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

Item	Action	Attachment	Presenter
1. Minutes: February 17, 2015	Action	#3/3/15-1	Escoto

2. Announcements
   a. New Course Proposal
   b. Draft FH GE for 2015-16
   c. SLO Process Update
	Information	#3/3/15-2
		#3/3/15-3
			Escoto

3. Consent Calendar: a. Stand Alone Forms	Action	#3/3/15-4, 5 & 6	Escoto
4. Registered Apprenticeship College Consortium	Feedback		Escoto
5. CCC Responsibilities	2nd Read	#3/3/15-7	Escoto
6. AP for Local GE Applicability	Discussion	#3/3/15-8	Escoto
7. Report Out	Information		Curr Reps
8. Good of the Order	Information		Escoto
9. Adjournment			

Consent Calendar:
    Stand Alone Forms (attachments #4-6): HLTH 60, 70, 75

Attachment List:
#3/3/15-1   Draft Minutes: February 17, 2015
#3/3/15-2   New Course Proposal-KINS 10
#3/3/15-3   Draft FH GE List for 2015-16
#3/3/15-7   FH CCC Responsibilities, Draft 2
#3/3/15-8   ASCCC Resolution & AP List

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.

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)

College Curriculum Committee
Meeting Minutes
Tuesday, February 17, 2015
2:02 p.m. – 3:33 p.m.
President's Conference Room

Item	Discussion
1. Minutes: February 3, 2015	Minutes as written. **M/S** (Serna, Armstrong) **Approved**. 2 abstentions

2. Announcements
  a. New Course Proposals
 	
  b. SLOs on CORs
 	
  c. Noncredit/Regional Curriculum Meeting
 	
  d. Division Minutes
	Speaker: Isaac Escoto
	a. New Course Proposals: Please inform your constituencies of the new courses. Comment regarding the amount of content described in the CHLD course seems a lot for one unit. It was clarified to the group that this will be an addition to an existing series.
	b. Update: Academic Senate is having ongoing conversations regarding SLO review and update processes. Senate will hear feedback from divisions about process options. Kimberlee Messina has asked Academic Senate that whatever process is decided upon, ==that divisions stay consistent with their cycle and that they report to the office of instruction what that cycle will be== (adjusted by Escoto) 2/18/15.
	c. The upcoming ASCCC regional curriculum meeting will be held here at Foothill on 3/20/15, 9:30-3. This year's focus will be Non-Credit curriculum and anyone interested is welcome to attend. The deadline to register is March 13th. Please do so on the ASCCC website.
	d. We have been receiving some division minutes but please remember we still need documentation of everyone's curriculum meetings.

3. Consent Calendar:
  a. GE Application
  b. Stand Alone Forms
	Speaker: Isaac Escoto
	GE application, C S 3A and SA forms, ANTH 2AH, 55, 56, 57, 67C & 67E. **M/S** (Francisco, Hartwell) **Approved**.
	• Question regarding a revisit to discussions regarding possible modification or melding of our local GE to a version that is similar to the IGETC/CSU Breadth.
	• Suggested change to the Stand Alone form: Under the "temporary" statement, it currently references only a new program but should also include a space to reference an existing program.

4. Course Currency Policy (deactivation)	**Speaker: Isaac Escoto** Possible adjustment to the appeal process proposed by PSME: the faculty would file an appeal that would go to their division dean. The dean would approve/deny the exception and the CCC is then notified. Concern that the policy proposed removes the decision-making from the division curriculum committees. Some feel uncomfortable with the CCC making the final decision on an appeal. Suggestion that the language be consistent throughout the document as to what has been "taught" and not scheduled. It was shared that scheduling a course over and over and it still not being run due to lack of enrollment, should be an indicator that it shouldn't be in the catalog. Motion to continue the discussions to modify this policy **M** (Francisco, no second) Motion failed. After further discussion, new motion to approve the policy as presented without the appeal process as written and address that at a later meeting (using the word taught) **M/S**

	(Armstrong, Campbell) **Approved.** Discussion regarding whether it would be appropriate to exclude courses/series from the policy. Ex: BSS Independent Study courses (70R series).
5. AP & CLEP	**Speaker: Isaac Escoto, Bernie Day** Escoto showed an example where AP credit and the intent of the transfer degrees are incongruous. The Economics ADT requires Macroeconomics as a core course. The student may have AP credit for macroeconomics but FH doesn't accept AP credit and so therefore the student can't use it as meeting a major requirement. The possibility exists that students will shop around and move to a school where those AP exams are accepted. Mention of the need to look at what's best for the students. The ante has really increased as the cost per unit continues to increase. Shared that students are very savvy and will shop around for the best buy. Discussion regarding situations where it would not be appropriate for a student to use AP credit for a major course, as some universities do not accept AP exams for major course credit. Counselors are very careful when they work with students so as to careful consider student long-term goals, and how their AP course history fits into their educational plan.
6. CCC Responsibilities/Guidelines	**Speaker: Isaac Escoto** Escoto introduced the reference document as a resource for CCC duties. Question regarding the "multicultural content" reference. The suggestion was made that perhaps changing the sentence to reference an "equity adherence" would be more appropriate. It was also suggested that we add our college mission statement. This policy does not mean that a specific statement needs to be added to each outline, but that we need to be cognoscente of the intent of equity.
7. Registered Apprenticeship College Consortium	**Speaker: Isaac Escoto** Move to the next mtg.
8. Stand Alone Form issues	**Speaker: Isaac Escoto** Move to the next mtg.
9. Good of the Order	**Speaker: Curr Reps** **BSS:** Apprenticeship has 4 new programs coming up. Gerontology is still trying to update their program. **L A:** English is working with an interdisciplinary group (art, history and sociology faculty, librarians and counselors) to establish a First Year Experience. They are also working on a Summer Bridge Program. **BH:** Allied health programs have been required to remove their point system for entrance into their programs. Even with the entrance requirements being lower, the students that graduate are still prepared at a high level. **Counseling:** CRLP 70 is now UC transferable and starting Fall 15 they are changing it's number to CRLP 7. They are also working on an Early Alert Program, possibly non-credit, for those students having academic issues. Non-credit would enable them to receive assistance without incurring further costs. **New ADT TMCs** – Biology, Chemistry, Child & Adolescent Development, Nutrition & Dietetics. We are required to have those applications in within 18 months of the publication of the TMCs. New regulations have also

	instructed us that we may not apply for these degrees unless all required courses have received C-ID approval rather than just a "pending" status as previously allowed.
10. Adjournment	**3:33 p.m.**

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Elizabeth Consavari (FA), Bernie Day (Articulation Officer), Leanne Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Valerie Fong (LA), Marnie Francisco (PSME), Hilary Gomes (FA), Robert Hartwell (FA), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Victor Tam (Dean, PSME), 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: Lauren Hickey

Proposed Number: KINS 10   **Proposed Units:** 4
Proposed Hours: 4 hours lecture.
Proposed Transferability: UC/CSU
Proposed Title: Women in Sport

Proposed Catalog Description & Requisites:
This course provides students with a chronological history, analysis and interpretation of people, events, and issues that affect women in sport, in past and present day society. Physiological, sociological and psychological aspects of female athletes as related to sports, history, and education will be covered. Students will gain an understanding of the significant events of women in athletics from the past to the present and how their significance will determine the future of women in sports.

Proposed Discipline:
Kinesiology

To which Degree(s) or Certificate(s) would this course potentially be added?
Kinesiology AA-T (possibly added to Women's Studies AA, under discussion)

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:

Instruction Office:
Date presented at CCC:
Number assigned:

FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2015-2016

I.   Humanities

Arts: ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, 2F, 2J, 4A, 5A, 5B, 20B, 36, 45B; DANC 10; GID 1; MDIA 2C, 11; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 8, 8H; PHOT 5, 8, 8H, 10, 10H, 11, 11H; WMN 15.

Letters: ENGL 5, 5H, 7, 7H, 12, 14, 16, 17, 18A, 22, 24, 31, 40, 40H, 41, 46A, 46B, 46C, 48A, 48B, 48C; HUMN 1A, 1B, 3, 3H, 4, 4H; JAPN 14A, 14B; PHIL 2, 20A, 20B, 20C, 24, 25; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

II.   English

ENGL 1A, 1AH, 1S & 1T; ESLL 26.

III.   Natural Sciences (with laboratory)

ANTH 1 w/1L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 23, 41; CHEM 1A, 20, 25, 30A; ENGR 39; GEOG 1; HORT 10; PHYS 2A, 4A, 5A.

IV.   Social & Behavioral Sciences

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 18, 20; KINS 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SPED 62; WMN 5, 21.

V.   Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; C S 1A, 1B, 1C, 2A, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1C, 10, 11, 12, 22, 44, 48A, 48B, 48C, 57; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

VI.   United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, 7H, 12, 40, 40H; HIST 10; MDIA 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED 61; THTR 8; WMN 5.

VII.   Lifelong Learning

Students must successfully complete a total of four units or more in Lifelong Learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55; CRLP 55, 70; DANC 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH 21; KINS 4, 17; LIBR 10; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13B, 13C, 14, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E,

23A, 23B, 23C, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B. 27C, 28, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 38D, 38E, 39, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; SPED 61.

Minimum proficiency: ENGL 1A, ENGL 1AH, ENGL 1S & 1T or ESLL 26 and MATH 57 or 105 or 108* completed with a letter grade of "C" or better.

*Intermediate Algebra or equivalent means MATH 105 or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

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 #:   HLTH 60

Course Title: Health Aspects of Aging

Catalog Description:

> Introduction to the biology, physiology and pathology of aging. Each body system will be explored focusing on how age changes can relate to disorders and diseases in later life. The course will employ a multidisciplinary perspective to include information on the sociological and psychological aspects of aging. Health promotion and disease prevention strategies will be discussed.

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

X_____   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:

> This course will provide instruction for individuals interested in providing health care support for our aging population. It fulfills Foothill's mission in workforce development and lays the groundwork for specific training in the growing area of Health Care Aide and Personal Care Aide.

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.)

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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>X</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)

_____ 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>X</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: <u>Ken Horowitz</u>   **Date: <u>11/24/14</u>**
Division Curriculum Representative: Rachelle <u>Campbell</u>   **Date: <u>11/24/14</u>**
Date of Approval by Division Curriculum Committee: **Date: <u>10/10/14</u>**
College Curriculum Co-Chairperson: _____ **Date:** _____

Labor Market Demand Statistics which show demand for occupations who would benefit from and utilize this training include (1) Home Health Aides and (2) Personal Care Aides.   Home Health

FOOTHILL COLLEGE

Aides will see an increase of 17.3% growth in demand from 2013 to 2016. Personal care aides will see an increase of 20.9% growth in demand for 2013-2016. (See attached)

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Occupation Group	SOC	Description	2013 Jobs	2016 Jobs	Change	% Change	Average Annual % Change	Replace-ments	Open-ings	Annual Openings
Healthcare Support (31)	31-1011	Home Health Aides	26,456	31,029	4,573	17.3%	5.8%	1,721	6,294	2,098
Personal Care & Service (39)	39-9021	Personal Care Aides	52,621	63,614	10,993	20.9%	7.0%	1,306	12,299	4,100

LABOR MARKET DATA TO ACCOMPANY

HLTH 60, 70, 01, & 75

STAND ALONE APPLICATION

Pg 1

Occupation Group	SOC	Description	10th Percentile Hourly	Median Hourly	10th Percentile Annual	Median Annual	Education Level
Healthcare Support (31)	31-1011	Home Health Aides	$8.98	$11.72	$18,678	$24,378	Less than HS
Personal Care & Service (39)	39-9021	Personal Care Aides	$9.10	$11.11	$18,928	$23,109	Less than HS

LABOR MARKET DATA TO ACCOMPANY

HLTH 60, 70, 75

STAND ALONE APPLICATION

P. 2

Data Sources and Calculations

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

SOURCE OF LABOR MARKET DATA

FOR
HLTH 60 70 & 75

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 #:   HLTH 70

Course Title: Geriatric Health Care for Health Care Professionals

Catalog Description:

This course provides an introduction to geriatric health care for allied health care professionals. The course will examine the health issues in the increasing number of our aging population. Topics include demographics of aging, pharmacology. nutrition, dental health, and information on dementia, sleep disorders, and medication therapy management. Future concerns for an aging society that encourages all healthcare professionals to embrace patient advocacy will also be addressed.

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

<u>X</u>   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:

This course will provide instruction for individuals interested in providing health care support for our aging population. It fulfills Foothill's mission in workforce development and lays the groundwork for specific training in the growing area of Health Care Aide and Personal Care Aide.

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</u> include:

- 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)

X 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)

X 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)

X 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: <u>Ken Horowitz</u>   **Date: <u>11/24/14</u>**
Division Curriculum Representative: <u>Rachelle Campbell</u> **Date: <u>11/24/14</u>**
Date of Approval by Division Curriculum Committee: **Date: <u>10/10/14</u>**
College Curriculum Co-Chairperson: **Date:**

FOOTHILL COLLEGE

Labor Market Demand Statistics which show demand for occupations who would benefit from and utilize this training include (1) Home Health Aides and (2) Personal Care Aides. Home Health Aides will see an increase of 17.3% growth in demand from 2013 to 2016. Personal care aides will see an increase of 20.9% growth in demand for 2013-2016. (See attached)

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Occupation Group	SOC	Description	2013 Jobs	2016 Jobs	Change	% Change	Average Annual % Change	Replacements	Openings	Annual Openings
Healthcare Support (31)	31-1011	Home Health Aides	26,456	31,029	4,573	17.3%	5.8%	1,721	6,294	2,098
Personal Care & Service (39)	39-9021	Personal Care Aides	52,621	63,614	10,993	20.9%	7.0%	1,306	12,299	4,100

LABOR MARKET DATA TO ACCOMPANY

HLTH 60, 70, 01, & 75

STAND ALONE APPLICATION

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Occupation Group	SOC	Description	10th Percentile Hourly	Median Hourly	10th Percentile Annual	Median Annual	Education Level
Healthcare Support (31)	31-1011	Home Health Aides	$8.98	$11.72	$18,678	$24,378	Less than HS
Personal Care & Service (39)	39-9021	Personal Care Aides	$9.10	$11.11	$18,928	$23,109	Less than HS

LABOR MARKET DATA TO ACCOMPANY

HLTH 60, 70, 75

STAND ALONE APPLICATION

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Data Sources and Calculations

Occupation Data

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State Data Sources

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SOURCE OF LABOR MARKET DATA

FOR
HLTH 60 70 &75

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 #:   HLTH 75

Course Title: Clinical Internship in Geriatric Health Care Settings

Catalog Description:

> Introduction to geriatric health care for allied health career students. Supervised hands-on training in age-related facilities. Off campus work experience in settings that include senior residences, assisted living programs, nursing homes, private residences, and senior day health centers. The student must complete 108 hours of time in age-related facilities approved by the instructor.

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

<u>X</u>   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:

>   This course will provide instruction for individuals interested in providing health care support for our aging population. It fulfills Foothill's mission in workforce development and lays the groundwork for specific training in the growing area of Health Care Aide and Personal Care Aide.

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.)

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

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FOOTHILL COLLEGE

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STAND ALONE APPLICATION

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STAND ALONE APPLICATION

pg 2

Data Sources and Calculations

Occupation Data

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SOURCE OF LABOR MARKET DATA

FOR
HLTH 60 70 & 75

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
    - Recommend approval of new and revised Course Outlines of Record
    - Recommend approval of new programs and program revisions to the College Curriculum Committee
    - Recommend approval of Stand Alone courses to the College Curriculum Committee
- Review curricula for appropriate equity adherence.

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:
    - Consistent with the College's Educational Master Plan
    - Avoids unnecessary duplication/overlap among college curriculum
    - Promotes students' access to curricula through consideration of articulation, curricular sequences, requisites and advisories, and units required
    - 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

ASCCC Resolutions Related to AP Credit

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
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2015-2016

I.   Humanities
Arts: ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, 2F, 2J, 4A, 5A, 5B, 20B, 36, 45B; DANC 10; GID 1; MDIA 2C, 11; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 8, 8H; PHOT 5, 8, 8H, 10, 10H, 11, 11H; WMN 15.
Letters: ENGL 5, 5H, 7, 7H, 12, 14, 16, 17, 18A, 22, 24, 31, 40, 40H, 41, 46A, 46B, 46C, 48A, 48B, 48C; HUMN 1A, 1B, 3, 3H, 4, 4H; JAPN 14A, 14B; PHIL 2, 20A, 20B, 20C, 24, 25; SPAN 4, 5, 6, 13A, 13B, 14A, 14B;THTR 1, 2A, 2B, 2F, 8, 12A, 26.

II.   English
ENGL 1A, 1AH, 1S & 1T; ESLL 26.

III.   Natural Sciences (with laboratory)
ANTH 1 w/1L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 23, 41: CHEM 1A, 20, 25, 30A; ENGR 39; GEOG 1; HORT 10; PHYS 2A, 4A.

IV.   Social & Behavioral Sciences
ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 18, 20; KINS 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SPED 62; WMN 5, 21.

V.   Communication & Analytical Thinking
COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1C, 10, 11, 12, 22, 44, 48A, 48B, 48C, 57; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

VI.   United States Cultures & Communities
CHLD 51A; COMM 10, 12; ENGL 7, 7H, 12, 40, 40H; HIST 10; MDIA 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED 61; THTR 8; WMN 5.

VII.   Lifelong Learning
Students must successfully complete a total of four units or more in Lifelong Learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.
ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55; CRLP 55, 70; DANC 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH 21; KINS 4, 17; LIBR 10; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13B, 13C, 14, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E,

23A, 23B, 23C, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B. 27C, 28, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 38D, 38E, 39, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; SPED 61.

Minimum proficiency: ENGL 1A, ENGL 1AH, ENGL 1S & 1T or ESLL 26 and MATH 57 or 105 or 108* completed with a letter grade of "C" or better.

*Intermediate Algebra or equivalent means MATH 105 or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2014-15

Meeting Date: **3/3/15**

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
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✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
	~~Chris Ju~~		ASFC	

Visitors: _Jeanne Emanual, Ken Horowitz_