College Curriculum Committee Meeting Agenda
Tuesday, February 17, 2015
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: February 3, 2015	Action	#2/17/15-1	Escoto
2. Announcements 　a. New Course Proposals 　b. SLOs on CORs 　c. Noncredit/Regional Curriculum Meeting 　d. Division Minutes	Information	#2/17/15-2 thru 6	Escoto
3. Consent Calendar: 　a. GE Application 　b. Stand Alone Forms	Action	#2/17/15-7 #2/17/15-8 thru 13	Escoto
4. Course Currency Policy (deactivation)	Action	#2/17/15-14	
5. AP & CLEP	Discussion	#2/17/15-15	Day
6. CCC Responsibilities/Guidelines	1st Read, Discussion	#2/17/15-16	Escoto
7. Registered Apprenticeship College Consortium	Feedback		Curr Reps
8. Stand Alone Form	Discussion	#2/17/15-17	Escoto
9. Good of the Order			Escoto, Curr Reps
10. Adjournment			

Consent Calendar:
　FH General Education: (attachment #7)
　• *Area V, Communication & Analytical Thinking*: C S 3A

　Stand Alone Forms (attachments #8-13): ANTH 2AH, 55, 56, 57, 67C, 67E

Attachment List:
#2/17/15-1　Draft Minutes: February 3, 2015
#2/17/15-2　New COR Proposal-CHLD 54E
#2/17/15-3　New COR Proposal-HORT 54J
#2/17/15-4　New COR Proposal-HORT 54K
#2/17/15-5　New COR Proposal-HORT 91C
#2/17/15-6　New COR Proposal-HORT 91D
#2/17/15-14　Course Currency Policy Proposal.v3
#2/17/15-15　2015 ASCCC Resolution & AP-IB-CLEP List
#2/17/15-16　FH CCC Responsibilities
#2/17/15-17　Stand Alone Form copy

2014 -2015 Curriculum Committee Meetings

Fall 2014 Quarter:	Winter 2015 Quarter	Spring 2015 Quarter
~~10/7/14~~	~~1/20/15~~	4/21/15
~~10/21/14~~	~~2/3/15~~	5/5/15
~~11/4/14~~	2/17/15	5/19/15
~~11/18/14~~	3/3/15	6/2/15
~~12/2/14~~	3/17/15	6/16/15

* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

2014-2015 Curriculum Deadlines
12/1/14   Deadline to submit courses to CSU for CSU GE approval.
12/1/14   Deadline to submit courses to UC/CSU for IGETC approval.
12/5/14   COR/Title 5 Updates for Summer 2015.
3/2/15   Curriculum Sheet Updates for 2015-16.
6/1/15   Deadline to submit new/revised courses to UCOP for UC transferability
6/19/15   COR/Title 5 Updates for Summer 2016.
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2014-2015 Professional Development Opportunities & Conferences of Interest
~~7/10-12/14~~   ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
1/15-16/15   CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA
2/20-21/15   Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA
3/13-14/15   Academic Academy, Westin South Coast Plaza, Costa Mesa, CA
3/20/15   Noncredit/Curriculum Regional Meeting, Foothill College
4/9-11/15   Spring Plenary Session, Westin San Francisco Airport

Distribution:
Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL), Victor Tam (Dean, PSME)

College Curriculum Committee
Meeting Minutes
Tuesday, February 3, 2015
2:03 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: January 20, 2015	Section 5b- add more information regarding SPAN 110. Minutes to be updated regarding anecdotal evidence to support wanting to try running the course. **M/S** (Starer, Serna) **Approved**. 4 abstentions

2. Announcements
  a. Proposed Requisites
 	
  b. New Course Proposals
 	
  c. Descriptions for Certificates of Achievement
 	
  d. Division Curriculum Committee Minutes
 	
  e. Other
	Speaker: Isaac Escoto
	a. Proposed Requisites introduced. Please distribute to your constituency.
	b. New COR proposals introduced. Question regarding descriptions for apprenticeship courses often being shorter than what reps are used to seeing for other courses. Clarification that these courses are usually very specific and because of this reason descriptions are often short.
	c. Descriptions for Certificates of Achievement – with the resolution passed by this body in 2013, we need to proceed with adding brief descriptions on the Certificates of Achievement for this year. The curriculum sheet information is a primary source of information to students identifying the intended outcomes and the value of each certificate. Adding brief descriptions will be a great reference for everyone. Where do we add the description? The brief description can be added in the textbox for each certificate just before the list of courses for the certificate. Curriculum sheets are due **March 2nd**.
	d. Division Curriculum Committee Minutes – As the division curriculum committees have the responsibility of approving curriculum, we also have the responsibility to our accrediting body to make available the minutes of those discussions/curricular actions. To assist division curriculum committees in meeting this requirement, the curriculum team has been discussing the possibility of making space available on our CCC web page to post the minutes or information from the divisions. LaManque has offered to be the recipient of the division minutes and he would post them. Ideas of how to do this best are welcomed by the curriculum team.
	e. Academic Senate has begun conversation regarding the accreditation requirement of placing SLOs on CORs, and the spirit/value regarding this adjustment. Conversation will be ongoing and CCC will have this as a future agenda item, so that we may have robust conversation regarding the topic.

3. Consent Calendar: a. Stand Alone Forms	**Speaker: Isaac Escoto** Courses: C S 1AH, 2AH, 3A, 21B, 50B, 50C, 53A, 53B, 53C, 53D, 56B, 85A, CHEM 9, ENGR 11, MATH 1AH, MATH 1AHP, PSE 151, V T 66. Comments: 1. V T 66 - check the description for a comment re: senior students. Nuñez will check the outline description. 2. Criteria B – this section is problematic in that there is

	no way to demonstrate that a new course is transferable since it hasn't been completed or submitted for transferability yet. Perhaps in the case of a new course, a simple statement that lists the institution(s) where it is expected to be transferable and whether the course would be used as major or elective, would be appropriate to fulfill this requirement. We will consider changing the wording of the document to list "appropriate documentation with references" 3. PSE 151 - The form states that this course is intended to be "temporarily stand alone." Suggestion that this be adjusted to "permanently stand alone," as this seems to be consistent with the intent and content of the course. The committee supports approval, with these changes in mind. Mention of the course number being inconsistent with the course being non-degree applicable. **M/S** (Day, Knobel) **Approved**.
4. Course Currency Policy (deactivation)	**Speaker: Isaac Escoto** Escoto introduced updated wording. Concerns voiced regarding BSS 70 series courses (independent study), Honors courses and CTE courses. Suggestion to include courses that we might consider exempt from the policy (i.e. 70 series). Some faculty have raised concerns about wanting to have a list of courses to select from, as some departments have few faculty but want to have a broad base of courses available to them. This policy, as written, includes an option for appeal to CCC if a division feels a course would be necessary to keep active though it hadn't been taught/scheduled within four years (ongoing discussion whether we want to use "taught" or "scheduled"). Mention of the need to keep in mind that this affects students greatly as they try to transfer to other institutions. If we have courses listed in the catalog and we have not offered them in 3-4 years, we may be undermining TAGs and other transfer opportunities. Concern that the policy might cause struggle between faculty and deans regarding scheduling. Though faculty clearly write curriculum for the purpose of offering the course, deans schedule courses based off of need and whether or not it seems a course will fill. What happens in these situations? In addition, CTE courses might require a slightly different policy or "measuring stick" as those situations can be different.
5. C-ID	**Speaker: Bernie Day** Currently, there are 218 C-ID descriptors approved. FH has 142 approved courses. Per the recent Chancellor's Office memo, effective July 1, 2015, we may not apply for any transfer degree without all courses (for which there is a descriptor) having C-ID approval. C-ID is beginning to explore CTE, non-transferable courses to prepare descriptors.
6. AP & CLEP	**Speaker: Bernie Day** Introduction to the topic, with further discussion planned. In many instances, FH awards less credit than CSUs and UCs. Our policy is more stringent than any other university that Bernie looked at. Mention that Chemistry has been concerned with the AP test not covering a lab component.

	Shared that unless we separate the lecture and lab course activities locally, our chemistry department probably wouldn't be interested in accepting the test for credit. In addition, ACE (American Council on Education) has established a set of guidelines for accepting AP credit. Future conversation regarding FH participating in ACE.
7. Registered Apprenticeship College Consortium	**Speaker: John Mummert** FH has been approached to join this consortium. This consortium would assist us by: 1) increasing the number of students wanting to complete GE, 2) enhance funding and 3) provide prior learning assessments. The group of colleges in the consortium would accept credit by completion at other institutions. Mummert introduced this topic to us before he goes out to the apprenticeship committees to see if they are interested in participating. The RACCC information notes that there would be a third party that would evaluate course work. If the Journeyman Apprenticeship Training Centers (JATCs) seem interested, Mummert will look to clarify some questions he has. At this point, Mummert is interested in limiting the agreement to **only** apprenticeship and journeyman courses.
8. Adjournment	**Adjourned 3:27**

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Valerie Fong (LA), Brenda Hanning (BH), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Lan Truong (CNSL)
Minutes Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Jeanne Thomas

Proposed Number: CHLD 54E   **Proposed Units:** 1
Proposed Hours: 12
Proposed Transferability: CSU
Proposed Title: Inspiring Peak Performance: Competence, Commitment & Collaboration

Proposed Catalog Description & Requisites: Course provides an overview of supervisory tools needed by education leaders to help build teacher competence, strengthen staff commitment and expand opportunities for collaboration to inspire peak performance in staff.   In an interactive classroom environment, students will strengthen supervisory practices, engage in meaningful professional growth activities to be used with staff and learn to design a relevant performance appraisal system for use in their own programs.

Proposed Discipline: Child Development

To which Degree(s) or Certificate(s) would this course potentially be added?
AA Child Development-elective

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion:
Addition to 54ABCD series of 1 unit courses

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 54I   **Proposed Units:** 2
Proposed Hours: 3 Hours Lab, 1 Hours Lecture
Proposed Transferability: CSU
Proposed Title: Horticultural Practices: Weed Identification

Proposed Catalog Description & Requisites: Identification, morphology, physiology and management of common agricultural and horticultural weedy plants. Course will review the impacts of common weeds on the plant production and landscape industries and review their identification throughout the life cycle of the plant.

Proposed Discipline: Environmental Horticulture and Design

To which Degree(s) or Certificate(s) would this course potentially be added? Elective for the AS in Environmental Hort or Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion: We currently have an Integrated Pest Management course but it lacks sufficient time to cover both identification and control over all potential weeds, insects and diseases that impact the industry. This class is proposed to allow additional time to adequately identify the pest.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 54J   **Proposed Units:** 2
Proposed Hours: 3 Hours Lab, 1 Hours Lecture
Proposed Transferability: CSU
Proposed Title: Horticultural Practices: Insect Identification

Proposed Catalog Description & Requisites: Identification, morphology, physiology and management of common agricultural and horticultural insects. Course will review the impacts of common insects on the plant production and landscape industries and review their identification throughout the life cycle of the pest.

Proposed Discipline: Environmental Horticulture and Design

To which Degree(s) or Certificate(s) would this course potentially be added? Elective for the AS in Environmental Hort or Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion: We currently have an Integrated Pest Management course but it lacks sufficient time to cover both identification and control over all potential weeds, insects and diseases that impact the industry. This class is proposed to allow additional time to adequately identify the pest.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 91C   **Proposed Units:** 1
Proposed Hours: .75 Hours Lab, .5 Hours Lecture (2.3 Hours Lab, 1.5 Hours Lecture for 4 week class)
Proposed Transferability: CSU
Proposed Title: Hydroponics

Proposed Catalog Description & Requisites: Growth of plants using liquid as the primary growth media. Review of methods and systems used for hydroponically growing greenhouse crops. Use of liquid as media for dispersal of nutrients and support of plant growth primarily under controlled conditions. Demonstration crops will be propagated and grown.

Proposed Discipline: Environmental Horticulture and Design

To which Degree(s) or Certificate(s) would this course potentially be added? Elective for the AS in Environmental Hort or Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion: There is currently no class that covers this topic in our Hort curriculum.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: David Sauter

Proposed Number: HORT 91D   **Proposed Units:** 1
Proposed Hours: .75 Hours Lab, .5 Hours Lecture (2.3 Hours Lab, 1.5 Hours Lecture for 4 week class)
Proposed Transferability: CSU
Proposed Title: Staging Property for Sale

Proposed Catalog Description & Requisites: Preparation of real estate exteriors for sale using effective landscape tools and techniques. Exploration of methods to improve the esthetics of a property listed on the real estate market while creating a base for long term site improvements. Discussion and review of property improvement based on varying budgets, locations and markets.

Proposed Discipline: Environmental Horticulture and Design

To which Degree(s) or Certificate(s) would this course potentially be added? Elective for the AS in Environmental Hort or Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion: There is currently no class that covers this topic in our Hort curriculum.

Instruction Office:
Date presented at CCC:
Number assigned:

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: <u>C S 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON</u>

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V – Communication & Analytical Thinking:

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

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

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

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

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: <u>CS 3A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN PYTHON</u>

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

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

Matching course component(s):
2Q Solve problems that have origins in a variety of disciplines including math, science, the Internet and business.
4Q 1-7: Applications used throughout course in selected areas Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

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

Matching course component(s):
4I 1: Separation of computation and I/O
2G: Define, analyze and code the basic Python conditional and iterative control structures and explain how they can be nested.
10D 2: Evaluate and comment on other students' user-interaction plan.

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

Matching course component(s):
2G: Define, analyze and code the basic Python conditional and iterative control structures and explain how they can be nested.
6B: Written laboratory assignments which include source code, sample runs and documentation.

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

Matching course component(s):
2C: Produce clearly written code in an industry standard style appropriate for Python.
2N: Explain what an algorithm is and give examples of how algorithms are implemented in a Python program.

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

Matching course component(s):
10D 2: Evaluate and comment on other students' user-interaction plan.
1: Concept topics include code style, documentation.
2G: Define, analyze and code the basic Python conditional and iterative control structures and explain how they can be nested

C6. Identify goals when applying analytical skills

Matching course component(s):
2B: Describe the Python software development life cycle from concept design through documentation, testing and maintenance

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

C7. Recognize limitations of applicable methodologies

> **Matching course component(s):**
> **2M**: Explain how errors can be reported to the calling function.
> **4B 6**: Compiler errors vs. run-time errors

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

> **Matching course component(s):**
> **2A:** Describe the basic components of the Python software development environment.
> **10A and 10A 1:** Familiarization with the beginning-level online lab environment. Modify and customize the settings of an Integrated Development Environment (IDE). Use the IDE to create a new programming project.

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

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

> **Matching course component(s):**
> **4P and 4P 3:** Essential examples and Assignment Areas - User interaction
> **2K:** Produce a program that interacts with the user using elementary graphical interface.
> **10D 2:** Evaluate and comment on other students' user-interaction plan.

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

> **Matching course component(s):**
> **4E 1**: Numeric operators and expressions.
> **4J 1**: Encapsulation of member data
> **4H and 4H 1, 2:** Functions and Functional Programming, 1. Parameter passing, 2. Functional returns.

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

> **Matching course component(s):**
> **10D 2:** Evaluate and comment on other students' user-interaction plan.
> **4B 6, 7**: Compiler errors vs. run-time errors, Debugging strategies

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

> **Matching course component(s):**

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

> **Matching course component(s):**
> **4B1-5**: The Software Development Life-Cycle, Overview of design, Overview of development, Overview of documentation, Overview of testing, Overview of maintenance, Compiler errors vs. run-time errors, Debugging strategies

Requesting Faculty: Michael Loceff   Date: 11/22/2014

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Division Curr Rep: Marnie Francisco   Date: 11/25/2014

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Marnie Francisco, Simon Pennington

Comments:

Recommend approval. 2/3/15

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ANTH 2AH

Course Title: Honors Cultural Anthropology

Catalog Description:

Introduction to the study of human culture and the concepts, theories, and methods used in the comparative study of sociocultural systems. Subjects include subsistence, political organization, language, kinship, religion, social inequality, ethnicity, gender, and culture change. Discussion of anthropological perspectives to contemporary issues. As an honors course, it is a full thematic seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class lectures, group discussions and interactions.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

- o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  Degrees are already state approved.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Primary: offer academic instruction at the lower division level

Approved 4/30/13

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Can't provide ASSIST Documentation for a new course.
> This is an honors section of the existing Anth 2A Cultural Anthropology course.
> Note from the Articulation Officer: The parent course, ANTH 2A, is required for the ANTH major at the following institutions: Cal Poly, Pomona, Cal Poly San Luis Obispo, CSU Bakersfield, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Marcos, Stanislaus, Humboldt, SDSU, SFSU, SJSU, Sonoma State, UCB, UCD, UCI, UCLA, Riverside, UCSD, UCSB, and UCSC. Logic would then dictate that ANTH 2AH will also be approved as a required course for these institutions.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> 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: Kathryn Maurer _____   Date: 2/5/15__

Division Curriculum Representative: K. Allison Lenkeit Meezan   Date: **2/11/15**

FOOTHILL COLLEGE

Date of Approval by Division Curriculum Committee: 2/11/15   **Date:** _____

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #:   ANTH 55

Course Title: APPLIED CULTURAL ANTHROPOLOGY FIELD METHODS

Catalog Description:

Applied anthropology focuses on the use of anthropological theories, perspectives and data-gathering methods in real-world contexts of practice or problem-solving. This 1-unit course provides students with the opportunity to learn and apply field methods from the sub-discipline of applied cultural anthropology to problems found in their own communities. Students will learn how to identify a research topic, write a proposal and project plan with specific milestones and deliverables, carry out research with the most appropriate field methodologies of applied research, and produce a "product" at the end of the course. Projects for this course will be in one of the major arenas of applied cultural anthropology, including: design anthropology, development anthropology, anthropology and healthcare, anthropology and social work, anthropology and education, organizational and business anthropology. Students will utilize field methodologies unique to applied cultural anthropology.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

    o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

> Degrees are already state approved.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

<u>Primary: offer academic instruction at the lower division level</u>

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Can't provide ASSIST Documentation for a new course.
In consultation with the Articulation Officer, we have determined that this course will be a CSU-transferable course, as it is a support course/elective course for the major in anthropology, but we will not seek articulation with the UC's at this time (which is why we chose the numbering of the course as it stands now).

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:
   * Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
   * Employer surveys
   * Industry studies
   * Regional economic studies
   * Letters from employers
   * Minutes of industry advisory committee meetings
   * Job advertisements, from newspapers or the Internet
   * Newspaper or magazine articles on industry or employment trends
   * Studies or data from licensing agencies or professional associations

==**Please attach appropriate evidence to this application form.**==

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

   _____ non-degree applicable basic skills course.
   _____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
   _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

FOOTHILL COLLEGE

Faculty Requestor: Kathryn Maurer   **Date: 2/5/15**

Division Curriculum Representative: K. Allison Lenkeit Meezan   **Date: 2/11/15**

Date of Approval by Division Curriculum Committee: **Date:**

College Curriculum Co-Chairperson: **Date:**

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #:   ANTH 56

Course Title: Applied Physical Anthropology Field Methods

Catalog Description:

Applied anthropology focuses on the use of anthropological theories, perspectives and data-gathering methods in real-world contexts of practice or problem-solving. This 1-unit course provides students with the opportunity to learn and apply field methods from the sub-discipline of applied physical anthropology to problems found in their own communities. Students will learn how to identify a research topic, write a proposal and project plan with specific milestones and deliverables, carry out research with the most appropriate field methodologies of applied research, and produce a "product" at the end of the course. Projects for this course will be in one of the major arenas of applied physical anthropology, including: forensic anthropology and osteology, design anthropology (human engineering), medical anthropology, and environmental anthropology. Students will utilize field methodologies unique to applied physical anthropology.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

   o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

   Degrees are already state approved.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Primary: offer academic instruction at the lower division level

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Can't provide ASSIST Documentation for a new course.
In consultation with the Articulation Officer, we have determined that this course will be a CSU-transferable course, as it is a support course/elective course for the major in anthropology, but we will not seek articulation with the UC's at this time (which is why we chose the numbering of the course as it stands now).

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

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

Please attach appropriate evidence to this application form.

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

FOOTHILL COLLEGE

Faculty Requestor: ___Kathryn Maurer___ **Date: 2/5/15__**

Division Curriculum Representative: __K. Allison Lenkeit Meezan__ **Date: 2/11/15**

Date of Approval by Division Curriculum Committee: 2/11/15 **Date:** _____

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ANTH 57

Course Title: Applied Archaeology Field Methods

Catalog Description:

> Applied anthropology focuses on the use of anthropological theories, perspectives and data-gathering methods in real-world contexts of practice or problem-solving. This 1-unit course provides students with the opportunity to learn and apply field methods from the sub-discipline of applied archaeology to problems found in their own communities. Students will learn how to identify a research topic, write a proposal and project plan with specific milestones and deliverables, carry out research with the most appropriate field methodologies of applied research, and produce a "product" at the end of the course. Projects for this course will be in one of the major arenas of applied archaeology, including: cultural resource management (CRM), historic preservation, museum studies, preservation law and ethics, and students will utilize field methodologies unique to applied archaeology.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

    _____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

    <u>X</u>   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

        o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

            Degrees are already state approved.

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Primary: offer academic instruction at the lower division level

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Can't provide ASSIST Documentation for a new course.
In consultation with the Articulation Officer, we have determined that this course will be a CSU-transferable course, as it is a support course/elective course for the major in anthropology, but we will not seek articulation with the UC's at this time (which is why we chose the numbering of the course as it stands now).

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include:</u>

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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> 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: __**Kathryn Maurer**_____ **Date: 2/5/15__**

FOOTHILL COLLEGE

Division Curriculum Representative: K. Allison Lenkeit Meezan   Date: **2/11/15**

Date of Approval by Division Curriculum Committee: **Date: 2/11/15**
College Curriculum Co-Chairperson: _____ **Date:** _____

Approved 4/30/13

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #:   ANTH 67C

Course Title: CULTURES OF THE WORLD: BRITISH ISLES

Catalog Description:

This course is part of a series to explore the diverse cultural heritage of the world using an anthropological perspective. In this case students cover the British Isles starting with the archaeological and historical past. Using anthropological methodology students explore the diversity within each culture, and then analyze the relationships within a worldwide context. As well, students are expected to synthesize the dynamics of power relationships within the culture in ancient and modern contexts by evaluating politics, economics, religion, and social development in the culture area. The class is designed to work with students either on an international program or intending to participate in a program of study on the British Isles.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

       The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

<u>X</u>   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

    Degrees are already state approved.

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

> Primary: offer academic instruction at the lower division level

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Can't provide ASSIST Documentation for a new course.
> As the numbering implies, this course is intended for CSU-transferability, but we will not be seeking articulation with the UC's at this time, per Articulation Officer recommendation. We already have approved courses Anth 67A Cultures of the World: Ecuador and Anth 67B Cultures of the World: Belize. So don't anticipate any trouble getting transferability to the CSU of this new course in the same series.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

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

Please attach appropriate evidence to this application form.

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> 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: Sam Connell   Date: 2/5/15

Division Curriculum Representative: K. Allison Lenkeit Meezan   Date: 2/11/15

Date of Approval by Division Curriculum Committee:2/11/15   Date: _____

FOOTHILL COLLEGE

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #:   ANTH 67C

Course Title: CULTURES OF THE WORLD: MEDITERRANEAN

Catalog Description:

This course is part of a series to explore the diverse cultural heritage of the world using an anthropological perspective. In this case students cover the Mediterranean starting with the archaeological and historical past. Using anthropological methodology students explore the diversity within each culture, and then analyze the relationships within a worldwide context. As well, students are expected to synthesize the dynamics of power relationships within the culture in ancient and modern contexts by evaluating politics, economics, religion, and social development in the culture area. The class is designed to work with students either on an international program or intending to participate in a program of study in the Mediterranean.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X_____   The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AA in Anthropology (now); AA-T in Anthropology (when edits are possible)

- o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  Degrees are already state approved.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Primary: offer academic instruction at the lower division level

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Can't provide ASSIST Documentation for a new course. As the numbering implies, this course is intended for CSU-transferability, but we will not be seeking articulation with the UC's at this time, per Articulation Officer recommendation. We already have approved courses Anth 67A Cultures of the World: Ecuador and Anth 67B Cultures of the World: Belize. So don't anticipate any trouble getting transferability to the CSU of this new course in the same series.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

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

==**Please attach appropriate evidence to this application form.**==

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

<u>KM</u> 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)

<u>KM</u> 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: Sam Connell _____   Date: 2/5/15__

Division Curriculum Representative: K. Allison Lenkeit Meezan   Date: 2/11/15
Date of Approval by Division Curriculum Committee: 2/11/15   Date: 2/11/15

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

FOOTHILL COLLEGE
College Curriculum Committee
Policy on Course Currency

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been scheduled in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College

Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Deactivation:
1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
    a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
    b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
    a. will continue to appear in the faculty's access list,
    b. will **not** print in any Catalog or Schedule,
    c. may be viewed by anyone with access to the C3MS,
    d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

Reactivation:
1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

Adopt and Publicize California Community College General Education Advanced Placement (CCC GE AP) List and Template

Spring 2009
Resolution Number: 04.01
Contact: Dave DeGroot
Assigned to : President
Topic: Articulation and Transfer
Status: Completed

Whereas, Resolution 4.04 S08 "CCC GE Advanced Placement Equivalency" called for the development of a California Community College General Education Advanced Placement (AP) Test Equivalency List for local consideration and potential adoption, and Resolution 4.02 S08 "Standardized Template for Advanced Placement Exam Information," called for the development of a standardized template for the dissemination of AP test equivalency information;

Whereas, In 2008, 2.7 million AP examinations were taken in the United States with California leading the nation with 453,116 examinations (#2 Texas with 270,466, #3 Florida at 235,030 and #4 New York at 200,609), resulting in an ever-increasing number of students arriving on our campuses requesting AP test credit;

Whereas, Title 5 outlines specific general education area requirements that each college must include for the associate degree (Title 5 55063, Minimum Requirements for the Associate Degree), and an increasing number of students are requesting general education credit based on AP test scores; and

Whereas, There is system-wide support voiced by articulation officers for the development of a California community college general education AP test list that is aligned with the CSU GE and IGETC AP test lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consider adoption and implementation of the California Community College General Education Advanced Placement (AP) test equivalency list; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to use the proposed "Standardized Template for Advanced Placement Exam Information" to communicate the CCC GE, CSU GE and IGETC AP test lists in college catalogs, schedules, and/or websites.

MSC Disposition: California Intersegmental Articulation Council, Local Senates

Summary:
Urge local senates to consider adoption and implementation of the California Community College General Education Advanced Placement (AP) test equivalency list; encourage local senates to use the proposed "Standardized Template for Advanced Placement Exam Information" to communicate the CCC GE, CSU GE and IGETC AP test lists in college catalogs, schedules, and/or websites.

Status Report:

Correspondence was sent to local senates to urge them to consider adoption of the GE AP test equivalency list

College Credit for Advanced Placement (AP) Exams

- The student may earn credit for AP tests with scores of 3, 4 or 5. AP credit can be used to meet IGETC, CSU GE and Foothill A.A. or A.S. general education (GE) and/or major requirements.
- The student is responsible for formally requesting that the College Board send AP exam results to the Foothill College Evaluations Office (12345 El Monte Road, Los Altos Hills, CA 94022-4599) for use on the A.A., A.S. or GE patterns.
- Course credit and units granted at Foothill College may differ from course credit and units granted by a transfer institution.
- Programs noted with an asterisk (*) are not offered at Foothill College.

College Credit for Advanced Placement (AP) Exams					
Exam	Foothill A.A./A.S. (Major and/or GE)	CSU GE	CSU Units Earned toward Transfer	IGETC	UC Units Earned toward Transfer
Art History	Score of 3, 4 or 5 is acceptable for *ART 2A* credit (*Quarter units awarded*)	Area C1 or C2 3 semester units	6 semester units	Area 3A or 3B 3 semester units	8 quarter/5.3 semester units
Art (Studio)	No credit awarded	N/A	3 semester units	N/A	8 quarter/5.3 semester units
Biology	No credit awarded	Areas B2 and B3 4 semester units	6 semester units	Area 5B (with lab) 4 semester units	8 quarter/5.3 semester units
Calculus AB	Score of 3: *MATH 48C* Score of 4 or 5: *MATH 1A* 5 quarter units	Area B4 3 semester units	3 semester units	Area 2A 3 semester units	4 quarter/2.7 semester units
Calculus BC	Score of 3 or 4: *MATH 1A* Score of 5: *MATH 1A* and *1B* with Math Department approval. 10 quarter units	Area B4 3 semester units	6 semester units	Area 2A 3 semester units	8 quarter/5.3 semester units
AP Calculus Exam Limitations			Maximum one exam toward transfer		Maximum credit 8 quarter/5.3 semester units for both
Chemistry	Score of 3: Student must take placement test Score of 4: Student may be placed into *CHEM 1A*. Score of 5: Student may be placed into *CHEM 1B* without taking *CHEM 1A* if Chemistry Department approves. Sufficient lab experience required. For placement use only, no units awarded.	Areas B1 and B3 4 semester units	6 semester units	Area 5A (with lab) 4 semester units	8 quarter/5.3 semester units

College Credit for Advanced Placement (AP) Exams–continued					
Exam	**Foothill A.A./ A.S. (Major and/ or GE)**	**CSU GE**	**CSU Units Earned toward Transfer**	**IGETC**	**UC Units Earned toward Transfer**
Chinese Language & Culture	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Computer Science A	No credit awarded	N/A	3 semester units	N/A	2 quarter/1.3 semester units
Computer Science AB	No credit awarded	N/A	6 semester units	N/A	4 quarter/2.7 semester units
AP Computer Science Exam Limitations	Maximum 6 semester units for both		Maximum one exam toward transfer		Maximum 4 quarter/2.7 semester units for both
Economics: Macroeconomics	No credit awarded	Area D2 3 semester units	3 semester units	Area 4B 3 semester units	4 quarter/2.7 semester units
Economics: Microeconomics	No credit awarded	Area D2 3 semester units	3 semester units	Area 4B 3 semester units	4 quarter/2.7 semester units
English: Language & Composition	Score of 3, 4 or 5: *ENGL 1A* 5 quarter units	Area A2 3 semester units	6 semester units	Area 1A 3 semester units	8 quarter/5.3 quarter
5.3 semester units					
English: Literature & Composition	Score of 3, 4 or 5: *ENGL 1A* 5 quarter units	Areas A2 and C2 6 semester units	6 semester units	Area 1A or 3B 3 semester units	8 quarter units/5.3 semester units
AP English Exam Limitations					8 quarter/5.3 semester units maximum for both
*Environmental Science	No credit awarded	Areas B2 and B3 (if completed prior to Fall 2009) OR Areas B1 and B3 (regardless of when completed) 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units
*French Language	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*French Literature	No credit awarded	Area C2 (if completed prior to Fall 2009) 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*German Language	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Government & Politics: Comparative	No credit awarded	Area D8 3 semester units	3 semester units	Area 4H 3 semester units	4 quarter/2.7 semester units
Government & Politics: U.S.	No credit awarded	Areas D8 and US 2 3 semester units	3 semester units	Area 4H 3 semester units	4 quarter/2.7 semester units

College Credit for Advanced Placement (AP) Exams–continued					
Exam	**Foothill A.A./ A.S. (Major and/ or GE)**	**CSU GE**	**CSU Units Earned toward Transfer**	**IGETC**	**UC Units Earned toward Transfer**
AP Government & Politics Exam Limitations		Does not fulfill U.S. History, Constitution & American Ideals requirement	Student can satisfy the U.S. History, Constitution & American Ideals requirement after transfer		
History: European	*HIST 4A* 4 quarter units	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
History: U.S.	*HIST 17A* 4 quarter units	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
History: World	No credit awarded	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
Human Geography	Score of 4 or 5: *GEOG 2* 4 quarter units	Area D5 3 semester units	3 semester units	Area 4E 3 semester units	4 quarter/2.7 semester units
*Italian Language & Culture	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Japanese Language & Culture	Score of 3 or 4: *JAPN 4* Score of 5: JAPN 5 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*Latin: Virgil	No credit awarded	Area C2 3 semester units	3 semester units	Areas 3B and 6A 3 semester units	4 quarter/2.7 semester units
*Latin: Literature	No credit awarded	Area C2 (if completed prior to Fall 2009) 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	4 quarter/2.7 semester units
Music Theory	Score of 3 or 4: *MUS 3A* Score of 5: *MUS 3B* 4 quarter units	Area C1 (if completed prior to Fall 2009) 3 semester units	6 semester units	N/A	8 quarter/5.3 semester units
Physics B	Score of 3 or 4: *PHYS 6* (proof of lab required) 5 quarter units	B1 and B3	6 semester units	AREA 5A with lab	8 quarter/5.3 semester
Score of 5: *PHYS 2A* and *2B* with Physics Department approval (proof of lab required) 10 quarter units	Areas B1 and B3 4 semester units	6 semester units	Area 5A (with lab) 4 semester units	8 quarter/5.3 semester units	
Physics C: Mechanics	Score of 3 or 4: *PHYS 2A* with Physics Department approval (proof of lab required) 5 quarter units				

College Credit for Advanced Placement (AP) Exams—continued					
Exam	**Foothill A.A./ A.S. (Major and/ or GE)**	**CSU GE**	**CSU Units Earned toward Transfer**	**IGETC**	**UC Units Earned toward Transfer**
Score of 5: *PHYS 4A* with Physics Department approval (proof of lab required) 6 quarter units	Areas B1 and B3 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units	
Physics C: Magnetism	Score of 3 or 4: *PHYS 2A* with Physics Department approval (proof of lab required) 5 quarter units				
Score of 5: *PHYS 4A* with Physics Department approval (proof of lab required) 6 quarter units	Areas B1 and B3 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units	
AP Physics Exam Limitations			Maximum 4 semester units toward GE and 6 semester units toward transfer		Maximum 8 quarter/5.3 semester units for both
Psychology	Score of 5: *PSYC 1* 5 quarter units	Area D9 3 semester units	3 semester units	Area 4I 3 semester units	4 quarter/2.7 semester units
Spanish Language	Score 3 or 4: *SPAN 4* Score 5: *SPAN 5* 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Spanish Literature	Score 3 or 4: *SPAN 4* Score 5: *SPAN 5* 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Statistics	Score 3, 4 or 5: *MATH 10* 5 quarter units	Area B4 3 semester units	3 semester units	Area 2 3 semester units	4 quarter/2.7 semester units

A.A./A.S. Degrees: Be aware that if an AP exam credit is evaluated as being equivalent to a Foothill course, e.g. *HIST 4A*, the student who receives AP credit and then completes the equivalent Foothill course will have the unit credit for such duplication deducted prior to being awarded the A.A./A.S. degree. Credit by AP exam is noted and listed first on the student's transcript, with units assigned and no grade.

CSU GE: AP exams may be incorporated into the certification of CSU General Education–Breath requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education–Breath area if the exam is included as part of a full or subject-area certification. Be aware that individual CSU campuses may choose to grant more units than those specified toward completion of General Education–Breath requirements.

IGETC: AP exams must be used in the IGETC area indicated regardless of where the certifying California Community College's discipline is located.

International Baccalaureate Exam Policy

A student may earn credit for successful completion of International Baccalaureate (IB) higher-level subject exams with scores of 5, 6 or 7. IB credit can be used to meet IGETC, CSU GE and Foothill College A.A. or A.S. general education (GE) and/or major requirements as specified in the tables below. The student is responsible for formally requesting that the international baccalaureate organization send exam results to the Foothill College Evaluations Office (12345 El Monte Road, Los Altos Hills, CA 94022-4599 USA). Course units and credits granted at Foothill College may differ from course credit and units granted by a transfer institution.

General Education IB Exam Score Equivalency List		
IB Subject Area	Foothill College General Education Area	Minimum Quarter Units
To earn credit for Foothill GE, the student must earn a score of 5, 6 or 7 on a higher-level IB exam:		
Anthropology HL	Social/Behavioral Sciences	4
Biology HL*	Natural Science	4
Chemistry HL*	Natural Science	4
Geography HL	Social/Behavioral Sciences	4
History (any region) HL	Social/Behavioral Sciences	4
Language A1 (any language) HL	Humanities	4
Language A2 (any language) HL	Humanities	4
Mathematics HL	Communication & Analytical Thinking	4
Theatre HL	Humanities	4
*In addition to a score of 5, 6 or 7 on the higher-level IB exam, the student must have completed the IB diploma program to earn Foothill GE credit in these areas.		
In addition, a score of 5, 6 or 7 on a higher-level IB exam will result in credit for the following Foothill courses:		
Chemistry HL	CHEM 25 or CHEM 30A	4
Physics HL	PHYS 6	4

CSU GE Credit for CLEP/IB

	Passing Score	Minimum Semester Credits Earned[1]	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area[2]	Removal Date for GE Breadth[3]
College-Level Examination Program (CLEP)					
CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	

CSU Systemwide Credit for External Examinations   As of September 6, 2011

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

FOOTHILL COLLEGE
Curriculum Committee(s) Responsibilities

Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a "curriculum committee:"

> **Title 5, § 55002** gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee "shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate." (Source: http://www.ccccurriculum.net/faq/#A1)

Division Curriculum Committee Responsibilities

- Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards
    o Recommend approval of new and revised Course Outlines of Record
    o Recommend approval of new programs and program revisions to the College Curriculum Committee
    o Recommend approval of Stand Alone courses to the College Curriculum Committee
- Review curricula for appropriate multicultural content of courses??

College Curriculum Committee Responsibilities

- Establish practices and processes for curriculum development in collaboration with the Academic Senate
- Review new course proposals that may impact curriculum in other divisions
- Review and approve new degrees, certificates, and stand-alone courses based on the following criteria:
    o Consistent with the College's Educational Master Plan
    o Avoids unnecessary duplication/overlap among college curriculum
    o Promotes students' access to curricula through consideration of articulation, curricular sequences, requisites and advisories, and units required
    o Adheres to the rigor and standards of community college courses
- Review and approve courses for inclusion in Foothill GE pattern
- Ensure compliance with Title 5, other state/local regulations and accreditation standards

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #:

Course Title:

Catalog Description:

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

      The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

      The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

      o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

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

<mark>**Please attach appropriate evidence to this application form.**</mark>

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

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

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: _____ **Date:** _____

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

Date of Approval by Division Curriculum Committee: **Date:** _____

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

AP Credit-Granting Recommendations

The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP Examination.

This recommendation is based upon ACE's most recent review of the AP Program and on the recommendation of the Development Committee for each course and exam.

Founded in 1918, ACE is the nation's unifying voice for higher education. ACE serves as a consensus leader on key higher education issues and seeks to influence public policy through advocacy, research and program initiatives.

Learn more about setting and maintaining an AP credit-granting policy that is right for your institution or system.

AP Examination	Minimum Credit-Granting Score	Number of Semester Hours	Number of Semesters
Art History	3	6	2
Art/Studio (Drawing or General Portfolio)	3	6	2
Biology	3	8	2
Calculus AB	3	3 to 4	1
Calculus BC	3	6 to 8	2
Chemistry	3	8	2
Chinese Language and Culture	3	Under review	Under review
Computer Science A	3	3 to 4	1
Economics: Macro	3	3	1
Economics: Micro	3	3	1
English Language and Composition	3	6	2
English Literature and Composition	3	6	2
Environmental Science	3	4	1
European History	3	6	2
French Language and Culture	3	6 to 8	2
	4	9 to 12	3
	5	12 to 16	4
German Language and Culture	3	6 to 8	2
	4	9 to 12	3
	5	12 to 16	4
Government & Politics: Comparative	3	3	1
Government & Politics: United States	3	3	1
Human Geography	3	3	1
Italian Language and Culture	3	6 to 8	2
	4	9 to 12	3
	5	12 to 16	4
Japanese Language and Culture	3	Under review	Under review
Latin	3	Under review	Under review
Music Theory	3	5	1
	4		2
Physics B	3	6 to 8	2
Physics C: Mechanics	3	4	1
Physics C: Electricity and Magnetism	3	4	1
Psychology	3	3	1
Spanish Language and Culture	3	6 to 8	2
	4	9 to 12	3
	5	12 to 16	4
Spanish Literature and Culture	3	Under review	Under review
Statistics	3	3	1
U.S. History	3	6	2
World History	3	6	2

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2014-15

Meeting Date: __2/17/15__

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only) escotoisaac@foothill.edu
abs	Andrew LaManque	7179	Associate Vice President, Instruction lamanqueandrew@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Micaela Agyare	7086	LIBR ✓	agyaremicaela@foothill.edu
✓	Ben Armerding		L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME ✓	armstrongkathy@foothill.edu
✓	Rachelle Campbell	7469	BH ✓	campbellrachelle@foothill.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
	Brian Evans	7575	BSS	evansbrian@foothill.edu
	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
✓	Valerie Fong	7135	LA	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
✓	Hilary Gomes	7585	FA ✓	gomeshilary@foothill.edu
abs	Brenda Hanning	7466	BH	hanningbrenda@foothill.edU
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✓	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
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✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
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	Kella Svetich	7924	L A	svetichkella@foothill.edu
✓	Lan Truong	7291	CNSL ✓	truonglan@fhda.edu
✓	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
✓	Paul Starer	7227	Dean ✓	starerpaul@foothill.edu
✓	Victor Tam	7472	Dean	tamvictor@foothill.edu

Non-Voting Members (4)

	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
	~~Chris Ju~~		ASFC	

Visitors:

Elizabeth Consavla(?)
Laaknez Mmanuel