCULUS	6	PHYS 4B	PHYSICS FOR SCIENTISTS AND ENGINEERS (ELECTRICITY AND MAGNETISM)	6
PS	PHYS 4C	GENERAL PHYSICS: CALCULUS	6	PHYS 4C	PHYSICS FOR SCIENTISTS AND ENGINEERS: FLUIDS, WAVES, OPTICS AND THERMODYNAMICS	6
PS	PHYS 4D	GENERAL PHYSICS: CALCULUS	6	PHYS 4D	PHYSICS FOR SCIENTISTS AND ENGINEERS (MODERN PHYSICS)	6

Proposed FH/DA Equivalent Courses (SS)

	Foothill Courses				De Anza Courses		
Div	Course #	Title	Units		Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5		ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	ACTG 1B	FINANACIAL ACCOUNTING II	5		ACCT 1B	FINANACIAL ACCOUNTING II	5
SS	ACTG 1C	MANAGERIAL ACCOOUNTING	5		ACCT 1C	MANAGERIAL ACCOOUNTING	5
SS	ACTG 58	AUDITING	5		ACCT 58	AUDITING	5
SS	ACTG 64A	COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS	2		ACCT 87AI	COMPUTERIZED ACCOUNTING PROGRAMS I (QUICKBOOKS)	2
SS	ACTG 64B	COMPUTERIZED ACCOUNTING PRACTICE USING EXCEL	2		ACCT 88	EXCEL SPREADSHEETS FOR ACCOUNTING	2
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	4		ACCT 64	PAYROLL AND BUSINESS TAX ACCOUNTING	3
SS	ACTG 66	COST ACCOUNTING	5		ACCT 66	COST ACCOUNTING	5
SS	ACTG 67	TAX AXCOUNTING	5		ACCT 67A	FEDERAL INCOME TAX	4
SS	ACTG 68A	ADVANCED TAX ACCOUNTING II	4		ACCT 67B	ADVANCED TAX ACCOUNTING I	4
SS	ACTG 68B	ADVANCED TAX ACCOUNTING II	4		ACCT 68	ADVANCED TAX ACCOUNTING II	4
SS	ACTG 75	ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT	5		ACCT 75	ACCOUNTING FOR GOVERNMENT AND NONPROFIT ENTITIES	5
SS	ADVT 57	PRINCIPLES OF ADVERTISING	4		BUS 89	ADVERTISING	5
SS	ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	4		ANTH 1	PHYSICAL ANTHROPOLOGY	4
SS	ANTH 2A	CULTURAL ANTHROPOLOGY	4		ANTH 2	CULTURAL ANTHROPOLOGY	4
SS	ANTH 8	INTRODUCATION TO ARCHEOLOGY	4		ANTH 3	INTRODUCATION TO ARCHEOLOGY	4
SS	BUSI 18	BUSINESS LAW I	5		BUS 18	BUSINESS LAW I	5
SS	BUSI 18	BUSINESS LAW I	5		PARA 18	BUSINESS LAW I	5
SS	BUSI 22	PRINCIPLES OF BUSINESS	4		BUS 10	INTRODUCTION TO BUSINESS	5
SS	BUSI 57	PRINCIPLES OF ADVERTISING	4		BUS 89	ADVERTISING	5
SS	CHLD 53NC	SUPPORTING CHLD W/SPEC NEEDS	3		C D 90	INTERVENTION STRATEGIES	3
SS	CHLD 56	OBSERVATION & ASSESSMENT	4		C D 52	OBSRVATN/ASSMT OF YNG CHLD	3
SS	CHLD 86	PRACTICUM STUDENT TEACHING:EAR	5		C D 51	STUDENT TEACHING PRACTICUM	5
SS	CHLD 86A	MENTOR EARLY CARE & ED PROFES	4		C D 57	SELF ASSES TECH YNG CHLD	3
SS	CHLD 89	CURR FOR EARLY CARE/ED PROG	3		C D 54	CURRIC/EARLY CHLDHD PROGRMS	3
SS	CHLD 90B	ADMIN/SUPV CHLD PROGRAMS I	4		C D 59G	SUP/ADM CHLD DEVEL/MGMT SYSTMS	4
SS	CHLD 90C	ADM/SUPV CHLD PRGRAMS II	4		C D 59H	SUP/ADM CHLD DEV PROGMS/LDRSHP	4
SS	CHLD 91	ADM/SUP:ADULT SUPRV & LEADER	4		C D 67	ADULT SUPRVSN/ADMIN C D PROGR	3
SS	ECON 1A	PRINCIPLES OF ECONOMICS (MACRO)	5		ECON 1	PRINCIPLES OF MACROECONOMICS	4
SS	ECON 1B	PRINCIPLES OF ECONOMICS (MICRO)	5		ECON 2	PRINCIPLES OF MICROECONOMICS	4
SS	GEOG 1	PHYSICAL GEOGRAPHY	5		GEO 1	PHYSICAL GEOGRAPHY	4
SS	GEOG 2	HUMAN GEOGRAPHY	4		GEO 4	CULTURAL GEOGRAPHY	4

Proposed FH/DA Equivalent Courses (SS)

Div	Foothill Courses				De Anza Courses		
	Course #	Title	Units		Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5		ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	HIST 17A	HISTORY OF THE UNITED STATES TO 1816	4		HIST 17A	HISTORY OF THE UNITED STATES TO EARLY NATIONAL ERA	4
SS	HIST 17B	HISTORY OF THE UNITED STATES TO 1816 TO 1914	4		HIST 17B	HISTORY OF THE UNITED STATES FROM 1800 TO 1900	4
SS	HIST 17C	HISTORY OF THE UNITED STATES TO 1900 TO PRESENT	4		HIST 17C	HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT	4
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800AD	4		HIST 4A	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700-1800	4		HIST 4B	HISTORY OF WESTERN CIVILIZATION	4
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION: 1789 TO PRESENT	4		HIST 4C	HISTORY OF WESTERN CIVILIZATION	4
SS	PHIL 1	CRITICAL THINKING	5		PHIL 3	CRITICAL THINKING AND WRITING	5
SS	PHIL 11	INTRODUCTION TO THE PHILOSOPHY OF ART	4		HUMI 2	BUT IS IT ART? QUESTIONS AND CRITICISM	4
SS	PHIL 20A	HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES TO ST. THOMAS	4		PHIL 20A	HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE	4
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	4		PHIL 1	KNOWLEDGE AND REALITY	4
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	5		PHIL 7	DEDUCTIVE LOGIC	4
SS	PHIL 8	ETHICS	5		PHIL 8	ETHICS	4
SS	POLI 1	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	5		POLI 1	AMERICAN GOVERNMENT AND POLITICS	4
SS	POLI 15	INTERNATIONAL RELATIONS/WORLD POLITICS	4		POLI 3	INTERNATIONAL RELATIONS	4
SS	POLI 2	COMPARATIVE GOVERNMENT AND POLITICS	4		POLI 2	COMPARATIVE POLITICS	4
SS	POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY	5		POLI 5	INTRODUCTION TO POLITICAL THOUGHT	4
SS	PSYC 1	GENERAL PSYCHOLOGY	5		PSYC 1	GENERAL PSYCHOLOGY	4
SS	PSYC 10	RESEACH METHODS AND DESIGN	5		PSYC 3	HUMAN EXPERIMENTAL PSYCHOLOGY (AN INTRODUCTION TO COGNITIVE SCIENCE)	6
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	PSYC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		WMST 28	SOCIOLOGY OF WOMEN AND MEN	4

Proposed FH/DA Equivalent Courses (SS)

Div	Foothill Courses				De Anza Courses		
	Course #	Title	Units		Course #	Title	Units
SS	ACTG 1A	FINANACIAL ACCOUNTING I	5		ACCT 1A	FINANACIAL ACCOUNTING I	5
SS	PSYC 4	INTRODUCTION TO PSYCHOBIOLOGY	4		PSYC 24	INTRODUCTION TO PSYCHOBIOLOGY	4
SS	PSYC 40	HUMAN DEVELOPMENT	4		PSYC 14	DEVELOPMENTAL ASPECTS OF PSYCHOLOGY	4
SS	R E 50	REAL ESTATE PRINCIPLES	4		REST 50	REAL ESTATE PRINCIPLES	4
SS	R E 51	REAL ESTATE PRACTICES	4		REST 51	REAL ESTATE PRACTICES	4
SS	R E 52A	LEGAL ASPECTS OF REAL ESTATE I	4		REST 52A	LEGAL ASPECTS OF REAL ESTATE	4
SS	R E 53	REAL ESTATE FINANCE	4		REST 53	REAL ESTATE FINANCE	4
SS	R E 54	REAL ESTATE ECONOMICS	4		REST 54	REAL ESTATE ECONOMICS	4
SS	R E 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	4		REST 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	4
SS	SOC 1	INTRODUCTION TO SOCIOLOGY	5		SOC 1	INTRODUCTION TO SOCIOLOGY	4
SS	SOC 10	RESEACH METHODS AND DESIGN	6		PSYC 3	HUMAN EXPERIMENTAL PSYCHOLOGY (AN INTRODUCTION TO COGNITIVE SCIENCE)	7
SS	SOC 20	MAJOR SOCIAL PROBLEMS	4		SOC 20	SOCIAL PROBLEMS	4
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	SOC 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		WMST 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		SOC 28	SOCIOLOGY OF WOMEN AND MEN	4
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX AND GENDER DIFFERENCES	4		WMST 28	SOCIOLOGY OF WOMEN AND MEN	4