

College Curriculum Committee
Meeting Minutes
Tuesday, June 5, 2012
2:05 p.m. - 3:40 p.m.
Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: May 15, 2012	Minutes approved as written. (Hartwell, MacNeil)
2. Announcements: <ul style="list-style-type: none"> a. New Course Proposal b. Division Reports c. GE Colloquium Feedback d. Other 	Speaker: Carolyn Holcroft <ul style="list-style-type: none"> a. Svetich - Introduced proposal for new course in literature titled, "Vampire Literature: Multicultural Representation of the Bloodsucker." Reps instructed to share proposal with faculty. Direct questions/comments to Kella Svetich. b. CLEP acceptance: math dept. will accept score of 60 or better on college algebra CLEP test as equivalent to Math 105. No other divisions indicate willingness to accept any other CLEP tests. Nunez to facilitate revising catalog language appropriately. c. Faculty feedback has been that the GE colloquium was interesting and informative. One overriding theme was that although faculty have created a list of courses from which we believe a well-rounded student will emerge, perhaps we need to assess what are the real skills the student has acquired. Ken presented data showing significant increases in student success (particularly underserved populations) for students who participate in high impact practices. Some faculty have expressed interest/enthusiasm for incorporating more of these high impact practices in Foothill courses/programs. d. Other <ul style="list-style-type: none"> • Please remind students that they should request transcripts that include Spring grades ASAP, and can easily be done online. They can opt for immediate transcript, or hold until grades reported, or hold until degree reported. • Curriculum Institute is full. If you don't need a hotel, Holcroft can probably get you in if you ask ASAP.
3. Transfer Degrees/SB 1440 Memo	History AA-T proposal (Ziegenhorn) <ul style="list-style-type: none"> • PSME had general observation that the History TMC is very liberal in comparison to the Math TMC and it seems rather unfair. Concerned that Stand Alone courses may not be scheduled due to budgetary issues so disciplines with more restrictive TMCs will suffer with less variety of possible offerings. Day and Holcroft reminded that the TMCs were developed via collaboration between CSU/CCC faculty. Depending on level of participation and variation/similarity of 4-year degrees, each TMC may be very different. General Transfer Degree Update/Info (Holcroft) <p>Holcroft presented a PowerPoint (available on CCC web page)</p> <ul style="list-style-type: none"> • 15 CCCs colleges report working on developing a transfer degree for every TMC that has been approved. • Overall average is 4 AA-Ts per CCC. • LAO recommends additional legislation to: <ul style="list-style-type: none"> ◦ force CCCs to create AA-T for every TMC (that they offer similar local degree) by 2014 end ◦ force CSUs to accept AA-Ts as "similar" for all

	<p>permutations of particular majors</p> <ul style="list-style-type: none"> • There are so many considerations in creating these degrees that we need to be very careful as we develop them. No one person can think of everything. Encouraged collaboration with others, be prepared for back-and-forth in the application preparation process. Not perfect process, overall goal is to create these to serve our students in the best possible ways.
4. District-wide Course Equivalence	<p>Speaker: Kimberlee Messina, Carolyn Holcroft We spoke last meeting about forming sub-committees to review equivalent courses between campuses due to the enforcement of the repeatability regulations by district. DA has proposed some “equivalencies” (spreadsheet). We will send out a link to DA course outlines. Please distribute to your faculty the attached list and ask them to review the list. NOT perfect, this is just a starting point for discussion. Please note comments concerns about proposed matches, on spreadsheet.</p>
5. Prerequisites/Content Review	Deferred to the 6/19/12 meeting
6. 18-26.5 Unit Certificates	<p>Speaker: Carolyn Holcroft Holcroft reminded the faculty that all certificate 27 units and above MUST have State approval and be called “Certificate of Achievement.” We also have the opportunity to apply for State approval for all certificates 18 units and above. If this group of certificates receive State approval, they too may be noted on student’s transcripts and is then included by the State in our “success rates”. List of eligible certificates distributed. Please notify appropriate faculty of this important opportunity.</p>

Atendees: K. Armstrong, J. Baker, F. Cammin, R. Campbell, 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
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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: June 11, 2012

Proposed Number: NCBS 406

Proposed Title: Supplemental Instruction English

Proposed Catalog Description: An open-entry, open-exit course for students who seek academic support in English. Instruction and/or review of writing skills such as paragraphing, topic sentence, thesis, development, essay organization, sentence structure, basic sentence patterns, style, sentence mechanics, through supplemental instruction developed in a referring course or courses as follows: ENGL 209, 110, 104A/B, 1A, 1S/T, 1B, 1C, 242A/B, 250A, 250, 252A/B.

Proposed Discipline: English

Comments & Other Relevant Information for Discussion: None

Proposed Need/Justification Statement: This course is designed to increase the success rate for the following courses: ENGL 209, 110, 104A/B, 1A, 1S/T, 1B, 1C, 242A/B, 250A, 250, 252A/B.

To which Degree(s) or Certificate(s) would this course potentially be added? None.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/8/12

Proposed Number: NCEL 411

Proposed Title: Advanced-Beginning English as a Second Language I

Proposed Catalog Description: This is an introductory advanced-beginning level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 200A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 411-412-413.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/8/12

Proposed Number: NCEL 412

Proposed Title: Advanced-Beginning English as a Second Language II

Proposed Catalog Description: This is a continuation of the advanced-beginning level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 200A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 411-412-413.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/8/12

Proposed Number: NCEL 413

Proposed Title: Advanced-Beginning English as a Second Language III

Proposed Catalog Description: This is the final advanced-beginning level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 200A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 411-412-413.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/5/12

Proposed Number: NCEL 421

Proposed Title: Intermediate English as a Second Language I

Proposed Catalog Description: This is an introductory intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is to help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 210A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 421-422-423.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/8/12

Proposed Number: NCEL 422

Proposed Title: Intermediate English as a Second Language II

Proposed Catalog Description: This is a continuation of the intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 210A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 421-422-423.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 6/8/12

Proposed Number: NCEL 423

Proposed Title: Intermediate English as a Second Language III

Proposed Catalog Description: This is the final intermediate level integrated skills course for learners of English as an additional language who already have a basic level of speaking, listening, reading and writing. The focus of this course is help learners advance in their development of grammar and vocabulary through listening, speaking, reading and writing.

Proposed Discipline: Non-Credit ESL

Comments & Other Relevant Information for Discussion: The former ESL course sequence ESLL 210A/B has been transitioned over to non-credit curriculum as a 3-quarter sequence, NCEL 421-422-423.

Proposed Need/Justification Statement: This course is part of a sequence of courses that provides students with English language skills in preparation for credit coursework in the ESL Program.

To which Degree(s) or Certificate(s) would this course potentially be added? NONE.

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

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New Course Proposal

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Date Proposal Given to Division CCC Rep: June 12, 2012

Proposed Number: HLTH 22

Proposed Title: Cultural Issues in Health

Proposed Catalog Description:

Overview of the dynamics and processes underlying the health profiles of various under representative cultural groups. Population projections, population characteristics, birth rates, birth rates and outcomes, causes of death and death rates, patterns of reportable diseases, services utilization, patterns of immigration, health insurance, provider training, risk behavior, and chronic diseases will be examined.

Proposed Discipline: Health Sciences

Comments & Other Relevant Information for Discussion:

GERN 56: Aging and Diversity is a very similar course. However, GERN 56 does have the emphasis on the elderly population and has certain content that would not be covered in HLTH 22 such as retirement and caregiving. Perhaps the two courses could be cross-listed in both areas.

ANTH 50: Medical Anthropology: Methods & Practice is another similar course. The main difference is that this course also contains methods of observation and a focus on the culture of community health clinics.

This course has the potential to be transferable to UC and CSU, which would be another difference from both of the previously mentioned courses.

Proposed Need/Justification Statement: The Biology & Health Sciences Division is in the process of developing an A.S. in Health Science in order to help more students transfer to 4-year universities. This course would contribute towards the required coursework for this degree, and promote cultural sensitivity at Foothill.

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

Health Science A.S.

Instruction Office:

Date presented at CCC: [6/19/12](#)

Division:

Department:

Number assigned: [HLTH 22](#)

Faculty Author: [Elizabeth Casparro](#)

Date number assigned/notification: [6/22/12](#)

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Date Proposal Given to Division CCC Rep: June 14, 2012

Proposed Number: BIOL *something between 1-49*

Proposed Title: Sustainability & Human Nutrition

Proposed Catalog Description:

Students will explore social, economic and environmental influences on food production and availability, with consideration of impacts on human health. Includes examination of sustainable food systems. Primarily intended for general education students.

Proposed Discipline: Biology

Comments & Other Relevant Information for Discussion:

Proposed Need/Justification Statement: I hope to develop the course for acceptance towards the Foothill, IGETC and CSU-Breadth GE patterns.

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

Sustainability Certificate of Achievement (currently under development)

Instruction Office:

Date presented at CCC:

Division:

Department:

Number assigned:

Faculty Author:

Date number assigned/notification:

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 403, 403Y

Division: Adaptive Learning/Disability Services

Course Title: CHANGING GENERATIONS

Catalog Description:

Designed to offer an opportunity for young and old to share a relationship

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 406, 406Y **Division:** Adaptive Learning/Disability Services

Course Title: World News Discussion

Catalog Description:

Designed for the disabled to study world news by examining turning points in history, comparing and contrasting them with current world events to enhance memory retention and self-esteem.

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: offers non-credit education to older adults needing academic and vocational training.
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Criteria C. -- Curriculum Standards (please initial as appropriate)

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Criteria E. – Compliance (please initial as appropriate)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 407, 407Y

Division: Adaptive Learning/Disability Services

Course Title: Social Change

Catalog Description:

Designed for the disabled to improve memory and understanding of changes in society to increase awareness of the impact of these changes and increase social interaction.

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: offers non-credit education to older adults needing academic and vocational training.
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

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Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

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Criteria E. – Compliance (please initial as appropriate)

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Faculty Requestor: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 408, 408Y **Division:** Adaptive Learning/Disability Services

Course Title: Art Appreciation

Catalog Description:

Designed for the disabled student to acquire an appreciation of artists and their work. Provides opportunity for social interaction and intellectual stimulation made possible through shared knowledge of artists and their work.

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: offers non-credit education to older adults needing academic and vocational training.
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

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Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 409, 409Y **Division:** Adaptive Learning/Disability Services

Course Title: Music Appreciation

Catalog Description:

Designed for the disabled student to acquire appreciation of composers and their works.
 Emphasis on identification and recall of auditory input.

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: offers non-credit education to older adults needing academic and vocational training.
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Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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Faculty Requestor: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 411

Division: Adaptive Learning/Disability Services

Course Title: Health Issues**Catalog Description:**

Designed for the disabled to acquire information and develop strategies for managing the physical, social and psychological effects of illness.

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:

offers non-credit education to older adults needing academic and vocational training.

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."*

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

T.O 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)

T.O 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)

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

Faculty Requestor: Janet OlsDate: 6/5/12Division Curriculum Representative: Beatrice CashmereDate: 6/7/12

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 413

Division: Adaptive Learning/Disability Services

Course Title: RELAXATION TECHNIQUES**Catalog Description:**

Designed for the disabled student to acquire information about and develop techniques for achieving relaxation by releasing mental and physical tension.

Prerequisite: Medically verified disability.

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:

offers non-credit education to older adults needing academic and vocational training.

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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and physical skills by acquiring skills to relax and decrease physical and mental stressors.

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

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

T.O 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)

T.O 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)

T.O 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: TerryDate: 6/5/12Division Curriculum Representative: Beatrice CashmereDate: 6/7/12

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 414

Division: Adaptive Learning/Disability Services

Course Title: RELAXATION TECHNIQUES

Catalog Description:

Designed for the disabled student to recognize stress symptoms and become aware of signals which cause triggers in stress. Learn stress management skills from passive to active take-charge role.

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:

offers non-credit education to older adults needing academic and vocational training.

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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and physical skills by acquiring skills to manage stress and decrease stress related symptoms and syndromes such as depression and anxiety disorders.

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

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

T.O 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)

T.O 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)

T.O 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: Terry OrrDate: 6/5/12Division Curriculum Representative: Beatrice CashhudoDate: 6/7/12

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 421, 421Y **Division:** Adaptive Learning/Disability Services

Course Title: Around the World in Travel Study

Catalog Description:

Designed for the disabled student to recall personal travel. Focuses on the discussion of geography, history, religions and arts of other cultures to increase knowledge and social interaction, and improve memory retention.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 431, 431Y **Division:** Adaptive Learning/Disability Services

Course Title: Analysis of Current Events

Catalog Description:

Designed for the disabled student to acquire information about current events with an emphasis on comparing and contrasting current with past events to enhance memory retention and self-esteem.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 451, 451Y **Division:** Adaptive Learning/Disability Services

Course Title: Drawing and Painting

Catalog Description:

Designed for the disabled student to improve expressive capability, manipulatory skills and eye-hand coordination, increase self-esteem and increase social interaction through the use of painting, drawing and sketching materials, tools, and techniques to create two-dimensional art in a group setting.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 455

Division: Adaptive Learning/Disability Services

Course Title: Music and Movement

Catalog Description:

Designed for the disabled student to improve flexibility and mobility through exercise performed to music.

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:

offers non-credit education to older adults needing academic and vocational training.

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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: TerryDate: 6/5/12Division Curriculum Representative: Beatrice CashmanDate: 6/7/12

College Curriculum Co-Chairman: _____

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 456, 456Y **Division:** Adaptive Learning/Disability Services

Course Title: Crafts

Catalog Description:

Designed for the disabled student to improve expressive capability, manipulatory skills and eye-hand coordination, increase self-esteem and increase social interaction through the use of seasonal, leather, wood, fabric, yarn and paper materials to create crafts projects in a group setting.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 462, 462Y

Division: Adaptive Learning/Disability Services

Course Title: Verbal Expression

Catalog Description:

Designed for the disabled student to teach techniques in verbal communication specifically to improve family, social and work-related situations.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 463, 463Y **Division:** Adaptive Learning/Disability Services

Course Title: Creative Writing

Catalog Description:

Designed for the disabled student to present written autobiographical, fictional and non-fictional experiences which are shared orally for both appreciation and constructive input to enhance self-esteem, memory retention and writing ability.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 464 **Division:** Adaptive Learning/Disability Services

Course Title: Poetry and Literature

Catalog Description:

Designed for the disabled student to present written autobiographical, fictional and non-fictional experiences which are shared orally for both appreciation and constructive input to enhance self-esteem, memory retention and writing ability.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 465, Y, Z **Division:** Adaptive Learning/Disability Services

Course Title: Creative Self Expression

Catalog Description:

Designed for the disabled student to provide directed experiences in self-expression. Emphasis on various activities designed to enhance physical and cognitive creative expression and enable the student to develop independent creative activities through adapted drama, music, art and writing.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ALCB 481

Division: Adaptive Learning/Disability Services

Course Title: Exercise for the Older Disabled Adult

Catalog Description:

Designed for the disabled student to improve flexibility, range of movement, muscular strength and endurance.

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: offers non-credit education to older adults needing academic and vocational training.
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 lifelong learning to members of the Foothill College Community.

Criteria B. -- Need (Explain)

This course is for older disabled adults who seek to improve their cognitive and social skills by studying topics that both reflect on past experiences and bring knowledge and understanding up to current times and standards.

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

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

T.O 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)

T.O 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)

T.O 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: Teresa Ong, Feb 24 2012

Division Curriculum Representative: Bea Cashmore, Feb 24, 2012

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

Foothill College
Curriculum Sheet Proof Page

United States Cultures & Communities (HIST)

Academic Year 2013-2014

The United States Cultures and Communities program is an interdisciplinary program combining Social Science, Language Arts and Fine Arts perspectives on American society. The program is designed to foster an awareness and understanding of marginalized communities within the United States. The major provides students with a comparative framework for viewing dominant/non-dominant relations. It utilizes a critical lens through which to analyze processes of exclusion and inclusion that have contributed to group identity formation and have shaped power in American life.

Many universities now offer degree programs in areas related to this major, including Race and Ethnic Studies, Gender Studies and Multicultural Studies. Like these programs, this major expands students' frame of reference beyond traditional majors concentrating on American society. The major is composed of courses designed to satisfy general education requirements and prepare students for upper-division college work in Race and Ethnic Studies, Gender or Women's Studies, American Studies, History, Sociology, Pre-Law, Comparative Literature, Journalism or other areas of media communication programs, and Political Science.

Program Learning Outcomes

1. Students will be able to critically analyze social and cultural developments in contemporary and past periods of the United States based on social constructs of race, class, ethnicity, gender, sexuality and identity.
2. Students will be able to identify and appreciate the values, experiences and contributions of historically marginalized groups in American society.
3. Students will be able to demonstrate cultural competence when interacting with diverse groups in a variety of social contexts.

Career Opportunities

The U.S. Cultures program offers curriculum that prepares students to work in diverse, multiracial and multicultural settings. Career areas that welcome a four-year college/university degree in this and other related majors include education, government and academic research firms, administration, counseling, humans services, medicine and law.

Units required for Major: 45.5

Associate Degree Requirements:

- English proficiency: ENGL 1A, ESLL 26 or equivalent.
- Mathematics proficiency: MATH 105 or equivalent.

A minimum of 90 units required to include:

- All General Education requirements
- Core courses (29.5 Units)
- Support courses (16 Units)
- electives & other graduation requirements as appropriate.

NOTE: All courses pertaining to the major must be taken for a letter grade. In addition, a GPA of 2.0 or higher is required in all Core and Support courses for the Degree.

Program Type(s):

AA = Associate in Arts Degree.

NOTE: Students having difficulty attaining an Associate in Arts Degree because of timing or availability of classes should consult with a counselor to submit a petition for course substitution.

Core Courses: (29.5 units)

- COMM 12 Intercultural Communication (5 units)
- ENGL 41 Literature of Multicultural America (4 units)
- HIST 17C History of the United States from 1900 to the Present (4 units)
- MUS 8 Music of Multicultural America (4 units)
- or** MUS 8H Honors Music of Multicultural America (4 units)
- SOC 23 Race & Ethnic Relations (4 units)
- ART 14 American Art (4.5 units)
- or** PHOT 8 Photography of Multicultural America (4 units)
- THTR 8 Multicultural Theater Arts in Modern America (4 units)

Support Courses: (16 units)

- ANTH 4 First Peoples of North America (4 units)
- ART 2D African, Oceanic & Native American Art (4.5 units)
- ART 14 American Art (4.5 units)[if not used as a core course]
- BIOL 14 Human Biology (5 units)
- CHLD 11 Affirming Diversity in Education (4 units)
- COMM 10 Gender, Communication & Culture (5 units)
- ENGL 5 Gay & Lesbian Literature (4 units)
- or** ENGL 5H Honors Gay & Lesbian Literature (4 units)
- ENGL 12 African American Literature (4 units)
- ENGL 31 Latino/a Literature (4 units)
- ENGL 40 Asian American Literature (4 units)
- or** ENGL 40H Honors Asian American Literature (4 units)
- HIST 10 History of California: The Multicultural State (4 units)
- PHOT 8 Photography of Multicultural America (4 units) [if not used as a core course]
- POLI 1 Introduction to American Government and Politics (5 units)
- PSYC 22 Psychology of Prejudice (4 Units)
- SOC/PSYC/WMN 21 Psychology of Women: Sex and Gender Differences (4 Units)
- SPED 61 Introduction to Disabilities (4 units)

WMN 5 Introduction to Women's Studies (4 Units)

Academic Year: 2013-2014

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Curriculum Sheet Proof Page

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www.foothill.edu

U.S. Cultures and Communities rationale:

In my January 18, 2012, edit of the proposed US Cultures and Communities AA degree program, I built on Maristella Huerta's draft from 2010. My overall goal was to be as inclusive as possible with courses to provide a variety of disciplines while remaining faithful to the parameters of United States culture and communities (this begs the question of why not a complementary Global intercultural studies degree program, which I think is also worth exploring).

I'm sending this to all interested parties to get feedback and make revisions. My goal is for the selection of courses to follow a rational structure and clear distinction between core and support courses without the degree requirements become too unwieldy (if they aren't already). Overall, I think it is an exciting degree program (I'd like to take these courses!)

Department: History rather than Sociology – for now, this seems practical as I'll be taking on the responsibility for recording the various changes discussed and agreed upon by faculty.

Units: Is 45 too many? I've noticed some Foothill AA programs that require substantially more. Plus, many of these courses also fulfill GE requirements in a variety of areas, another attractive point for this degree program.

Program SLOs: I adapted the wording from De Anza's PLOs for their Intercultural Studies program.

Core Courses:

HIST 17C provides the 20th century context for US cultures and modern communities. HIST 17A and B are also relevant, but not as directly pertinent as 17C, and requiring all three would make the degree too history heavy. HIST 10 (California) is more focused on multiculturalism, but also only focused on California.

COMM 12 and SOC 23 are completely devoted to the processes of interactions between US cultures and communities.

ENGL 41, MUS 8, ART 14, PHOT 8 and THTR 8 all address multicultural expression through the different arts. I reluctantly paired ART and PHOT as they are in the same artistic area for the sake of keeping the number of core units reasonable. This could be problematic as ART 14 is 4.5 units and PHOT 8 is 4 units. I figure the number of students choosing one over the other based on units would be balanced by other factors like topic interest and scheduling convenience.

Support Courses:

The more the merrier, as long as they focus on US cultures and communities of historically marginalized groups. I noted or added courses that focused on the experiences and/or contributions of specific groups. I also retained or included courses that may not have a particular US focus, but do provide relevant understanding of the dynamics behind intercultural relations – BIOL 14 specifically examines the misuse of science as a historical basis for racism; PSYC 22 examines the psychology of prejudice.

It may be useful to make the program more complex by breaking these support courses into categories and requiring units from each (i.e. only 8 units from ENGL). I wanted to start as simple as possible.

Courses not included: I reviewed courses previously approved in Area VI (US Cultures and Communities) of the Foothill GE pattern. I excluded courses whose catalog descriptions did not emphasize US cultures and communities (i.e. SOSC 20). Some of these or other courses perhaps should be included with the other support courses – something to consider.

Once this program is discussed and approved by the Foothill College community, it will have to be submitted to the state for approval, so this is not a rush job. I will continue to move this program forward with care to hear from and respond to everyone's suggestions and concerns. The final draft will have to be discussed and approved by both the BSS Division Curriculum Committee and the College Curriculum Committee, so this draft is just the beginning of a new round of discussions.

I look forward to your input.

Thank you all,

Bill Ziegenhorn

Foothill College Curriculum Committee
Working Topics for 2011-2012

Topic	Summary/Content	Action(s)	Priority/Deadlines	Status
Transfer Degrees: SB 1440 (and related bill AB 2302)	<p>SB 1440 requires CCCs to offer associate degrees for transfer. These degrees require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college is prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees receive automatic admission to a CSU at junior level status.</p> <p>AB 2302 requests that UCs accept students with transfer degrees. Soc and Psych AA-T degrees approved by CCC on May 17, 2011. Music faculty unable to create AA-T because we do not offer a similar degree (do not have requisite core courses)</p>	<p>Math AS-T and History AA-T degree proposals on 6/19/12 CCC agenda for approval. Kinesiology finalizing AA-T pending clarifications from CO. English finalizing AA-T. Comm and Business Admin actively developing AA-T. Faculty urged to continue development of TMC-aligned transfer degrees with all possible expediency. Goal is for CCC to facilitate creation of transfer degrees for all "similar" Foothill majors during 12-13.</p>	HIGH	In process

Prerequisites/Content Review Process	In March 2011 the BOG approved changes to Title 5 that remove the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. Also requires development of district In Fall '11 the ASCCC updated guidelines for best practices in content review implementation . FH CCC has not examined its content review process in many years.	FH CCC will begin to reexamine content review process. Important: cannot implement new option until district policy/procedure in place (anticipate finalization Fall 12)	High	In progress
General Education Learning Outcomes (GELOs)	At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision. CCC reviewed GELOs Spring '12 and discussed possible revisions. Foothill brought Ken O'Donnell from CSU Chancellor's Office to campus on May 18 to discuss CSU GELOs (LEAP essential learning outcomes).	Review GELOs and make changes as needed. Advise re: assessment plan. Continue discussion Fall '12	High	In process
District-wide course equivalencies	New Title 5 language clarifies that students may repeat a class no more than twice to remove a substandard grade (D, F or NP) or withdrawal (W) <u>within the Foothill-De Anza Community College District</u> . DA drafted a list to use as starting point. CCC reps tasked with bringing list to discipline faculty for review/comment.	Must determine "equivalent" FH-DA courses. Began process Sp '12, target for completion is Fall '12.	High	In process
Repeatability	BOG eliminated repeatability in most areas. Expect adoption of new rules in Spring 2012.	CCC reps tasked with helping faculty revise their CORs to reflect new requirements with deadline of December '12.	High	In process

Certificates of Achievement	All certificate 27 units and above MUST have State approval and be called "Certificate of Achievement." Also have the opportunity to apply for State approval for all certificates 18 units and above. Advantages are that then they too may be noted on student's transcripts and included by the State in our "success rates." List of eligible certificates (18-26.5 units) distributed at 6/5/12 CCC meeting.	CCC reps to notify appropriate discipline faculty of opportunity and facilitate completion of application for state approval if possible.	Medium	In process
<u>College-Level Examination Program (CLEP) policy</u>	Administered by the College Board, the program is intended to allowing students to earn college credit for satisfactory completion of a discipline-specific examination rather than by completing an actual college course. The CSU Academic Senate now supports the granting of credit for certain CLEP exams toward meeting GE requirements. CCC reps facilitated review/dialog of CLEP exams with discipline faculty and determined only one exam, college algebra, will be granted credit equivalent to Math 105.	Review CLEP policy, and publish policy in College Catalog for transparency to students.	Medium	Completed

<p>C-ID (Course Identification Numbering System)</p>	<p>This goal of this project is to assign a specific number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH has already submitted 30+ courses for review and faculty are strongly encouraged to participate in the development of descriptors for courses in their disciplines.</p>	<p>Discipline-specific list serve available at http://www.c-id.net/listserv.html. Discipline faculty strongly encouraged to review course descriptors, proposed model transfer curriculum and participate in listserv discussions.</p>	<p>High</p>	<p>Ongoing</p>
<p>Independent Study Course Approval Process</p>				
<p>Course Repetition</p> <p>http://www.cccco.edu/Portals/4/AA/Repeats_and-Withdrawals Title 5 Advisory 9-8-11 2.pdf</p>	<p>In July '11, the Board of Governors adopted new title 5 regs limiting the number of times a student can repeat and withdraw from the same credit course to THREE (to alleviate substandard grade - D, F, W or NP) with a district able to claim apportionment. ALL repeats/withdrawals in a student's enrollment record are counted towards the new limit. Note that Foothill has policy of requiring student to petition to Academic Council after 3 failed attempts. District reviewing course repetition policy.</p>	<p>Disseminate info to faculty and staff so students can be appropriately advised.</p>	<p>High</p>	<p>Complete</p>

Process for Developing and Revising Interdisciplinary Courses	At Foothill, individual course development and approval takes place at the division level. Consequently, there is no easy system for interdisciplinary faculty to remain apprised of, and collaborate on, new courses being developed by faculty in another division. This has historically created difficulty when a course is developed that might be cross-listed or that could significantly affect enrollment in another division. Resolution proposing new process adopted at first winter 2012 CCC meeting.		High	Complete
Foothill GE Pattern	Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC subcommittees subsequently began evaluating courses for inclusion under these new guidelines. Courses on GE list under old pattern grandfathered through '11-'12 only. Resolution to allow students to choose to use IGETC or CSU GE pattern for Foothill AA degree, and resolution to allow limited GE reciprocity, passed CCC on May 31 agenda and passed by FH academic senate on June 6, 2011, with implementation beginning Fall 2011.	Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall '12, all courses on FH GE list must have been approved under the new GE guidelines.	Medium	Ongoing

Noncredit Curriculum Process	<p>Title 5 §55002 specifies that the process for development of curriculum must be mutually agreed upon between college administration and the academic senate. Because of concern from faculty teaching credit curriculum, it was mutually agreed that for at least the first year (2008-2009) noncredit curriculum would go first to the noncredit CC and then come to the CCC for final approval. Swett visited CCC in winter 2012 to update on NC program and gather feedback about process, no changes to process planned at this time.</p> <p>For more info: Noncredit at a Glance</p>	Review/revise current process as agreed upon	Medium	Ongoing
Process for changing department titles/ four-letter indicators	Changing department titles and/or four-letter department indicators has the potential to impact courses and programs in other departments/divisions. CCC should discuss how best to enact and impart such changes across campus so that any potentially negative impact is avoided.	Develop formal process for changing titles and indicators	Medium	Not started
Credit by Exam	<p>Title 5 §55050 permits community colleges to award credit by exam, of which the nature and content is determined by discipline faculty.</p> <p>FHDA Board Policy 6030 sets district policy for credit by exam but this has not been reviewed since 1998. The ASCCC urges local senates to ensure that students are aware of opportunities for credit by exam (see resolution 9.08 F10).</p>	<p>CBE policy language revised and approved by CCC on April 19, 2011.</p> <p>Work with APM committee to review current board policy and revise as appropriate.</p>	Medium	In progress administrative follow-up required
Red-lining Policy	“Red-lining” is the practice whereby a student gets a sub-standard grade in a course at FH but then repeats the course at DA, FH crosses out the substandard FH grade (and removes it from the GPA) and allows the student to use the DA course and grade at FH.	Policy drafted, approved by CCC on April 19, 2011.	Medium	Completed

Foothill College
CCC-501: Application for Approval – New Credit Program
Associate in Arts Degree in History for Transfer (History AA-T)

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The Associate in Arts in History for Transfer program offers courses that explore political, economic, social and cultural themes of the past with a strong emphasis on global understanding and multi-cultural contributions. Students completing the Associate in Arts in History for Transfer degree will not only be well-prepared to continue their pursuit of a baccalaureate degree in history at four-year institutions, but will also have the foundation to pursue degrees in other liberal arts disciplines.

The history program challenges a diverse student body to achieve academic excellence by developing their critical thinking and communicative skills along with a global understanding of the interaction of political, economic, social and cultural themes through the study of the world's past. Our emphasis is on appreciating and analyzing the historical multicultural contributions to our modern world, social and ethical responsibility, and community involvement.

2. Catalog Description

The Associate in Arts in History for Transfer Degree will prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in History for Transfer Degree will be ensured preferential transfer status to local CSUs as history majors and majors in related disciplines. The Associate in Arts in History for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs.

The Associate in Arts in History for Transfer Degree will enable students to develop skills in analyzing primary and secondary sources, identifying arguments and points of view, and conducting historical research. In addition, a strong background in history will enable students to put events and developments into their historical context and to synthesize these events and developments in order to reach rational and fact-based conclusions. More broadly, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper division course work.

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
- (2) Obtainment of a minimum grade point average of 2.0.

3. Program Requirements: Completion of a GE pattern (CSU or IGETC) plus 32 units not to exceed 90 units total (*all units are quarter units*).

Required Core Courses: 24 units

HIST 17A	History of the United States to 1816 ◆	4 units
HIST 17B	History of the United States from 1812 to 1914◆	4 units
HIST 17C	History of the United States from 1900 to the Present ◆	4 units
HIST 4A	History of Western Civilization to 800 AD ◆	4 units
HIST 4B	History of Western Civilization 700 – 1800 ◆	4 units
HIST 4C	History of Western Civilization 1789 – Present◆	4 units
or HIST 4CH	Honors History of Western Civilization 1789 – Present ◆	4 units

List B: 2 of the following courses, one from each Group - minimum 8 units

Group 1:

ANTH 4	First Peoples of North America ◆	4 units
ANTH 6	Peoples of Africa ◆	4 units
ART 2E or WMN 15	A History of Women in Art ◆	4.5 units
	A History of Women in Art ◆	4.5 units
ENGL 12	African American Literature ◆	4 units
ENGL 31	Latino/a Literature ◆	4 units
HIST 8	History of Latin America◆	4 units
HIST 10	History of California: The Multicultural State◆	4 units
HIST 18	Introduction to Middle Eastern Civilization◆	4 units
WMN 5	Introduction to Women's Studies ◆	4 units
WMN 11	Women in Global Perspective ◆	4 units

Group 2:

ANTH 2A	Cultural Anthropology ◆	4 units
ANTH 2B	Patterns of Culture ◆	4 units
GEOG 2	Human Geography ◆	4 units
GEOG 10	World Regional Geography ◆	4 units
HIST 9 or HIST 9H	History of Contemporary Europe◆	4 units
	Honors History of Contemporary Europe◆	4 units
HIST 20	History of Russia & the Soviet Union ◆	4 units
MUS 8 or MUS 8H	Music of Multicultural America ◆	4 units
	Honors Music of Multicultural America ◆	4 units
PHIL 24	Comparative World Religions: East ◆	4 units
PHIL 25	Comparative World Religions: West ◆	4 units
POLI 1	Political Science: Introduction to American Government & Politics ◆	5 units

Required major subtotal: 32 Units

Completion of CSU GE or IGETC 53-58 Units

Transferable electives (as needed) to complete 90 quarter units: 0-7 Units

Total Units: 90 Units

Note: Courses identified with a ◆ may be double-counted for the major and general education.

4. Background and Rationale:

The Associate in Arts in History for Transfer Degree will offer students a streamlined path for transferring to local CSUs. This degree will satisfy the undergraduate requirements at local CSUs for students who are history majors or majors in related disciplines.

Criteria B: Need

6. Place of Program in Curriculum/Similar Programs

The Associate in Arts in History for Transfer degree specifically prepares students to transfer to a local CSU and the CSU system has indicated it will give preference to students transferring to colleges in their system with this degree. The Foothill History Department will also continue to offer an Associate in Arts degree in history that offers a richer variety of history coursework for interested students and better prepares students for upper division and graduate level study in the field of history in colleges or universities outside of the CSU system.

Criteria C: Curriculum Standards

See attachments:

- a. FH-History TMC Template.
- b. Course Outlines of Record
- c. Transfer Applicability Reports

Criteria D: Adequate Resources

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment, and financial support. All of the faculty that will teach in this program meet the State minimum qualifications.

Criteria E: Compliance

There are no enrollment restrictions specific to this program. There are no licensing or accrediting standards that apply to this program.

History Transfer Model Curriculum
CCC Major or Area of Emphasis: History
CSU Major or Majors: History
Total units: 18 (all units are semester units)

Rev. 5/23/2011
Template #1004

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable. Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at <http://www.c-id.net/degreereview.html> and attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

History Transfer Model Curriculum		Associate in Arts degree in History for transfer College Name: Foothill College Program Requirements			
Course Title (units)	C-ID Designation	Course ID	Course Title	Units	GE
Required Core: 6 units					
History of the United States I (3)	HIST 130	HIST 17A HIST 17B	History of the United States to 1816 History of the United States from 1812 - 1914	4 4	<input checked="" type="checkbox"/>
History of the United States II (3)	HIST 140	HIST 17B HIST 17C	History of the United States from 1812 - 1914 History of the United States from 1900 to the Present	4 4	<input checked="" type="checkbox"/>
List A: 6 units					
World History I (3) or Western Civilization I (3)	HIST 150 or HIST 170	HIST 4A HIST 4B	History of Western Civilization to 800 AD History of Western Civilization 700 - 1800	4 4	<input checked="" type="checkbox"/>
World History II (3) or Western Civilization II (3)	HIST 160 or HIST 180	HIST 4B HIST 4C or HIST 4CH	History of Western Civilization 700 - 1800 History of Western Civilization 1789 - Present Honors History of Western Civilization 1789 - Present	4 4 4	<input checked="" type="checkbox"/>
List B (one course from each group): 6 units					
Group 1:					
World History I or II (if not used in List A)(3)	HIST 150 or HIST 160				<input type="checkbox"/>
Any history course not pertaining to the US or Europe articulated as fulfilling CSU GE Area C or D (3)		HIST 8 HIST 18	History of Latin America Introduction to Middle Eastern Civilization	4 4	<input checked="" type="checkbox"/>
Any course from the humanities or social sciences (including history) that addresses any historically under-represented groups or non-western subjects articulated as fulfilling CSU GE Area C or D (3)		ANTH 4 ANTH 6 ART 2E/ WMN 15 ENGL 12	First Peoples of North America Peoples of Africa A History of Women in Art African American Literature	4 4 4.5 4 4	<input checked="" type="checkbox"/>

		ENGL 31 HIST 8 HIST 10 WMN 5 WMN 11	Latino/a Literature History of Latin America History of California: The Multicultural State Introduction to Women's Studies Women in Global Perspective	4 4 4 4 4	
Any course in a language other than English which is articulated as fulfilling CSU GE Area C2 (3)					<input type="checkbox"/>
Group 2:					
Any history course (including List A courses, if not used above) or any non-history course from the humanities or social sciences related to history articulated as fulfilling CSU GE Area C or D or any introductory level social sciences course articulated as fulfilling CSU GE Area D (3)		ANTH 2A ANTH 2B GEOG 2 GEOG 10 HIST 9 or HIST 9H HIST 20 MUS 8 or MUS 8H PHIL 24 PHIL 25 POLI 1	Cultural Anthropology Patterns of Culture Human Geography World Regional Geography History of Contemporary Europe Honors History of Contemporary Europe History of Russia and the Soviet Union Music of Multicultural America Honors Music of Multicultural America Comparative World Religions: East Comparative World Religions: West Introduction to American Government and Politics	4 4 4 4 4 4 4 4 4 4 4 4 4 5	<input checked="" type="checkbox"/>
Total Units for the Major:	18		Total Units for the Major:	32	
			Total Units that may be double-counted:	28	

NOTE: No more than one course can be taken that is not articulated as either major preparation or general education.

Foothill College
CCC-510: Substantial Changes to an Approved Program
Associate in Science Degree in Mathematics for Transfer (Mathematics AS-T)

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The mission of the Mathematics program is to enable students to clearly communicate mathematical ideas through graphs, tables of data, equations, and verbal descriptions. Students will construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques, and interpret results of those models. The Associate in Science in Mathematics Degree is designed to provide students with the necessary course work required to prepare students to transfer to a CSU campus and complete a baccalaureate degree in mathematics.

2. Catalog Description

The Associate in Science in Mathematics for Transfer Degree will prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Mathematics for Transfer Degree will be ensured preferential transfer status to local CSUs as mathematics majors and/or majors in related disciplines. The Associate in Science in Mathematics for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs .

Mathematics and related subjects play important dual roles in our culture. Although mathematics is a study in its own right, it is also an indispensable tool for expressing and understanding ideas in the sciences, engineering and an increasing number of other fields. Students completing this degree will be able to construct appropriate models of natural phenomena, develop those models with appropriate mathematical techniques and interpret results of those models.

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
- (2) Obtainment of a minimum grade point average of 2.0.

3. Program Requirements: (all units are quarter units).

Required Core Courses: 20 units

MATH 1A	Calculus◆	5 Units
MATH 1B	Calculus◆	5 Units
MATH 1C	Calculus◆	5 Units
MATH 1D	Calculus	5 Units

And one course each from List A and List B. 10-11 units

List A:

MATH 2A	Differential Equations	5 Units
MATH 2B	Linear Algebra	5 Units

List B:

*MATH 2A	Differential Equations	5 Units
*MATH 2B	Linear Algebra	5 Units

MATH 22	Discrete Mathematics◆	5 Units
MATH 10	Elementary Statistics◆	5 Units
PHYS 4A	General Physics (Calculus) ◆	6 Units
C S 1A	Object Oriented Programming Methodologies in JAVA ◆	5 Units
C S 2A	Object Oriented Programming Methodologies in C++ ◆	5 Units

Required major subtotal:	30-31 Units
Completion of CSU GE or IGETC	53-58 Units
Transferable electives (as needed) to complete 90 quarter units:	1-7 Units
Total Units:	90 Units

* *MATH 2A or 2B may be used to satisfy List B requirement if they were not used to meet the requirement for List A.*

Note: Courses identified with a ◆ may be double-counted for the major and general education.

4. Background and Rationale:

The Associate in Science in Mathematics for Transfer Degree will offer students a streamlined path for transferring to local CSUs. This degree will satisfy the undergraduate requirements at local CSUs for students who are mathematics majors or majors in related disciplines.

Criteria B: Need

6. Place of Program in Curriculum/Similar Programs

The mathematics department currently offers an Associate in Science Degree in Mathematics. After careful deliberation, the mathematics department decided to continue offering the Associate in Science Degree in addition to the Associate in Science in Mathematics for Transfer Degree, since Foothill offers a broad variety of lower-division mathematics courses, some of which are not included in the Transfer Model Curriculum. These other courses offer a wider variety of choices for students and there is consistent student interest and demand for them. The Associate in Science Degree provides students with a broad base of knowledge in mathematics and its application to related disciplines.

Criteria C: Curriculum Standards

See attachments:

- FH-Mathematics TMC Template.
- Course Outlines of Record
- Transfer Applicability Reports

Criteria D: Adequate Resources

No additional resources will be required beyond the college's current resources. This includes: library and learning resources, facilities and equipment and financial support. All of the faculty that will teach in this program meet the State minimum qualifications.

Criteria E: Compliance

There are no enrollment restrictions specific to this program. There are no licensing or accrediting standards that apply to this program.

Mathematics Transfer Model Curriculum
CCC Major or Area of Emphasis: Mathematics

CSU Major or Majors: Mathematics

Total units: 18-23 (all units are semester units)

Rev. 4/11/2012

Template #2001

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable. Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at <http://www.c-id.net/degreview.html> and attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

Mathematics Transfer Model Curriculum		Associate in Science degree in Mathematics for Transfer College Name: Foothill College Program Requirements			
Course Title (units)	C-ID (or TCSU) Designation	Course ID	Course Title	Units	GE
Required Core: 12-15 units from one of the following options:					
Option 1 (all of the following):					
Calculus I (4-5)	Math 210 or 211				<input type="checkbox"/>
Calculus II (4-5)	Math 220 or 221				<input type="checkbox"/>
Calculus III (4-5)	Math 230				<input type="checkbox"/>
or Option 2 (all of the following):					
Single Variable Calculus Sequence (2 semester/3 quarters for ≥ 8 units)	Math 900S				<input type="checkbox"/>
Calculus III (4-5)	Math 230				<input type="checkbox"/>
or Option 3:					
Single Variable and Multivariable Calculus Sequence (3 semester/4 quarters for ≥ 12 units)		MATH 1A MATH 1B MATH 1C MATH 1D	Calculus Calculus Calculus Calculus (doesn't count for Foothill GE)	5 5 5 5	<input checked="" type="checkbox"/>
List A: One course from the following:					
Differential Equations (3-4)	Math 240	MATH 2A	Differential Equations	5	<input type="checkbox"/>
Linear Algebra (3-4)	Math 250	MATH 2B	Linear Algebra	5	<input type="checkbox"/>
Introduction to Differential Equations and Linear Algebra (minimum of 5)					<input type="checkbox"/>
List B: One course from the following:					
Differential Equations or Linear Algebra if not used above. (3-5)	Math 240 or Math 250	MATH 2A or MATH 2B	Differential Equations Linear Algebra	5	<input type="checkbox"/>
Discrete Math (algebra based) (3)		MATH 22	Discrete Mathematics	5	<input checked="" type="checkbox"/>
Physics (articulated as preparation for the physics major at a CSU) (4)	Physics 205	PHYS 4A	General Physics (Calculus)	6	<input checked="" type="checkbox"/>
Mathematical Computing Systems (1)					<input type="checkbox"/>
Any computer programming course that has articulation as major preparation for the math major at a CSU. (3)		C S 1A C S 2A	Object Oriented Programming Methodologies in JAVA Object Oriented programming Methodologies in C++	5 5	<input type="checkbox"/>
Proof (3)					<input type="checkbox"/>
Statistics (3)	Stat 120 (TCSU)	MATH 10	Elementary Statistics	5	<input checked="" type="checkbox"/>
Total Units for the Major:	18 - 23		Total Units for the Major:	30-31	
			Total Units that may be double-counted:	20-21	

¹ If a C-ID descriptor has been finalized, it may be entered in this column. http://www.c-id.net/descriptors/view_final

Note: When selecting 4-5 unit courses for the Associate in Science in Mathematics for Transfer, keep in mind that you may not require more than 60 units for the entire degree.

Foothill College

CCC-501: Application for a New Credit Program

Associate in Arts Degree in English for Transfer (English AA-T)

Criteria A: Appropriate to Mission

1. Statement of Program Goals and Objectives

The English major provides students with critical thinking, reading, and writing skills along with a breadth of cultural and historical knowledge through the study of great literature. The major in English is excellent preparation for careers in law, teaching, advertising, journalism, communications, and business administration. Indeed, most positions in modern institutions and industries require excellent skills in writing and reading. The Associate in Arts in English for Transfer Degree is designed to prepare students to transfer to four-year universities. The Associate in Arts in English for Transfer Degree will build a sound foundation for students to begin studies in rhetoric, composition, logic, aesthetics, and literary study. The program also incorporates extensive emphases on issues of race and ethnicity, class and labor, and gender studies so as to develop and deepen multiple perspectives for students majoring in English.

2. Catalog Description

The Associate in Arts in English for Transfer Degree is designed to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in English for Transfer Degree will be ensured preferential transfer status to local CSUs as English majors and/or majors in related disciplines. The Associate in Arts in English for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs. The Associate in Arts in English for Transfer Degree will enable students to develop a strong foundation in critical reading, writing, and thinking, literary analysis and research methods, and will also offer a wide variety of elective courses in English and other related fields for students to develop a broad knowledge base of literary reading and writing that will prepare them for the requirements of upper-division coursework in English.

The student will be required to meet both of the following requirements:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - (b) A minimum of 27 quarter units in a major or area of emphasis.
- (2) Obtainment of a minimum grade point average of 2.0.

3. Program Requirements: (all units are quarter units)

Required Core Courses: 9 units

ENGL 1B	Composition, Critical Reading & Thinking	5 units
or ENGL 1BH	Honors Composition, Critical Reading & Thinking	5 units
ENGL 16	Introduction to Literature	4 units

Support Courses: 20-22 units

List A – select three: 12 units

ENGL 46A	Monsters, Madness & Mayhem: English Literature from its Earliest Beginnings to Milton	4 units
ENGL 46B	Reason, Rebellion & Romanticism: English Literature from 1660-1830	4 units
ENGL 46C	Wars & Wastelands: English Literature from the Victorian Period to the Present	4 units

ENGL 48A	The Birth of American Literature: 1492-1864	4 units
ENGL 48B	American Literature in the Gilded Age: 1865-1914	4 units
ENGL 48C	Modern American Literature: 1914-Present	4 units

List B – select one: 4-5 units

Any course from List A not used above	4 units
ENGL 11 Introduction to Poetry	4 units
ENGL 14 Travelling the World through Contemporary Literature	4 units
ENGL 17 Introduction to Shakespeare	4 units
CRWR 6 Introduction to Creative Writing	5 units

List C – select one: 4-5 units

Any course from Lists A or B not used above	4-5 units
ENGL 1C Advanced Composition	4 units
or ENGL 1CH Honors Advanced Composition	4 units
ENGL 5 Gay & Lesbian Literature	4 units
ENGL 7 Native American Literature	4 units
ENGL 8 Children's Literature	4 units
ENGL 12 African American Literature	4 units
ENGL 22 Women Writers	4 units
ENGL 31 Latino/a Literature	4 units
ENGL 40 Asian American Literature	4 units
CRWR 39A Introduction to Short Fiction Writing	5 units
CRWR 41A Poetry Writing	5 units
SPAN 3 Elementary Spanish III	5 units
JAPN 3 Elementary Japanese III	5 units

Required major subtotal:	29-31 Units
Completion of CSU GE or IGETC	53-58 Units
Transferable electives (as needed) to complete 90 quarter units:	1-8 Units
Total units:	90 Units

Note: All of the courses listed above may be double-counted for the major and general education.

4. Background and Rationale:

The Associate in Arts in English for Transfer Degree offers students a streamlined plan for transfer to local CSUs. This degree will satisfy the undergraduate requirements at local CSUs for English majors or majors in related disciplines.

Criteria B: Need

6. Place of Program in Curriculum/Similar Programs

The Associate in Arts in English for Transfer Degree will supplement the Foothill English Associate in Art Degree by providing a focused plan towards transfer to local CSUs. This degree will provide English majors with undergraduate preparation specific to the four-year CSU programs. English department faculty have decided to retain a Foothill English Associate in Art Degree so that students who plan to continue their studies at institutions other than the CSUs may have flexibility in their undergraduate coursework choices. The Associate in Arts in English for Transfer Degree will supplement the Foothill associate degree by allowing various plans for student success upon graduation and transfer from Foothill.

Criteria C: Curriculum Standards

See attachments:

- a. FH-English TMC Template
- b. Course Outlines of Record
- c. Transfer Applicability Reports

Criteria D: Adequate Resources

No additional resources will be required beyond the college's current resources. This includes library and learning resources, facilities and equipment, and financial support. All of the faculty who will teach in this program meet the State minimum qualifications.

Criteria E: Compliance

There are no enrollment restrictions specific to this program. There are no licensing or accrediting standards that apply to this program.

English Transfer Model Curriculum

Rev. 6/30/2011

CCC Major or Area of Emphasis: English

Template #1007

CSU Major or Majors: English, English Literature, Creative Writing**Total units:** 18-24 (*all units are semester units*)

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable. Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at <http://www.c-id.net/degreereview.html> and attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

English Transfer Model Curriculum		Associate in Arts degree in English for Transfer College Name: Foothill College Program Requirements			
Course Title (units)	C-ID Designation	Course ID	Course Title	Units	GE
Required Core: 4-8 units					
Option 1 (select two): 6-8 units					
Argumentative Writing and Critical Thinking (3-4)	ENGL 115	ENGL 1B or ENGL 1BH	Composition, Critical Reading & Thinking Honors Composition, Critical Reading & Thinking	5 5	<input checked="" type="checkbox"/>
AND Introduction To Literature (3-4)	ENGL- LIT 100	ENGL 16	Introduction to Literature	5	<input checked="" type="checkbox"/>
Option 2 (select one): 4 units					
Critical Thinking Through Literature (4)	ENG L-LIT 105				<input type="checkbox"/>
List A (select two): 6-8 units					
Survey of American Literature 1 (3-4)	ENG L-LIT 130	ENGL 48A ENGL 48B ENGL 48C	The Birth of American Literature American Literature in the Gilded Age: 1865-1914 Modern American Literature	4 4 4	<input checked="" type="checkbox"/>
Survey of American Literature 2 (3-4)	ENG L-LIT 135				
Survey of American Literature (3-4) - Cannot be used in combination with either of the 1-semester American Literature courses above.	ENG L-LIT 140				
Survey of British Literature 1 (3-4)	ENG L-LIT 160	ENGL 46A ENGL 46B ENGL 46C	Monster, Madness & Mayhem: English Literature from its Earliest Beginnings to Milton Reason, Rebellion & Romanticism: English Literature from 1660-1830 Wars & Wastelands: English Literature from the Victorian Period to the Present	4 4 4	<input checked="" type="checkbox"/>
Survey of British Literature 2 (3-4)	ENG L-LIT 165				
Survey of British Literature (3-4) - Cannot be used in combination with	ENG L-LIT 170				

either of the 1-semester British Literature courses above.					
World Literature 1 (3-4)	ENG L-LIT 180				<input type="checkbox"/>
World Literature 2 (3-4)	ENG L-LIT 185				
World Literature (3-4) - Cannot be used in combination with either of the 1-semester World Literature courses above.	ENG L-LIT 190				
Literature in English 1 (3-4)	ENG L-LIT 195				<input type="checkbox"/>
Literature in English 2 (3-4)	ENG L-LIT 197				<input type="checkbox"/>
Studies in Fiction (3)	ENG L-LIT 120				<input type="checkbox"/>
Studies in Poetry (3)	ENG L-LIT 122				<input type="checkbox"/>
Studies in Drama (3)	ENG L-LIT 124				<input type="checkbox"/>
List B: Select one or two courses depending on which option was followed for the required core. Option 1 in the Core: Include minimum of 3 units in List B Option 2 in the Core: Include minimum of 6 units in List B					
Any course from List A not already used or any English course that has articulation as lower division preparation for the English major at a CSU.	ENGL L-LIT 122 ⁱ	ENGL 11 ENGL 14 ENGL 17	Introduction to Poetry Traveling the World Through Contemporary Literature Introduction to Shakespeare	4 4 4	<input checked="" type="checkbox"/>
Introductory Creative Writing (3)	ENGL-CW 100	CRWR 6	Introduction to Creative Writing	5	<input checked="" type="checkbox"/>
List C (select one): minimum 3 units					
Any course from List A and B not used above, any CSU transferable English course, any language course other than English which is articulated to fulfill CSU GE Area C, or any CSU transferable literature course offered in another department.		ENGL 1C or ENGL 1CH ENGL 5 ENGL 7 ENGL 8 ENGL 12 ENGL 22 ENGL 31 ENGL 40 CRWR 39A CRWR 41A SPAN 3 JAPN 3	Advanced Composition Honors Advanced Composition Gay & Lesbian Literature Native American Literature Children's Literature African American Literature Women Writers Latino/a Literature Asian American Literature Introduction to Short Fiction Writing Poetry Writing Elementary Spanish III Elementary Japanese III	4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5	<input checked="" type="checkbox"/>
News Writing and Reporting (3) or Introduction to Journalism (3)					<input type="checkbox"/>
Business Communication (3)	BUS 115				<input type="checkbox"/>
Oral Interpretation of Literature (3)	COMM 170				<input type="checkbox"/>
Introductory Humanities (3)					<input type="checkbox"/>
Introduction to Theater (3)	THTR 111				<input type="checkbox"/>
Introductory Linguistics (3)					<input type="checkbox"/>

ⁱ If a C-ID descriptor has been finalized, it may be entered in this column. http://www.c-id.net/descriptors/view_final

Total Units for the Major:	18 - 24		Total Units for the Major:	29-31	
			Total Units that may be double-counted:	29-31	

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

Discipline Faculty Signatures: _____

CCC Division Rep's Signature: _____ Date: _____

(not required for Advisories)

Articulation Officer: _____ Date: _____

Matriculation Officer: _____ Date: _____

NOTE: Because the skills listed below are not part of the checklist above, two faculty from the Mathematics Department need to be part of this Content review and sign below.

For the Mathematics Department: _____

Necessary skills:

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)	ENGL 100
_____	and content (e.g. synonyms and examples) to decode meaning.	
_____	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: _____

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: _____

Other necessary skills:



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 precollege-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.