College Curriculum Committee Meeting Agenda
Tuesday, October 20, 2015
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: October 6, 2015	Action	#10/20/15-1	Escoto

2. Announcements
   a. New Course Proposal
   b. Notification of Proposed Requisites
   c. Hours and Units Calculation
   d. Division Guidelines for Online Learning
   e. Division CC Minutes Schedule
		#10/20/15-2
		#10/20/15-3
		#10/20/15-4
		#10/20/15-5 & 6
			Escoto

3. Consent Calendar a. GE Application	Action	#10/20/15-7	Escoto
4. Curriculum Sheet Submission Deadline	Discussion		Vanatta
5. ASCCC Fall Plenary Resolutions	Discussion	#10/20/15-8	Escoto
6. Non-credit Introduction	Information	#10/20/15-9 & 10	Escoto
7. Update on New ADTs	Information	#10/20/15-11—15	Day
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

Consent Calendar:
    FH General Education (attachment #7)
- *Area I, Humanities:* MUS 11D

Attachment List:
#10/20/15-1 Draft Minutes: October 6, 2015
#10/20/15-2 New COR Proposal: PHIL 12
#10/20/15-3 CCC Notification of Proposed Requisites
#10/20/15-4 Policy Change for Hours and Units Calculations for Credit Courses
#10/20/15-5 Responsibility for Development of Online Course Standards
#10/20/15-6 Online Education Initiative Online Course Review Rubric
#10/20/15-8 ASCCC 47th Fall Session Resolutions
#10/20/15-9 Active Non-credit courses
#10/20/15-10 Noncredit at a Glance
#10/20/15-11 TMC: Child and Adolescent Development ADT
#10/20/15-12 TMC: Elementary Teacher Education ADT
#10/20/15-13 TMC: Global Studies ADT
#10/20/15-14 TMC: Public Health Science ADT
#10/20/15-15 TMC: Social Justice Studies ADT

2015 -2016 Curriculum Committee Meetings

Fall 2015 Quarter:	Winter 2016 Quarter	Spring 2016 Quarter
~~10/6/15~~	1/19/16	4/19/16
10/20/15	2/2/16	5/3/16
11/3/15	2/16/16	5/17/16
11/17/15	3/1/16	5/31/16
12/1/15	3/15/16	6/14/16

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

2015-2016 Curriculum Deadlines

12/1/15   Deadline to submit courses to CSU for CSU GE approval.
12/1/15   Deadline to submit courses to UC/CSU for IGETC approval.
6/1/16   Deadline to submit new/revised courses to UCOP for UC transferability.
6/17/16   COR/Title 5 Updates for Summer 2017.
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~
ASCCC Fall Plenary | 11/5-7/15 | Irvine Marriott, Irvine, CA
ASCCC Fall 2015 Curriculum Regional Meeting (North) | 11/13/15 | Solano College, Fairfield, CA

Distribution:
Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Kimberlee Messina (Acting President), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Lan Truong (Dean, CNSL), Suzanne Weller (FA), Nataly Wijono (ASFC)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2015-16

Meeting Date: 10/20/15

Co-Chairs (2)

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

Voting Membership—12 total; 1 vote per division

✓	Benjamin Armerding	7453	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
	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
	Brian Evans	7575	BSS	evansbrian@foothill.edu
	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Don MacNeil	6967	K A	macneildon@foothill.edu
	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
✓	Paul Starer	7227	Dean	starerpaul@foothill.edu
✓	Victor Tam	7472	Dean	tamvictor@foothill.edu
✓	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
	Lan Truong	7219	Dean	truonglan@foothill.edu
✓	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

		7231	Evaluations
✓	Mary Vanatta	7439	Curr Coordinator vanattamary@foothill.edu
✓	Nataly Wijono		ASFC

Visitors:

Teresa Ong (voting)

College Curriculum Committee
Meeting Minutes
Tuesday, October 6, 2015
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: June 16, 2015	Minutes approved as written **M/S** (Hartwell, Serna) **Approved**, 6 abstentions (Campbell, Evans, MacNeil, Tripp-Caldwell, Weller).
2. Announcements a. Introductions b. Notification of Proposed Requisites	**Speaker: Isaac Escoto** b. Notification of new or changed requisites. Please share with your divisions. Question as to how list is compiled—reps should be sending information throughout the year. Clarification given that list isn't necessarily new requisites—for some, instruction didn't have form on file and requested reps send over previously-approved form. Agreement that all requisites should be shared with group.
c. Senate/CCC Representation	c. Carolyn Holcroft and Isaac would like a fresh look to be taken at representation, in general. In 2008-09, a resolution was brought to keep representation the same—could be used to figure out what the situation was, at that time.
d. GE Subcommittee Membership	d. Brief overview of local GE process. Subcommittees review forms submitted for GE areas. Reps encouraged to join or encourage peers to join, as many subcommittee members have served for many years. Counseling noted helpfulness of subcommittee members as contacts. Hartwell agreed to serve for Area I.
e. ADT Updates and Revisions	e. Our ADTs need eyes on them again—some were created 2-3 years ago and need review to see how they are working out for students. Day noted that there has been more interest than we had expected, especially in Fine Arts & Communications. Primary challenges include courses not being offered regularly; courses in theory sounded like they were good to develop for ADT but in practice have not been offered; we cannot do course substitutions like we can for local degrees. Each degree will be reviewed over the next quarter. Expect to be contacted if you're affiliated with an ADT. Question as to whether we have data on how many ADT holders are actually transferring to CSU; we do not have that data but do have data supporting increase in ADTs being granted. LaManque would like to follow up to see if we can get that data. Counseling noted many transfers coming from universities are trying to find out if courses taken at a university can be applied to an ADT; many students are interested in ADTs because universities are looking at them for primary admission requirements. Day noted that we will be developing several new ADTs this year: Biology, Chemistry, Public Health. New TMCs released this week: Global Studies, Social Justice.
3. Consent Calendar a. Stand Alone Forms	**Speaker: Isaac Escoto** Typographical error noted on form for PSYC 51. Question asked re: HLTH 20, will the description listed be the same

	as the final catalog description—concerned with length. Campbell noted it's a placeholder while the ADT being built, will speak with faculty about revising. Motion to approve **M/S** (Evans, Starer) **Approved**.
4. CCC Roles & Responsibilities	**Speakers: Bernie Day, Isaac Escoto** Review of responsibilities. CCC Responsibilities document was approved in April and will be posted to CCC website. Discussion occurred regarding C3MS flowchart graphic. Comment made of SLOs entered into TracDat being responsibility of faculty. Serna noted that flowchart is visually confusing. Mention that faculty (even long-time) continually confused about process. Comment that email notifications from C3MS can be confusing and would like more information included (e.g., is action needed?). Mention that no email sent to dean when course put in Dean's Review. Campbell noted that there is a screen in C3MS that shows status of all courses in division, so she can follow-up when necessary. Suggestion that status terms be revisited—not always clear what "Review" or "Staging" means; others agreed. Escoto reminded the group that our webmaster is currently making improvements to C3MS that were agreed upon by CCC last year; starting this winter, we will revisit the possibility of certain changes and consider if switching to a third-party vendor is necessary.
5. Report on Degrees Awarded	**Speaker: Andrew LaManque** Total increase of 157 awards. Shift toward ADTs (e.g., Psychology, increase in ADTs and decrease in AAs). Some degrees were only granted to one student or are not listed because no students completed them—could be good to revisit why we offer these. Mention of complications due to certain courses not being offered in recent years. Request that this data be shared every year; LaManque noted that it is included in Elaine Kuo's program review later in the year. Mention that receiving data early was very helpful. Examples given of students in Sciences completing all lower-division requirements but not all of GE (as this is not an admission requirement to the UC or CSU), so they don't receive degree (since the ADT requires full IGETC or CSU GE). Comment that if AA is radically out of alignment with ADT, students more likely to select ADT. Mention that UCs are looking at ADTs. New UC transfer website provides tools for ADT students to help transfer to UC (e.g., suggests courses to take in addition to ADT).
6. Report Out from Division Reps	**Speaker: All** Escoto: Focus is to ensure that divisions don't make large moves that come as a surprise to other divisions. BH: Moving to Canvas for a lot of discussion and voting for division CC, and for record-keeping. PCA program potentially ending in 2018, as it is evolving into an advanced degree. LA: Library moving into remodeled space 1/4/16. New ESLL 249 course has begun (reading-intensive instruction); talk of adding a requirement for speaking and listening courses for ESLL students. Summer Bridge launched this past summer—reflection and revision underway. BSS: Global Studies ADT interest. PSME: Offering two honors courses this quarter, for the first time: C S 1AH, MATH 1AH.

	KA: Good enrollments in Kinesiology ADT; Personal Trainer cert currently awaiting state approval.
	CNSL: CNSL 5 cannot be legally required for students, but is highly recommended by counselors; will need to see how enrollments impact how many sections will continue to be scheduled. Looking at disability courses offered under SPED; thinking of offering Certificate of Proficiency.
	FA: LINC program working on state-approved certificate in Instructional Design. Media Studies AA in the works. TMC in Radio/Film—trying to figure out if possibility. Many retired faculty in Art departments—looking at what to do with that curriculum. Music still interested in pursuing ADT. Music Tech department breaking off from Music.
	Articulation: No additional updates.
7. Prioritizing Topics for Fall 2015	**Speaker: Isaac Escoto** Divisions were asked to select three topics from list to focus on this quarter. Additional topic introduced: resolution passed by Academic Senate COOL Committee states that division CCs or designees to develop division-specific guidelines regarding online courses. Deadline of February 2016. BH: Dental Hygiene concerned w/ baccalaureate; better understanding of prerequisites utilized to maintain process for students entering CTE programs (not on list). PSME: Recency of prerequisites; GE. CNSL: Repeatability under Title 5, especially for Allied Health; ADTs; non-credit. FA: GE; non-credit. LA: Non-credit; ADTs. BSS: ADTs. Escoto: Focus will be ADTs, non-credit, and online course guidelines. Question of how to include other topics on agenda; topics can be emailed to Vanatta no later than the Monday of the week prior to CCC. LaManque mentioned course numbering system changes needed for baccalaureate program, as well as upper-division GE. Voting related to baccalaureate will occur at Fall Plenary. Escoto stressed importance of standards necessary to ensure degree will be regarded the same as any granted by a university.
8. Good of the Order	
9. Adjournment	**3:35 PM**

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Robert Hartwell (MUS faculty—guest), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Teresa Ong (Acting Dean, BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)
Minutes Recorded by: M. Vanatta

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: Brian Tapia
Proposed Number: PHIL 12   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: AA-T, CSU, IGETC
Proposed Title: Philosophy of Science

Proposed Catalog Description & Requisites: An investigation of major philosophical issues and problems regarding the nature of science, its importance and its implications for human understanding. In particular, the course will investigate the how scientific knowledge is constructed and how that knowledge influences our contemporary view of reality. Major issues in the course will include how science can be defined, and demarcated from pseudoscience (astrology, creationism, new age spiritualism etc.), the concept of paradigms and paradigm shifts in the history of science, the role of inductive reasoning in science and it's potential problems, and the importance of falsificationism in the development of scientific theory.

Proposed Discipline: Philosophy

To which Degree(s) or Certificate(s) would this course potentially be added?
Philosophy AA-T

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Despite the title, no attempts will be made to do science. Philosophy of Science has more to do with the implications of science for the old philosophical subjects of logic, epistemology and metaphysics. However, a class like this may be of interest to students of the sciences, as we will explore the reasons behind science having a privileged epistemic status in contemporary academic discourse.

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	Editor(s)	Requisite Course Number & Title
PSE 61B: Tutor Training II	N. Gray	Prereq: PSE 61A (Tutor Training I)

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4550
SACRAMENTO, CA 95811-6549
(916) 445-8752
http://www.cccco.edu

DATE: October 2, 2015   AA 15-26
                                                                  VIA E-MAIL

TO: Curriculum Instructional Officers

FROM: Pamela D. Walker
              Vice Chancellor of Educational Services

SUBJECT: Policy Change for Hours and Units Calculations for Credit Courses

The Chancellor's Office, in collaboration with the Program and Course Approval (PCAH) Writing Team, has refined the calculations and guidelines for hours and units for credit courses and will be in the forthcoming 6th edition of the PCAH.

Chancellor's Office staff has tested the new formula on credit courses currently in Curriculum Inventory and the calculations are accurate. As of October 5, the Chancellor's Office will be using the new formula for existing credit courses in the queue. However, if the formula does not work for a course then the Chancellor's Office will provide technical assistance as needed with the colleges. As colleges develop courses, please use the new calculations and guidelines for hours and units for credit courses (copy attached).

Please contact Jackie Escajeda, Interim Dean of Curriculum and Instruction at jescajeda@cccco.edu, if you have any questions regarding this memorandum.

cc: Kathleen Rose, SACC
        Erik Shearer, SACC
        Julie Adams, ASCCC
        Elias Regalado, California Community Colleges Chancellor's Office
        AAD Staff, California Community Colleges Chancellor's Office

California Community Colleges Chancellor's Office
Hours and Units Calculations

I. Standard Formula for Credit Hour Calculations

Standards for credit hour calculations are contained in title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/ open exit use the following method for calculating units of credit.

Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5.   This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula:

- **Total Contact Hours**: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

- **Outside-of-class Hours**: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

- **Hours-per-unit Divisor**: The value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the 51 = 1 unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17-weeks on the semester system and 11⅔ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-

hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district not providing the minimum number of hours required by Title 5, section 55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor's Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices higher education. The term "activity" as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations— interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

II. Fractional Unit Awards and Minimum Thresholds

Title 5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$
3 units of credit

In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, 40 total student learning hours / 54 = .75, which meets the minimum threshold for .5 units of credit, but does not pass the minimum threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a "B" for any percentage between 80 and 89. The student is only awarded an "A" when they reach the minimum threshold of 90 percent.

III. Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows:

- Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

IV. Clock Hour Courses / Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34CFR §668.8(l).

V. Local Policy

Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process.

VI. Sample Calculations Tables

The tables on the following pages provide examples of common configurations for credit hour calculations, divided into two sections.

The first section provides tables for three most common ratios of in-class to outside-of-class work as described above for semester calculations. The table on the left provides calculations for the minimum 48 hours = 1 unit of credit. The table on the right provides calculations for the maximum baseline of 54 hours = 1 unit of credit. For colleges that use 51, 52.5 or other intermediate divisors, the same general principle and ratios apply and all calculations should fall between these two number sets. For example, a college using 51 as the divisor would show 3 units of lecture credit as 51 hours of in-class work, 102 hours outside of class for a total of 153 total student learning hours. While these tables are not prescriptive, they are accurate guides for the development of local processes or policy and provide good examples of compliant calculations that are aligned to widely accepted standards for higher education. The second section provides examples of calculation tables in the same format for quarter calculations.

Section 1: Sample Calculation Tables – Semester Calculations

Lecture	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	8	16	24	9	18	27
1.00	16	32	48	18	36	54
1.50	24	48	72	27	54	81
2.00	32	64	96	36	72	108
2.50	40	80	120	45	90	135
3.00	48	96	144	54	108	162
3.50	56	112	168	63	126	189
4.00	64	128	192	72	144	216
4.50	72	144	216	81	162	243
5.00	80	160	240	90	180	270
5.50	88	176	264	99	198	297
6.00	96	192	288	108	216	324
6.50	104	208	312	117	234	351
7.00	112	224	336	126	252	378
7.50	120	240	360	135	270	405
8.00	128	256	384	144	288	432
8.50	136	272	408	153	306	459
9.00	144	288	432	162	324	486
9.50	152	304	456	171	342	513
10.00	160	320	480	180	360	540
10.50	168	336	504	189	378	567
11.00	176	352	528	198	396	594
11.50	184	368	552	207	414	621
12.00	192	384	576	216	432	648
12.50	200	400	600	225	450	675
13.00	208	416	624	234	468	702
13.50	216	432	648	243	486	729
14.00	224	448	672	252	504	756
14.50	232	464	696	261	522	783
15.00	240	480	720	270	540	810
15.50	248	496	744	279	558	837
16.00	256	512	768	288	576	864
16.50	264	528	792	297	594	891
17.00	272	544	816	306	612	918
17.50	280	560	840	315	630	945
18.00	288	576	864	324	648	972

Activity, Lab w/Hmwrk	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	16	*8*	24	18	*9*	27
1.00	32	*16*	48	36	*18*	54
1.50	48	*24*	72	54	*27*	81
2.00	64	*32*	96	72	*36*	108
2.50	80	*40*	120	90	*45*	135
3.00	96	*48*	144	108	*54*	162
3.50	112	*56*	168	126	*63*	189
4.00	128	*64*	192	144	*72*	216
4.50	144	*72*	216	162	*81*	243
5.00	160	*80*	240	180	*90*	270
5.50	176	*88*	264	198	*99*	297
6.00	192	*96*	288	216	*108*	324
6.50	208	*104*	312	234	*117*	351
7.00	224	*112*	336	252	*126*	378
7.50	240	*120*	360	270	*135*	405
8.00	256	*128*	384	288	*144*	432
8.50	272	*136*	408	306	*153*	459
9.00	288	*144*	432	324	*162*	486
9.50	304	*152*	456	342	*171*	513
10.00	320	*160*	480	360	*180*	540
10.50	336	*168*	504	378	*189*	567
11.00	352	*176*	528	396	*198*	594
11.50	368	*184*	552	414	*207*	621
12.00	384	*192*	576	432	*216*	648
12.50	400	*200*	600	450	*225*	675
13.00	416	*208*	624	468	*234*	702
13.50	432	*216*	648	486	*243*	729
14.00	448	*224*	672	504	*252*	756
14.50	464	*232*	696	522	*261*	783
15.00	480	*240*	720	540	*270*	810
15.50	496	*248*	744	558	*279*	837
16.00	512	*256*	768	576	*288*	864
16.50	528	*264*	792	594	*297*	891
17.00	544	*272*	816	612	*306*	918
17.50	560	*280*	840	630	*315*	945
18.00	576	*288*	864	648	*324*	972

Lab, Clinical, Activity, etc.	48 = 1 unit			54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	24	0	24	27	0	27
1.00	48	0	48	54	0	54
1.50	72	0	72	81	0	81
2.00	96	0	96	108	0	108
2.50	120	0	120	135	0	135
3.00	144	0	144	162	0	162
3.50	168	0	168	189	0	189
4.00	192	0	192	216	0	216
4.50	216	0	216	243	0	243
5.00	240	0	240	270	0	270
5.50	264	0	264	297	0	297
6.00	288	0	288	324	0	324
6.50	312	0	312	351	0	351
7.00	336	0	336	378	0	378
7.50	360	0	360	405	0	405
8.00	384	0	384	432	0	432
8.50	408	0	408	459	0	459
9.00	432	0	432	486	0	486
9.50	456	0	456	513	0	513
10.00	480	0	480	540	0	540
10.50	504	0	504	567	0	567
11.00	528	0	528	594	0	594
11.50	552	0	552	621	0	621
12.00	576	0	576	648	0	648
12.50	600	0	600	675	0	675
13.00	624	0	624	702	0	702
13.50	648	0	648	729	0	729
14.00	672	0	672	756	0	756
14.50	696	0	696	783	0	783
15.00	720	0	720	810	0	810
15.50	744	0	744	837	0	837
16.00	768	0	768	864	0	864
16.50	792	0	792	891	0	891
17.00	816	0	816	918	0	918
17.50	840	0	840	945	0	945
18.00	864	0	864	972	0	972

Section 2: Sample Calculation Tables - Quarter Calculations

Lecture	33 = 1 unit			36 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	5.5	11	16.5	6	12	18
1.0	11.0	22	33.0	12	24	36
1.5	16.5	33	49.5	18	36	54
2.0	22.0	44	66.0	24	48	72
2.5	27.5	55	82.5	30	60	90
3.0	33.0	66	99.0	36	72	108
3.5	38.5	77	115.5	42	84	126
4.0	44.0	88	132.0	48	96	144
4.5	49.5	99	148.5	54	108	162
5.0	55.0	110	165.0	60	120	180
5.5	60.5	121	181.5	66	132	198
6.0	66.0	132	198.0	72	144	216
6.5	71.5	143	214.5	78	156	234
7.0	77.0	154	231.0	84	168	252
7.5	82.5	165	247.5	90	180	270
8.0	88.0	176	264.0	96	192	288
8.5	93.5	187	280.5	102	204	306
9.0	99.0	198	297.0	108	216	324
9.5	104.5	209	313.5	114	228	342
10.0	110.0	220	330.0	120	240	360
10.5	115.5	231	346.5	126	252	378
11.0	121.0	242	363.0	132	264	396
11.5	126.5	253	379.5	138	276	414
12.0	132.0	264	396.0	144	288	432
12.5	137.5	275	412.5	150	300	450
13.0	143.0	286	429.0	156	312	468
13.5	148.5	297	445.5	162	324	486
14.0	154.0	308	462.0	168	336	504
14.5	159.5	319	478.5	174	348	522
15.0	165.0	330	495.0	180	360	540
15.5	170.5	341	511.5	186	372	558
16.0	176.0	352	528.0	192	384	576
16.5	181.5	363	544.5	198	396	594
17.0	187.0	374	561.0	204	408	612
17.5	192.5	385	577.5	210	420	630
18.0	198.0	396	594.0	216	432	648

Activity or Lab w/Hmwk	33 = 1 unit			36 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	11.0	5.5	16.5	12	6	18
1.0	22.0	11.0	33.0	24	12	36
1.5	33.0	16.5	49.5	36	18	54
2.0	44.0	22.0	66.0	48	24	72
2.5	55.0	27.5	82.5	60	30	90
3.0	66.0	33.0	99.0	72	36	108
3.5	77.0	38.5	115.5	84	42	126
4.0	88.0	44.0	132.0	96	48	144
4.5	99.0	49.5	148.5	108	54	162
5.0	110.0	55.0	165.0	120	60	180
5.5	121.0	60.5	181.5	132	66	198
6.0	132.0	66.0	198.0	144	72	216
6.5	143.0	71.5	214.5	156	78	234
7.0	154.0	77.0	231.0	168	84	252
7.5	165.0	82.5	247.5	180	90	270
8.0	176.0	88.0	264.0	192	96	288
8.5	187.0	93.5	280.5	204	102	306
9.0	198.0	99.0	297.0	216	108	324
9.5	209.0	104.5	313.5	228	114	342
10.0	220.0	110.0	330.0	240	120	360
10.5	231.0	115.5	346.5	252	126	378
11.0	242.0	121.0	363.0	264	132	396
11.5	253.0	126.5	379.5	276	138	414
12.0	264.0	132.0	396.0	288	144	432
12.5	275.0	137.5	412.5	300	150	450
13.0	286.0	143.0	429.0	312	156	468
13.5	297.0	148.5	445.5	324	162	486
14.0	308.0	154.0	462.0	336	168	504
14.5	319.0	159.5	478.5	348	174	522
15.0	330.0	165.0	495.0	360	180	540
15.5	341.0	170.5	511.5	372	186	558
16.0	352.0	176.0	528.0	384	192	576
16.5	363.0	181.5	544.5	396	198	594
17.0	374.0	187.0	561.0	408	204	612
17.5	385.0	192.5	577.5	420	210	630
18.0	396.0	198.0	594.0	432	216	648

Lab, Clinical, Activity, etc. Units	33 = 1 unit Contact Hours	Homework Hours	Total Student Learning Hours	36 = 1 unit Contact Hours	Homework Hours	Total Student Learning Hours
0.5	16.5	0.0	16.5	18	0	18
1.0	33.0	0.0	33.0	36	0	36
1.5	49.5	0.0	49.5	54	0	54
2.0	66.0	0.0	66.0	72	0	72
2.5	82.5	0.0	82.5	90	0	90
3.0	99.0	0.0	99.0	108	0	108
3.5	115.5	0.0	115.5	126	0	126
4.0	132.0	0.0	132.0	144	0	144
4.5	148.5	0.0	148.5	162	0	162
5.0	165.0	0.0	165.0	180	0	180
5.5	181.5	0.0	181.5	198	0	198
6.0	198.0	0.0	198.0	216	0	216
6.5	214.5	0.0	214.5	234	0	234
7.0	231.0	0.0	231.0	252	0	252
7.5	247.5	0.0	247.5	270	0	270
8.0	264.0	0.0	264.0	288	0	288
8.5	280.5	0.0	280.5	306	0	306
9.0	297.0	0.0	297.0	324	0	324
9.5	313.5	0.0	313.5	342	0	342
10.0	330.0	0.0	330.0	360	0	360
10.5	346.5	0.0	346.5	378	0	378
11.0	363.0	0.0	363.0	396	0	396
11.5	379.5	0.0	379.5	414	0	414
12.0	396.0	0.0	396.0	432	0	432
12.5	412.5	0.0	412.5	450	0	450
13.0	429.0	0.0	429.0	468	0	468
13.5	445.5	0.0	445.5	486	0	486
14.0	462.0	0.0	462.0	504	0	504
14.5	478.5	0.0	478.5	522	0	522
15.0	495.0	0.0	495.0	540	0	540
15.5	511.5	0.0	511.5	558	0	558
16.0	528.0	0.0	528.0	576	0	576
16.5	544.5	0.0	544.5	594	0	594
17.0	561.0	0.0	561.0	612	0	612
17.5	577.5	0.0	577.5	630	0	630
18.0	594.0	0.0	594.0	648	0	648

Responsibility for Development of Online Course Standards

Whereas, Title 5 §53200 establishes faculty primacy in all matters related to curriculum, as well as in standards and policies regarding student preparation and success;

Whereas, the quality of faculty engagement and the quality of course design is especially vital in student success in online classes;

Whereas, the Foothill-De Anza Community College District is a recognized leader in online learning having received the grant to manage the Statewide Online Education Initiative, and Foothill College is serving as a model for excellence in our role as a full-launch pilot college in the OEI course exchange program;

Whereas, we recognize that all of our classes must be fully accessible in order to comply with the legal requirements in Section 504 of the Rehabilitation Act and in Title II of the American Disabilities Act legally require, as well as to meet our accreditation standards;

Resolved, that the Foothill College Academic Senate is committed to full accessibility in all our online classes by January 2016;

Resolved, that the Foothill College Academic Senate adopt the [Online Education Initiative Online Course Review Rubric](#) (Revised, March 2015) as the exemplary standard for evaluating and improving the quality of our online classes and the Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery as the minimum baseline; and,

Resolved, that the Foothill College Academic Senate ask each division's curriculum committee or their designees to develop division-specific guidelines informed by the OEI Rubric, to include the suggested process and timeline for review of their online courses, and to include both their baseline requirements in regards to response time to student questions, faculty presence in online class, online office hours, and other academic matters in the online class, and ask each division to share their guidelines with the Academic Senate by February of 2016.

Adopted June 1, 2015

Online Education Initiative Online Course Review Rubric (Revised, March 2015)

From October 2014 through February 2015, almost seventy online courses were evaluated using the newly developed Online Course Review Rubric. Each course was evaluated by two peer reviewers, and then the results of their reviews were integrated by a third lead reviewer. All reviewers participated in an intensive review training, with application of the rubric as the focus of the training.

After completing the first round of reviews (three reviews each for all 67 courses), the lead reviewers met to discuss the strengths and weaknesses of the rubric. In addition to this meeting, the lead reviewers participated in the OEI Spring Summit, where they spoke with over 40 of the faculty whose courses had been reviewed. The following suggestions for revisions to the rubric stem from the conversations at the Summit, and the meetings between the lead reviewers.

Contents

Overarching feedback

Overwhelmingly, faculty who had their course reviewed reported that the comprehensive feedback included with the rubric was helpful, collegial, and comprehensive. That said, multiple sections of the rubric were murky for the faculty. Negative feedback about the rubric followed three basic themes: sections seemed redundant, certain sections were unclear, and some language was either contradictory or not standardized.

Feedback from both reviewers and faculty also indicated that the scoring systems—both the scores on the rubric and the weighted score sheet—were confusing. We would like to offer two solutions. First, the headings for Exemplary (5-6) and Accomplished (3-4) should be revised to illustrate the range. We suggest the headings, instead, read "Distinguished to Exemplary (5-6)", and "Satisfactory to Accomplished (3-4)". This change will more clearly explain why reviewers scored a course a 3 rather than a 4, especially. In addition, we suggest each Section of the rubric be weighted equally.

If the revisions we have noted are accepted, the highest possible score would be 72 (12 sections with a possible maximum score of 6 points each). In order for a course to qualify as aligned, a score of at least 3 would be required on all sections, with a minimum overall score of 51 (so the overall required score is consistent with a passing grade that reflects earning at least a 70% of all possible points and at least some sections would score in the accomplished range).

Section A

Comments on this section centered on redundancy and the vague language of goals and objectives. Faculty overwhelmingly felt the combine terms of "goals and objectives" was unclear or misleading. In addition many wondered about the difference between the items in A4 and similar items in A1-3, fearing they were 'dinged' twice for some issues.

A consistent area that needed clarification was the use of multimedia/multimedia tools in A2. After careful discussion, reviewers noted that the "if present" language created a grey area where multimedia was concerned. Thus, multimedia was folded into other areas where the appropriateness of the method of delivery is better gauged.

A.1   Objectives

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module) • Objectives are clearly written at the appropriate level and reflect desired outcomes • Objectives are written in measurable outcomes (students know what they are expected to be able to do)	• Objectives are located within the course syllabus or the individual learning units • Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes • Students understand of what is expected of them	• Objectives are not easily located within the course • Objectives are not written at the appropriate level to match the desired outcomes • Objectives are not clearly written in measurable learning outcomes • Students may be unsure of what they are expected to be able to do	• Objectives are not easily located within the course • Some are missing and others poorly written • The level does not match the desired learning outcomes

A.2   Content Presentation

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) • Navigation is intuitive and content flows in a logical progression • Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.) • CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials) • Clearly labeled tutorial materials that explain how to navigate the CMS **and** the specific course are included	• Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules) • Navigation is somewhat intuitive, but some "exploring" is required to determine the flow of content • Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material) • CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness • Clearly labeled tutorial materials that explain how to navigate the CMS **and** the specific course are included	• Some content segments are overly large (or possibly too small) for the specified objectives • Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined • The design does not avail of the content presentation tools (content modules, single pages, links) • Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students • Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found	• Content is not "chunked" into manageable segments; • Navigation is not intuitive and the flow of content is unclear • The design does not avail of the content presentation tools (content modules, single pages, links) • Tools that could reduce the labor- intensity of online instruction are not utilized • Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete

A.3   Learner Engagement

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• It is clear how the instructional strategies will enable students to reach course objectives • Course design includes guidance for learners to work with content in meaningful ways • Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided • Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content • Technologies are used creatively in ways that transcend traditional, teacher-centered instruction • Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion	• Instructional strategies are designed to help students to reach course objectives, although this relationship may not be obvious to learners • Guidance is provided, but could be improved with greater detail or depth • Individualized learning opportunities (such as remediation) may be available on a limited basis • Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content • Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction • Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content, but only after course completion	• It is not clear how the instructional strategies will help learners achieve course objectives • Guidance in using content materials may only be provided on a limited basis • Individualized learning opportunities are not provided, although there may be supplementary content resources available • Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so • Technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model) • Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion, or the feedback is not anonymous	• Instructional strategies do not provide students with skills needed to achieve course objectives • Content is provided but it is not clear what students are expected to do with it • No supplementary resources or activities are provided for remediation or advanced study • Technologies used within the CMS do not engage students with learning • Students are not expected to use technologies available within the CMS • Learners do not have the opportunity to give feedback to the instructor regarding course design or course content

Section B

As with Section A, many faculty and reviewers felt there were redundancies in the sections, and that these led to confusion about what was being evaluated. Some faculty felt they received a point reduction for the same issue in more than one section. Revisions aim to limit redundancy and clarify ambiguous areas. For instance, the inclusion of synchronous and/or asynchronous led many faculty to believe they needed both to satisfy this section of the rubric.

In addition to clarifying the language of existing sections B, sections from D3, Instructor Role, were moved to B1, Communication Strategies. Within the text moved to this section, the wording for Accomplished, which used to include language such as "may not be easy to find" or "may not be included" has been changed to indicate all Accomplished course should have easy to find communication information.

B.1 Communication Strategies

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.) • Expected response time for email replies (or other communication tool) is included • The instructor's role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.) • The instructor's methods of collecting and returning work are clearly explained • There are plentiful opportunities for interaction, as appropriate Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives • Communication activities benefit from timely interactions and facilitate "rapid response" communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)	• Contact information for the instructor is included and contact information includes more than one type of communication tool • Expected response time for email replies is included • Instructor's role within the course is clearly spelled out to students • The instructor's methods of collecting and returning work are clearly explained • Several communication are included to reinforce the desired learning outcomes • Communications sometimes require reflection or other higher order thinking • Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers	• Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor • Information concerning response time for email replies is not included • Little or no information is given regarding the instructor's role in the course • The instructor's methods of collecting and returning work are evident but not clearly explained. • Communication strategies are included, however, they may not consistently reinforce desired learning outcomes • Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.) • Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities	• Contact information for the instructor is sketchy, at best • Information concerning response time for email replies is not included • Information regarding the instructor's role in the course is not included • Instructor's methods of collecting and returning work are confusing or non-existent. • Little to no attention has been devoted to communication strategies • Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used

B.2   Development of Learning Community

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course • Communication activities are designed to help build a sense of community among learners • Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor • Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building	• Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind • Some student-to-student interaction is built into the course • Students interact with the instructor, although primarily as a result of instructor-initiated contact • Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements	• Effort has been devoted to fostering a sense of community in the course, but only minimally. • More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.	• Little to no attention has been devoted to building a sense of community in this course.

B.3 Interaction Logistics

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided • Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined • A rubric or equivalent grading document is included to explain how participation will be evaluated • The instructor plans to participate actively in communication activities, including providing feedback to students • The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.	• Expectations of student participation in communication activities are given, but would benefit from more detail • Expectations regarding the quality of communications are included, but may lack detail or illustrative examples • Minimal information may be provided regarding grading criteria for communications activities • The instructor is occasionally involved in communication activities • The instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc.	• Instructor expectations of student interactions are not made clear • Little information is provided regarding what constitutes a "good" response or post • Students are not given a clear set of criteria for how communications activities will be graded • The instructor appears to be largely absent from communication activities • Few announcements, reminders, or other updates are provided	• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/ interactions within the course • The instructor does not participate in communications activities with students • The instructor does not provide announcements, reminders, or other updates.

Section C

Section C contained one of the lowest scoring sections within the rubric—Self Assessment. Unsurprisingly, this section received many comments from both faculty and reviewers. Because feedback in this section raised so many questions, our suggestion is to combine self-assessment with assessment design, while also clarifying the role and goal of student opportunities for self-assessment.

C.1   Expectations

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Assessments match the objectives • Learners are directed to the appropriate objective(s) for each assessment • Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example) • Instructions are written clearly and with exemplary detail to ensure understanding	• Assessments match the objectives • Rubrics or descriptive criteria for desired outcomes are included for some assessment activities • Instructions are written clearly, with sufficient detail included	• Students are assessed on the topics described in the objectives • There may be some explanation of how assessments will be scored/graded, however, instructions lack detail that would help students understand how to successfully complete the assessments	• Assessments bear little resemblance to objectives • Expectations or grading criteria are not provided • Instructions are limited or absent

C.2 Assessment Design

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Assessment activities have "face validity" (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary) • Higher order thinking is required (e.g., analysis, problem-solving, etc.) • Assessments are designed to mimic authentic environments to facilitate transfer • Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner • Multiple types of assessments are used (research project, objective test, discussions, etc.) • Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary.	• Assessment activities have "face validity" (i.e., they appear to match the curriculum) • Some activities involve higher order thinking • Assessment activities may focus on tasks similar to real-world application of skills • Multiple assessments are included; at least three different types of assessments are used • Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help	• It is not clear whether the assessment activities actually measure the desired skill • The majority of assessments require only low-level thinking (memorization, for example) • Assessment activities typically do not include tasks that are relevant beyond the scope of this course • Two types of assessments are included, at a minimum. • Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results	• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives • No higher-order thinking skills are required to complete assessment activities • There is little or no evidence of authenticity built into assessments • Assessments are too few and far apart for the course content • Students are not provided activities or resources for self-assessment.

Section D

This section was perhaps the most fraught for both reviewers and faculty. The overwhelming demands of accessibility and the technical experience required to test for accessibility make deeply evaluating the courses very difficult. The reviewers recommend doing an initial accessibility review, including checking for alt text and closed captions, but suggest all courses then receive a detailed "Technical" accessibility review.

Sections D1, Orientation to Course, and Section D7, Feedback, of the initial rubric have been folded into A1, Course Design, and A3 Learner Engagement, respectively. In addition, we have moved the material from Section D3, Instructor Role, to B1, Communication (as previously mentioned).

D.1   Supplemental Software

(if required - it is permissible to award this criterion a 6 if the course does not require software beyond the CMS and browser)

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Clear explanations of optional and/or required software including any additional costs are provided within the course • Software required to use course materials is listed with links to where it can be captured and installed • Links are located within the course where learners will use the software (i.e., near the materials requiring its use)	• Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course • Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used	• Software (in addition to the CMS) required to use course materials is mentioned, but not explained • Links to where it can be captured and installed are provided, although they may not be conveniently located	• The need for additional software required to use course materials may be mentioned • Links to software may be missing or incomplete

D.2 Course/ Institutional Policies & Support

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Software used for the course is adequately supported by the institution, including information for students on where they can obtain help • All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems • Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back. • Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion • Links to institutional services such as the library, or writing center, are clearly labeled and easy to find	• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back • Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion • Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find	• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find • Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail • A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find	• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included • Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail • Links to institutional services such as the library, writing center, or financial aid office are not include

D.3   Technical Accessibility

*This section will **not** be reviewed by the POCRs; it will instead be reviewed by accessibility specialists as part of the initial review process.*

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students • All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time • Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types • All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application • Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion	• Course materials are compliant with Section 508 and WCAG 2.0 (AA). • All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time. • Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types • All instructional materials can be opened via free and accessible programs or applications • Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load	• Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely • Some non-text communications technologies support limited means for the provision of alternate media accommodations • Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types • Most instructional materials can be opened via free and accessible programs or applications • Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load	• Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports • Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations • Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types • Instructional materials use proprietary and inaccessible media formats • Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports

D.4   Accommodations for Disabilities

*This section will **not** be reviewed by the POCRs; it will instead be reviewed by accessibility specialists as part of the initial review process.*

Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media. • Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS. • Links to CMS technical support and contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem • An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity	• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed to work with OEI to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media. • Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSPS. • Links to CMS technical support and DSPS support are provided, and easy to find • An instructional material inventory of any inherently inaccessible learning objects is provided, along with some potential accommodations for each learning object or activity	• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations. • Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS. • CMS technical support is provided, or a link to DSPS department web page, but not always easy to find • An instructional material inventory of any inherently inaccessible learning objects is provided	• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation. • CMS settings cannot be configured to allow student accommodations to be provided within the CMS. • CMS settings are not configurable to allow for student accommodations • No link to technical support or DSPS department is provided • Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved

General Education Review Request
AREA I - HUMANITIES

__Course Number & Title:__   MUS11D – History of Electronic Music, Origins-1970

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I – HUMANITIES

Course Number & Title: __MUS11D – History of Electronic Music, Origins -1970__

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:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

9. Method of Instruction:
B. In-class listening to historically significant works of electronic music followed by instructor-guided interpretation and analysis.
2. Course Objectives:
A. Describe and discuss the history of electronic music from its origins in 1867 through 1970.
4. Course Content:
A. Electronic Music Before 1945
   1. First Experiments in the Electronic Production of Sound
   2. The Italian Futurists and a New Aesthetic for Sound
   3. The Vacuum Tube and Advances in Electronic Music Technology
B. Early Electronic Music in Europe
   1. Before the Tape Recorder
   2. Musique Concréte (France)
   3. Elektronische Musik (Germany)
   4. Italian Electronic Music
   5. British Electronic Music
C. Early Electronic Music in America
   1. The New York School
   2. The Columbia-Princeton Electronic Music Center
   3. The Cooperative School for Electronic Music
D. Early Electronic Music Around The Globe
   1. Latin America
   2. Asia

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

Matching course component(s):

Course Description:
   The impact of electronic musical instruments and electronic musical technology on the creation of music. Origins in the late 19th and early 20th century and the subsequent development of the first electronic instruments. Emergence of new musical styles including electroacoustic music, music concréte, and elektronische musik. The first use of computers in music. Performance with live electronics. The introduction of the synthesizer and the rise of mainstream electronic music. In addition, students will analyze historically significant works from the experimental art music of the mid-20th century through the popular forms of the 1960s.

General Education Review Request
AREA I – HUMANITIES

Course Objectives:
   A. Describe and discuss the history of electronic music from its origins through 1970.
Method of Instruction
   B. In-class listening to historically significant works of electronic music followed by instructor-guided interpretation and analysis.

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

Matching course component(s):

 2. Course Objectives -
 The student will be able to:
      A.   Describe and discuss the history of electronic music from its origins through 1970.
      B.   Analyze electronic music instruments and how they affect musical content and aesthetics.
 Identify electronic music styles from the first electronic sound experiments through the multitude of global styles found in the second half of the Twentieth Century.
Lab Content:
   A-1. In-depth, guided listening to music examples.
   A-2. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.
Method of Instruction
   B. In-class listening to historically significant works of electronic music followed by instructor-guided interpretation and analysis.

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

Matching course component(s): Methods of Evaluation: C. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):
 	
Description:
   …students will analyze historically significant works from the experimental art music of the mid-20th century through the popular forms of the 1960s.
Course Objective:
   D. Write comprehensive analyses of changes in electronic music technology and the resulting electronic music styles.
Methods of Evaluation:
   A. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
   B. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

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

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

Matching course component(s):

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

Matching course component(s): 2. Course Objectives - The student will be able to: A. Describe and discuss the history of electronic music from its origins through 1970. Analyze electronic music instruments and how they affect musical content and aesthetics.

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

Matching course component(s):
 	
Methods of Instruction:
   A. Lecture presentations and classroom discussion of electronic music.
   B. In-class listening to historically significant works of electronic music followed by instructor-guided interpretation and analysis.
   C. Group presentations of major projects followed by in-class discussion and evaluation.
Lab Content:
   A2. Additional opportunities are provided through critical analysis of live concerts, films, and documentaries.

General Education Review Request
AREA I - HUMANITIES

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

Matching course component(s):

Course Objectives:
  C. Identify electronic music styles from the first electronic sound experiments through the multitude of global styles found in the second half of the Twentieth Century.

Course Content:

  B. Early Electronic Music in Europe

    1. Before the Tape Recorder
    2. Musique Conréte (France)
    3. Elektronische Musik (Germany)
    4. Italian Electronic Music
    5. British Electronic Music
  C. Early Electronic Music in America
    1.   The New York School
    2.   The Columbia-Princeton Electronic Music Center
    3.   The Cooperative School for Electronic Music
  D. Early Electronic Music Around The Globe
    1.   Latin America
    2.   Asia

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Methods of Evaluation:
   C. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

General Education Review Request
AREA I - HUMANITIES

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):
 	
Methods of Instruction:
    A. Lecture presentations and classroom discussion of electronic music.
    B. In-class listening to historically significant works of electronic music followed by instructor-guided interpretation and analysis.
    C. Group presentations of major projects followed by in-class discussion and evaluation.
Course Objectives:
    D. Write comprehensive analyses of changes in electronic music technology and the resulting electronic music styles.
Methods of Evaluation:
    C. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

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

Matching course component(s):

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

Matching course component(s):
 	
Methods of Evaluation:
    B. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
    c. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.
Methods of Instruction:
    C. Group presentations of major projects followed by in-class discussion and evaluation.

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):

General Education Review Request
AREA I – HUMANITIES

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):

Methods of Evaluation:
C. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

Requesting Faculty: Eric Kuehnl   Date: Jan 30th, 2014

Division Curr Rep: Robert Hartwell   Date: June 10, 2015

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Kay Jones

Kay Thornton

Comments:

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

47th FALL SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held November 5 – 7, 2015.

RESOLUTIONS PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *

*2.01   F15 Adopt the ASCCC Paper Effective Practices in Accreditation
*7.01   F15 LGBT MIS Data Collection and Dissemination
*7.02   F15 Support for Authorization Reciprocity Agreements
*7.03   F15 Ensuring Accurate Information in the California Virtual Campus Catalog
*9.01   F15 Creation of Local Online Education Rubrics
*9.07   F15 Definition of Regular, Effective, and Substantive Contact
*9.08   F15 Evaluation of the Effectiveness of Local Curriculum Processes
*9.09   F15 Revisit the Title 5 Definition of the Credit Hour
*9.10   F15 Professional Guidelines and Effective Practices for Using Publisher
              Generated Course Materials
*13.01 F15 Addition of Course Identification Numbers (C-ID) to College Catalogs and
              Student Transcripts
*13.02 F15 Update System Guidance for Noncredit Curriculum
*13.03 F15 Opposition to Compensation for Adoption of Open Educational Resources
*15.01 F15 Adoption of Statement on Competencies in the Natural Sciences

TABLE OF CONTENTS

2.0   ACCREDITATION

*2.01   F15   Adopt the ASCCC Paper *Effective Practices in Accreditation*

Whereas, Accreditation is an ongoing concern for all colleges in the California Community College System;

Whereas, Faculty participation in the accreditation process and the role of faculty in maintaining an individual college's accreditation are essential and have been the subject of many Academic Senate for California Community Colleges (ASCCC) *Rostrum* articles, resolutions, and breakout sessions; and

Whereas, Resolution 02.01 S12 directed the ASCCC to develop resources, including a paper, on effective practices for accreditation compliance to be used by faculty at the local level;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices in Accreditation: A Guide To Support Colleges in the Accreditation Cycle* and disseminate the paper upon its adoption.

Contact: Randy Beach, Executive Committee, Accreditation and Assessment Committee

Appendix A: Effective Practices in Accreditation Paper

2.02   F15   Endorse the CCCCO Task Force on Accreditation Report

Whereas, The California Community Colleges Chancellor's Office (CCCCO) convened the 2014-2015 Task Force on Accreditation to review and address serious concerns regarding California community colleges' accreditation process;

Whereas, The president of the Academic Senate for California Community Colleges, several community college presidents and administrators, a representative from the Faculty Association of California Community Colleges, a community college board trustee, and the Vice Chancellor for Academic Affairs from the California Community College Chancellor's Office were active participants in the work of the Task Force on Accreditation and unanimously supported its findings and recommendations;

Whereas, The recommendations of the Task Force on Accreditation were, in part, based on ASCCC resolutions, which included recommendations for the Accrediting Commission for Community and Junior Colleges (ACCJC); and

Whereas, According to the Task Force on Accreditation, "On several occasions the ACCJC has promised changes and has offered reports detailing their efforts to address concerns, but these promises and reports have led to few significant improvements";

> Resolved, That the Academic Senate for California Community Colleges endorse the recommendations of the California Community Colleges Chancellor's Office Task Force Report on Accreditation.[1]

Contact: Executive Committee

7.0   CONSULTATION WITH CHANCELLOR'S OFFICE
*7.01 F15   LGBT MIS Data Collection and Dissemination

Whereas, California law (AB 620, Block, 2011) requires the California community colleges (CCC) to collect aggregate demographic information regarding the sexual orientation, gender identity, and gender expression of students, and Education Code section 66271.2 communicates a concern for the obstacles uniquely faced by lesbian, gay, bisexual, and transgender (LGBT) students;

Whereas, AB 620 (Block, 2011) requests annual transmittal of summary demographic reporting to the Legislature and posting of each summary of information on the CCC Chancellor's Office web site, and the Chancellor's Office also currently collects Management Information Systems (MIS) data to support statewide equity work;

Whereas, The collection of MIS data related to AB 620 (Block, 2011) on CCCApply creates a confusing array of questions that obfuscates the data collected on sexual orientation, gender identity, and gender expression by, for example, asking about gender identity in one spot and about being transgender in another spot and asking students to self-identify according to categories that have changed over time; and

Whereas, Specific data collected on sexual orientation, gender identity, and gender expression intersects with the statewide equity work and could inform local decision-making processes such as identifying possible disproportionate impact, evaluating the efficacy of local work done to ameliorate obstacles unique to LGBT populations, assisting colleges to better serve LGBT students through accurate demographics, placement rates, course success and retention, 30-unit completion, degree and certificate achievement, and transfer rates, and this information could potentially be used to develop student programs that provide peer mentoring similar to Puente or Umoja models;

> Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to change the MIS data elements to clarify responses to gender identity, gender expression, and sexual orientation choices so that the data collected by CCCApply matches with the MIS database and yields significant and useful data on LGBT students; and
>
> Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to disseminate data collected on gender identity, gender expression, and sexual orientation to local community colleges to better serve LGBT students and to do so in a safe and secure manner in acknowledgement of the sensitive nature of the data.

Contact: Julie Bruno, Executive Committee

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[1] http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report-ADA.pdf.

*7.02 F15   Support for Authorization Reciprocity Agreements

Whereas, The State Authorization Reciprocity Agreement (SARA) has garnered support around the United States, with more than 10 states joining the agreement to allow students to take online courses without individual colleges needing to seek authorization from those students' home states;

Whereas, The Academic Senate for California Community Colleges, in resolution 7.01 S14, urged "the Chancellor's Office and other state entities to analyze without delay the potential benefits and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible";

Whereas, Senate Bill 634 (Block, 2015), "provides the mechanism for California colleges and universities to participate in limited interstate reciprocity among states, including through the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement" but is now a two-year bill; and

Whereas, Current reciprocity agreements vary by college and therefore potentially prevent students in the Online Education Initiative Exchange from being able to participate as intended;

Resolved, That the Academic Senate for California Community Colleges partner with the Chancellor's Office and other organizations to urge support for the inclusion of California community colleges in reciprocity agreements, including the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement.

Contact: Fabiola Torres, Glendale College, Online Education Committee

*7.03   F15   Ensuring Accurate Information in the California Virtual Campus Catalog

Whereas, The California Virtual Campus (CVC)[2], which is operated by the California Community Colleges Technology Center, maintains a catalog that is intended to be a resource used by students to identify the distance education classes that meet their particular educational goals, including identifying courses that fulfill their degree-completion needs;

Whereas, Elements of the CVC catalog are misleading due to over-simplified statements regarding Associate Degrees for Transfer and the recognition of any course included anywhere in such degrees as an Associate Degree for Transfer course when such courses may not actually be articulated with a UC or CSU and as a consequence may have no value upon transfer;

Whereas, Any information provided to students by the CVC on its website about courses and educational programs on behalf of the participant colleges must be clear and accurate in order to ensure that students are able to make the best choices possible in achieving their educational goals; and

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[2] Go to https://cvc.edu for more information about the CVC

Whereas, The integration of data related to Associate Degrees for Transfer into the CVC was made without any consultation with the Academic Senate for California Community Colleges, which is on record expressing its concerns with efforts like the CVC moving forward absent appropriate consultation[3];

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to immediately establish a work group charged with reviewing, updating, and correcting as needed the CVC catalog; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to identify and charge a responsible party with the ongoing responsibility for continually reviewing and updating the information in the California Virtual Campus (CVC) catalog to ensure that students receive the correct information needed to make properly informed decisions when choosing courses through the CVC.

Contact: John Freitas, Executive Committee

9.0   CURRICULUM

*9.01 F15   Creation of Local Online Education Rubrics

Whereas, Faculty across California are considering migration to a new Course Management System (CMS) in conjunction with the adoption of the Canvas course management system by the Online Education Initiative (OEI);

Whereas, Migration to a new CMS provides an opportunity for faculty to evaluate and update their online and hybrid courses, and colleges may wish to include their courses in the OEI Exchange, which will require compliance with certain standards as set forth by the OEI in its adopted rubric; and

Whereas, The latest Accrediting Commission for Community and Junior Colleges (ACCJC) standards regarding online education have increased scrutiny of online course offerings in terms of rigor, effective contact, and other standards;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to explore the creation and endorsement of rubrics for online course standards.

Contact: Fabiola Torres, Glendale College, Online Education Committee

9.02   F15   Defining the Parameters of the California Community College Baccalaureate Degree

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges; and

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[3] See resolution 7.01 S00 (http://asccc.org/resolutions/system-policy-and-grant-process)

Whereas, No perceived difference in breadth, rigor, and utility should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 to define baccalaureate degrees at California community colleges as a minimum of 120 semester units including a minimum of 24 upper division units; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that upper division units are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation and allow that upper division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects.

Contact: Jolena Grande, Cypress College, ASCCC Bachelor Degree Task Force

9.03   F15   Baccalaureate Level General Education at the California Community Colleges

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The faculty of the California community colleges value the integral role of general education as essential to degree attainment, and the breadth of general education addresses the skills needed to succeed in the workforce, as identified by employers cited in the National Association of Colleges and Employers in their October 2013 survey[4];

Whereas, Students seeking to transfer to a public institution in California generally follow the IGETC or the CSU-GE Breadth pattern to complete lower division general education, and each segment of California's higher education, the public at large, and the Legislature is familiar with and recognizes the value of these patterns as lower-division preparation for baccalaureate level attainment; and

Whereas, In order to meet the timeframe established by SB850 (Block, 2014), pilot colleges will begin offering upper division classes in Fall 2016, leaving an insufficient timeframe to develop a system-wide community college general education pattern for the baccalaureate level;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require either IGETC or CSU-GE Breadth as lower division general education preparation;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the

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[4] http://www.naceweb.org/about-us/press/skills-qualities-employers-want.aspx

California community colleges require six semester units of upper division general education offered by at least two disciplines external to the major, one of which must have an emphasis in written communication, oral communication, or computation; and

Resolved, That the Academic Senate for California Community Colleges evaluate the feasibility of creating a baccalaureate level general education pattern for the California Community College System and report back to the field by Spring 2017 Plenary Session.

Contact: John Stanskas, Executive Committee, ASCCC Bachelor Degree Task Force

9.04   F15   Limitations on Enrollment and Admission Criteria for Baccalaureate Programs

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The mission of the California community college is based on providing an open-access higher education opportunity to all who may benefit from instruction;

Whereas, Education Code §78261.5 provides for a limitation on enrollment for nursing; and

Whereas, It is anticipated that demand for community college baccalaureate programs will exceed capacity in the initial cohorts;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create guidelines that adhere to principles of the California community college mission of open educational access and equity while allowing enrollment restrictions for baccalaureate pilot programs.

Contact: Jolena Grande, Cypress College, ASCCC Bachelor Degree Task Force

9.05   F15   Upper Division General Education Curriculum for Baccalaureate Pilot Programs

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, Upper division units offered by the pilot colleges have not yet been established as transferrable to other institutions of higher education; and

Whereas, Pilot colleges need to meet the general education needs of students utilizing a limited cohort model;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to ensure that courses developed to meet upper division general education requirements for the baccalaureate pilot program are designed for the baccalaureate pilot student cohort and not for the general population of students.

Contact: Lynell Wiggins, Pasadena City College, ASCCC Bachelor Degree Task Force

9.06   F15   Support for Baccalaureate Pilot Programs

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, Originally no additional funding was allocated to support the development of curriculum, student services, or implementation of course offerings beyond the $84 per unit additional fee for upper division offerings; and

Whereas, Six million dollars was allocated in the 2015-16 budget cycle to support the baccalaureate pilot programs;

Resolved, That the Academic Senate for California Community Colleges urge local senates and the Chancellor's Office to ensure the baccalaureate pilot programs are adequately supported with appropriate financial resources.

Contact: Cheryl Aschenbach, Executive Committee, ASCCC Bachelor Degree Task Force

*9.07   F15   Definition of Regular, Effective, and Substantive Contact

Whereas, The requirement of regular, effective, and substantive contact between faculty and students in online courses is present in Title 5, Department of Education regulations, and Accrediting Commission for Community and Junior Colleges standards;

Whereas, A wide variance exists around the state regarding the definition of regular, effective, and substantive contact in online classes, leading to confusion for students and faculty; and

Whereas, The absence of a clear definition of regular, effective, and substantive contact in online classes may result in courses not meeting regulatory standards;

Resolved, That the Academic Senate for California Community Colleges assert that the development of local policies regarding regular, effective, and substantive contact is an academic and professional matter that requires the expertise of faculty and therefore should be created by faculty rather than administration or outside forces; and

Resolved, That the Academic Senate for California Community Colleges compile models and practices regarding regular, effective, and substantive contact for online courses and disseminate that information to the field by Fall 2016.

Contact: Dolores Davison, Executive Committee, Online Education Committee

*9.08   F15   Evaluation of the Effectiveness of Local Curriculum Processes

Whereas, The *Recommendations of the California Community Colleges Task Force*

on Workforce, Job Creation, and a Strong Economy (August 14, 2015)[5] identified six recommendations for improving curriculum processes, including the recommendation to "evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval";

Whereas, The reported inefficiencies of local curriculum processes are often cited as the reason courses and programs are not approved in a timely enough manner to meet student, community, and industry needs; and

Whereas, Colleges may benefit from an evaluation of their local curriculum processes that leads to improvements in the effectiveness and efficiency that allow for more timely responses to student, community, and industry needs;

> Resolved, That the Academic Senate for California Community Colleges strongly urge local senates and curriculum committees to evaluate their curriculum approval processes in order to develop, revise, and implement curriculum in a timely manner.

Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

*9.09 F15   Revisit the Title 5 Definition of the Credit Hour
Whereas, The United States Department of Education (USDE) defines the credit hour in Title 34 of the Code of Federal Regulations (CFR) §600.2[6] as follows:

> Credit hour: Except as provided in 34 CFR §668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—
> (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
> (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours;

Whereas, Title 5 §55002.5 defines the credit hour as requiring "a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system," and Title 5 §§55002 (a)(2)(B) and (b)(2)(B) state that a credit "course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated

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[5] Please go to
http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015_08_22%20BOG%20TF%20DRAFT%20report%20v5.pdf to review the draft recommendations of the Workforce Task Force.
[6]Please go http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=6ce62b4ea71a518e9eb92b10e98ba715&mc=true&n=pt34.3.600&r=PART&ty=HTML#sp34.3.600.a

for short-term, extended term, laboratory, and/or activity courses," but unlike USDE 34 CFR §600.2 and the *Program and Course Approval Handbook* (*PCAH*, 5th Edition) Title 5 does not include any minimum time requirements for out of class student work, also known as homework hours;

Whereas, Accrediting agencies are expected by USDE to assess an institution's compliance with USDE regulations related to higher education, including the credit hour as defined in 34 CFR §600.2, when evaluating that institution's accreditation status; and

Whereas, The inconsistency between the definitions of the credit hour found in Title 5 §§55002-55002.5, USDE 34 CFR §600.2 and the *Program and Course Approval Handbook* (*PCAH*, 5th Edition) may cause confusion at colleges about the appropriate ratio between classroom hours and direct faculty interaction and homework hours, and colleges may interpret the use of the word "minimum" in Title 5 as allowing significantly more student work per week per unit of credit than what is normally expected of college students in the United States system of higher education;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to revisit the definition of the credit hour as stated in Title 5 §§55002-55002.5 to determine whether any changes are required to achieve alignment with the United States Department of Education definition of the credit hour as stated in 34 CFR §600.2; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates and curriculum committees regarding the appropriate application of the definitions of the credit hour as currently stated in Title 5 §§55002-55002.5 and 34 CFR §600.2 and based on the established professional norms for higher education in the United States.

Contact: John Freitas, Executive Committee, Curriculum Committee

*9.10 F15 Professional Guidelines and Effective Practices for Using Publisher Generated Course Materials

Whereas, Lectures, course materials, assessments, and other pedagogical materials have traditionally been developed by the faculty member teaching a course;

Whereas, The increase in the number of online courses offerings has led to an increase in the number of publisher generated materials, including "canned" courses and assessments, being produced by publishers and other groups and an increase in use of these materials by faculty in both online and in-person classes; and

Whereas, There are concerns that the increased widespread use of these "canned" courses and publisher generated materials may potentially damage the pedagogical soundness of all classes being offered by the California community colleges;

Resolved, That the Academic Senate for California Community Colleges, along with other interested parties, draft a paper that provides professional guidance and effective practices for the use of publisher generated materials by faculty in all courses and bring the paper to the body for approval by Spring 2017.

Contact: Fabiola Torres, Glendale College, Online Education Committee
10.0   DISCIPLINES LIST
10.01   F15   Minimum Qualifications for Instruction of Upper Division
Courses at the California Community Colleges
Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a
statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The purpose of establishing minimum qualifications is to ensure qualified
faculty for all courses;

Whereas, Title 5 §53410 defines minimum qualifications for teaching lower division
curriculum, and the passage of SB850 (Block, 2014) created upper division
curriculum in the California community colleges; and

Whereas, Educational preparation necessary to teach upper division curriculum
exceeds the education necessary to teach some lower division curriculum;

Resolved, That the Academic Senate for California Community Colleges work with
the Chancellor's Office to modify Title 5 §53410 to include the following subsection
to address the qualifications for the instructor of record:

> (e) For faculty assigned to teach upper division courses in disciplines where
> the master's degree is not generally expected or available, but where a related
> bachelor's or associate degree is generally expected or available, possession of
> either:
>> (1) a master's degree in the discipline directly related to the faculty
>> member's teaching assignment or equivalent foreign degree plus two
>> years of professional experience directly related to the faculty
>> member's teaching assignment and any appropriate licensure; or
>> (2) a bachelor degree in the discipline directly related to the faculty
>> member's teaching assignment or equivalent foreign degree plus six
>> years of professional experience directly related to the faculty
>> member's teaching assignment and any appropriate licensure.
>
> (f) For faculty assigned to teach upper division courses in disciplines where
> the master's degree is not generally expected or available, and where a related
> bachelor's or associate degree is not generally expected or available,
> possession of either:
>> (1) any master's degree or equivalent foreign degree plus two years of
>> professional experience directly related to the faculty member's
>> teaching assignment and any appropriate licensure; or
>> (2) any bachelor degree or equivalent foreign degree plus six years of
>> professional experience directly related to the faculty member's
>> teaching assignment and any appropriate licensure.

and

Resolved, That the Academic Senate for California Community Colleges work with
the Chancellor's Office to modify Title 5 §53430 to add the following subsection:
> (d) Equivalency is not appropriate for faculty assigned to teach upper division

courses and those individuals are required to satisfy the minimum qualifications outlined in §53410.

Contact: John Stanskas, Executive Committee, ASCCC Bachelor Degree Task Force

13.0 GENERAL CONCERNS

*13.01 F15 Addition of Course Identification Numbers (C-ID) to College Catalogs and Student Transcripts

Whereas, California Articulation Number System (CAN) designations were typically included in college catalogs, typically in a list with the University of California Transfer Course Agreement and at the end of each course's catalog description;

Whereas, CAN has been replaced by Course Identification Numbering System (C-ID) designations which indicate that a course outline of record is aligned to an intersegmentally developed descriptor, establishing intrasegmental articulation and often permitting inclusion in Associate Degrees for Transfer;

Whereas, Adding C-ID designations to colleges catalog provides students with valuable information regarding the transferability of courses and in determining the most appropriate courses to complete their educational goals; and

Whereas, Including C-ID designations on student transcripts facilitates students receiving proper credit when taking classes at multiple California community colleges and upon transfer to a California State University (CSU) campus;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to include information about courses with an approved C-ID numbers in their college catalogs, either as a single list, at the end of each course's description, or both; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administration to add C-ID numbers to student transcripts.

Contact: Craig Rutan, Executive Committee

*13.02 F15 Update System Guidance for Noncredit Curriculum

Whereas, Changes to regulations governing course repeatability, the recent efforts at realigning adult education (AB 86 and AB 104, Budget Committee, 2013), the recent equalization of funding for Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equity, and Student Success and Support Programs, and the Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) are all resulting in an increased focus on the use noncredit instruction to improve student success and close equity gaps in basic skills as well as provide additional options for preparation for courses in career and technical education programs; and

Whereas, Both the Chancellor's Office document *Noncredit at a Glance*, published in 2006, and the Academic Senate paper *Noncredit Instruction: Opportunity and*

Challenge, adopted by the body in Spring 2009, are outdated and require revision in order to reflect the recent changes to credit course repeatability and potential use of noncredit as an alternative to course repetition, the efforts to realign adult education, the changes to CDCP noncredit funding, and the current focus on career technical education programs and workforce development and to provide timely and relevant guidance to the field in these and other areas;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise the 2006 document *Noncredit at a Glance* or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and

Resolved, The Academic Senate of California Community Colleges update its paper on noncredit instruction to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation (CDCP) equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.

Contact: Diane Edwards-LiPera, Southwestern College, Noncredit Committee

Appendix B: *Noncredit at a Glance*, Chancellor's Office, September 21, 2006

*13.03 F15   Opposition to Compensation for Adoption of Open Educational Resources
Whereas, The development of curriculum, which includes the choice of textbooks and other course materials, is an area of faculty primacy under Title 5 §53200 and a responsibility of every community college faculty member;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of Open Educational Resources (OER) and was supported by the Academic Senate for California Community Colleges in its form as of April 6, 2015 but has since been amended to allow for direct compensation of faculty who choose to adopt open educational resources in the form of reassigned time from instructional duties;

Whereas, Evaluation and approval of grant applications under AB 798 (Bonilla, 2015) is granted to the California Open Educational Resources Council, which includes representatives from the California State University and University of California systems who may differ in their perspectives regarding the proper use of the AB 798 grant funds; and

Whereas, The practice of incentivizing faculty to adopt any specific instructional materials over others could potentially compromise academic quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound;

Resolved, That the Academic Senate for California Community Colleges inform the California Open Educational Resources Council of its objection to direct compensation to individual faculty members for adoption of open educational resources;

Resolved, That the Academic Senate for California Community Colleges direct the community college faculty appointees to the California Open Educational Resources Council to oppose approval of any grant application that allows direct compensation to individual faculty members for adoption of open educational resources; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates not to approve any grant submissions for AB 798 funding that include direct compensation to individual faculty members for adoption of open educational resources.

Contact: Dan Crump, California Open Educational Resources Council

15.0   INTERSEGMENTAL
*15.01 F15   Adoption of Statement on Competencies in the Natural Sciences
Whereas, On September 4, 2013, the California State Board of Education adopted the Next Generation Science Standards (NGSS) as the new standards for scientific instruction for all K-12 students in California;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) originally published the *Statement on Natural Science Expected of Entering Freshmen* in 1988 and had not updated the documents since its initial adoption;

Whereas, ICAS appointed science faculty representing the California community colleges, the California State University, and the University of California to review and update the *Statement on Natural Science Expected of Entering Freshmen* to reflect the newly adopted California Science Standards; and

Whereas, The Intersegmental Committee of Academic Senates (ICAS) has reviewed the *Statement on Competencies in the Natural Sciences* and approved sending it forward to the Academic Senates of the California Community Colleges, California State University, and University of California at its meeting on September 25, 2015;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) *Statement on Competencies in the Natural Sciences*.

Contact: Craig Rutan, Executive Committee

Appendix C: Statement on Competencies in the Natural Sciences

Course ID	Title
ALCB 406Y	WORLD NEWS DISCUSSION
ALCB 407Y	SOCIAL CHANGE
ALCB 408Y	ART APPRECIATION
ALCB 409Y	MUSIC APPRECIATION
ALCB 413	RELAXATION TECHNIQUES
ALCB 413Y	RELAXATION TECHNIQUES
ALCB 414Y	STRESS MANAGEMENT
ALCB 421Y	AROUND THE WORLD IN TRAVEL STUDY
ALCB 431Y	ANALYSIS OF CURRENT EVENTS
ALCB 451Y	DRAWING & PAINTING
ALCB 456Y	CRAFTS
ALCB 462Y	VERBAL EXPRESSION
ALCB 463Y	CREATIVE WRITING
ALCB 465Y	CREATIVE SELF-EXPRESSION
NCBH 400	SUPPLEMENTAL INSTRUCTION: BIOLOGICAL & HEALTH SCIENCES
NCBS 401A	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I
NCBS 401B	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II
NCBS 402	BOOTS TO BOOKS—COLLEGE SUCCESS & ORIENTATION FOR THE RETURNING U.S. VETERAN
NCBS 405	SUPPLEMENTAL INSTRUCTION: PHYSICAL SCIENCE, MATH & ENGINEERING
NCCN 412A	MAP TO COLLEGE: MY ACTION PLAN TO COLLEGE PART I
NCCN 412B	MAP TO COLLEGE: MY ACTION PLAN TO COLLEGE PART II
NCEL 400	BRIDGE TO COLLEGE
NCEL 401	ESL FOR CHILD CARE PROVIDERS
NCEL 402	VOCATIONAL ESL FOR ALLIED HEALTH: GERIATRIC HOME AIDE
NCEL 403A	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I
NCEL 403B	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART II
NCEL 411	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I
NCEL 412	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II
NCEL 413	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III
NCEL 421	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I
NCEL 422	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II
NCEL 423	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III
NCLA 406A	SUPPLEMENTAL INSTRUCTION ENGLISH: ESSAY- & PARAGRAPH-LEVEL REVISION
NCLA 406B	SUPPLEMENTAL INSTRUCTION ENGLISH: SENTENCE-LEVEL EDITING & PROOFREADING IN CONTEXT
NCP 400	STRONG START FOR CHILDREN
NCP 401	NURTURING HEALTHY CHOICES
NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN

10/14/15

NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN
NCSV 400	GERIATRIC HOME AIDE BASICS
NCSV 401	GERIATRIC HOME AIDE–NUTRITION
NCSV 403	FAMILY CHILD CARE PROVIDER: CHILD DEVELOPMENT
NCSV 404	FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOPMENT
NCSV 405	FAMILY CHILD CARE PROVIDER: FAMILY CHILD CARE PROFESSIONAL

NONCREDIT AT A GLANCE

NONCREDIT AT A GLANCE

Introduction

This Noncredit Guide is meant as a reference document for the development of Noncredit course and programs for the California Community Colleges. This Guide is a result of the Noncredit Alignment Project, a collaborative project within the California Community College System, overseen by the Chancellor's Office, has worked to better integrate and improve the efficacy of noncredit instruction within the California Community College System.

You will find references for each of the nine noncredit eligible areas in the Compendium Guides as set down by the California Education Code. Each Guide offers a practical, working definition of the noncredit area, and various resources to better assist in developing and maintaining courses and programs allowable under California noncredit apportionment. Special Criteria for Education Programs for Older Adults, Education Programs for Persons with Substantial Disabilities and Short Term Vocational Programs with High Employment Potential are included with their matching Guide.

General Criteria, A Legal Reference Chart on Noncredit Standards, Faculty Criteria and Qualifications, and a section to spell out specific criteria for Disabled Student Programs and Services are available here to support your efforts in creating effective noncredit instruction.

Each of the sections listed here can be utilized in any order. The Compendium Guides are specifically provided to be used as stand alone Guide documents as needed. You will also find the forms necessary to file for a noncredit course with the Chancellor's Office and as a general reference, we have included the Curriculum for All Students to best distinguish between the multiple curricular modes with the California Community College System.

Inside:

Compendium Guides
Special Criteria
Legal Reference
General Criteria
Forms

NONCREDIT AT A GLANCE

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NONCREDIT AT A GLANCE

What Is Noncredit Instruction

Noncredit Instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no cost courses that can assist them in reaching their personal and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Although students may not need or desire unit credit, noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.

Noncredit courses are classified into nine legislated instructional areas. The placement of a course in a given instructional area is driven by the course objectives and the target population to be served.

California law authorizes the following nine eligible areas[1]

1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
3. English as a second language.
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills and other classes required for preparation to participate in job-specific technical training.
5. Education programs for persons with substantial disabilities.
6. Short-term vocational programs with high employment potential (includes apprenticeship).
7. Education programs for older adults.
8. Education programs for home economics (known as Family and Consumer Sciences).
9. Health and safety education.

-Parenting Education
-Basic Skills
-ESL
-Immigrant Education
-Substantial Disabilities
-Vocational Programs
-Older Adults
-Family and Consumer Sciences
-Health and Safety

In addition, community colleges can claim apportionment for supervised tutoring and learning assistance subject to regulations under Title 5.

Noncredit Instruction has been described as an "educational gateway"[2] or a "portal to the future".[3] It serves as a key contributor to "open access" for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education. For many, particularly immigrants, the economically disadvantaged and low-skilled adults, it is the first point of entry into a college.[4]

[1] CEC §84757(a)

[2] Smith, L. Noncredit: The Educational Gateway. City College of San Francisco. Powerpoint Presentation. Dec. 2005. (Retrieved: 10 July 2006) https://www.ccsf.edu/Offices/Government_Affairs/

[3] Board of Governors California Community Colleges. Noncredit Instruction-A Portal to the Future January 2005. (Appendix A)

[4] Board of Governors California Community Colleges. Noncredit Instruction-A Portal to the Future January 2005.

NONCREDIT AT A GLANCE

How Did Noncredit Instruction Evolve

First Adult School. The first evening school was established by the San Francisco Board of Education in 1856. This was followed by Oakland in 1871, Sacramento in 1872, and Los Angeles in 1887. These first evening schools provided elementary basic skills and vocational subjects as well as English to immigrants.

Evening Schools and Higher Education. The State Supreme court ruled in 1907 to allow "evening schools" to exist as separate legal entities and as such to be entitled to a share in state appropriations. In order to receive the benefits of a high school, evening schools were required to maintain courses that would prepare the graduates for admission into a state university. The 1907 decision authorized city and high school boards to extend secondary education beyond the twelfth grade, establishing the first "Junior Colleges" in California. The new junior colleges, constituting grades 13 and 14, were initially constructed and continued to be an integral part of secondary education.

Adult Education. A new Division of Adult Education was formed in 1927 and a regulation requiring each adult education class to have an educational purpose was adopted.

The Depression. The federal government promoted the Works Progress Administration (WPA), funding programs, including literacy, vocational training, parent education, and an educational training program for adults in 1933 as a way to provide jobs for teachers who were unemployed. Teachers went to Civilian Conservation Corps (CCC) camps and organized evening schools.

World War II. In 1940, the federal government requested that adult classes provide training for workers in selected defense industries and reimbursed the state for the costs for the programs. Through May 1945, nearly 1 million California workers were trained in adult classes. Enrollment in day junior colleges dropped during the War years, but not in evening junior colleges.

Advancing Technology. In the post war period there was a renewed emphasis on parenting education and interest in homemaking education increased. New technologies such as electrical wiring, indoor plumbing, and appliances created demand for craft, architectural and design skills thereby increasing enrollment in homemaking classes. Citizenship classes began to focus on intercultural understanding between people of different nationalities.

Limits on Adult Education. The State Advisory Commission on Adult Education surveyed high schools and junior colleges and found that more than 60 percent of the enrolled population was in programs for adults. Several laws were enacted in 1953 with the intent to curtail and control state spending for adult education.

1856
First Adult School

1907
Evening Schools

1929-1945
•WPA
•Literacy Programs
•CCC
•Parent Education
•WWII
•Evening Schools

Balancing Limits With Specific Needs. In 1954, the California report, Guiding Principles for Adult Education in California Publicly Supported Institutions, specified the responsibilities to both junior colleges and high school adult programs. These included supplemental and cultural classes, short-term vocational and occupational training, citizenship, English language development, homemaking, parental education, civic affairs, gerontology, civil defense, and driver education.

The Legislature Defines Continuing Education. The Master Plan for Higher Education in California 1960-75, and was enacted by the Donahoe Higher Education Act. Among the recommendations, junior colleges were defined as unique institutions within the system of higher education. The 1960 Master Plan also discussed the inadequacy of the term "adult education" in the context of higher education:

> o "In all segments of higher education most of the students are adults by one definition or another, and all have assumed a certain amount of responsibility for their own programs of education.
> o Therefore the classification of 'adult' is inadequate as a description of the responsibility shared by all higher institutions to make learning a continuing process and to provide opportunities for intellectual development beyond the years of formal full-time college attendance.
> o These opportunities must be attuned to the cultural, personal, and occupational needs that come with maturity and that change from year to year in the life of each individual.
> o The various segments of higher education have used terms such as extension, extended-day, part-time, adult, evening classes, and continuing education to describe these programs. Each of these terms falls short of complete description of the functions considered in this chapter, but the general intent of these programs is best expressed by continuing education."

Separate Treatment. The 1960 Master Plan report also recommended that distinctions should be applied between students pursuing definite occupational or liberal education objectives, and those who were not, to determine the appropriate levels of state funding for adult continuing education programs.

Community Colleges. In 1963, all statutes that pertained to junior colleges were placed in a separate section of the Education Code and established the Board of Governors of the California Junior Colleges which was subsequently renamed California Community Colleges.

1954
Guiding Principles for Adult Education in California

1960
Master Plan for Education "distinctions should be applied between students pursuing definite occupational or liberal education objectives"

1963
Board of Governors of the California Junior Colleges Established.

NONCREDIT AT A GLANCE

Reduced Apportionment for Noncredit. In 1982, due to the passage of Proposition 13 and based on the state's fiscal crisis and recommendations from the Behr Commission , new legislation was passed that further restricted adult and noncredit instruction. An acknowledgment of funding disparities between the two systems of adult/noncredit instruction by the Behr Commission and by the Commission for the Review of the Master Plan called for "delineation of function" agreements between adult schools and community colleges. Community college noncredit reimbursements were reduced and categories for state support revised.

Noncredit Integrated into the Mission. In 1990, SB 1874 consolidated adult education. The references to 13th and 14th grades were deleted from the Education Code. Noncredit instruction and community services were added to the mission and functions of California Community Colleges.

One Mission, One System. In 1997, the Orange County Unified School District sued the Rancho Santiago Community College District because the Community College District did not meet their responsibility to develop a "mutual agreement" prior to establishing new courses for adults. The mutual agreement requirement was established in law. The court found that a mutual agreement was not needed between K-12 and community colleges because the mission of the Community Colleges included noncredit instruction. This decision, later affirmed by the Court of Appeals, essentially nullified the state law.

Enhancing the Gateway. Now in 2006, SB361 advances through the legislative process. Although one part in a much larger bill, the legislation promises enhanced funding for certain noncredit career and college preparation courses putting apportionment for those noncredit courses closer to an equitable par with other college transfer and career-technical preparation efforts.

In **1990**, Adult Education was consolidated. 13th and 14th grade removed from the Ed. Code.

1997

Orange County Unified School District versus Rancho Santiago Community College District

Tomorrow- Enhanced funding for noncredit.

General Criteria for Noncredit Courses

Noncredit Alignment Project Draft – August 21, 2006 – Morrison Forbes

Criteria	Authority
Student attendance in noncredit courses in statutorily defined areas is eligible for apportionment. These allowable funding areas are: 1) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships. 2) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts. 3) English as a second language. 4) Classes for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job-specific technical training. 5) Educational programs for persons with substantial disabilities. 6) Short-term vocational programs with high employment potential. 7) Education programs for older adults. 8) Education programs for home economics. 9) Health and safety education.	CEC § 84757(a)
An "educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. Although the term is used in many of the Title 5 eligible areas, at the current time, the only formally recognized Programs for Chancellor's Office approval are in the areas of short term vocational programs with high employment potential, high school diploma and apprenticeship.	Title 5, § 55000 (b)
The governing board of any community college district shall have power with the approval of the board of governors to establish and maintain classes for adults for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical and general education.	CEC, § 78401(a)
Course and programs must be mission appropriate. Public community colleges may offer instruction through but not beyond the second year of college.	CEC § 66010.4(a)(1)

The local curriculum committee approves all noncredit courses and programs.	Title 5, §55002(c)(1)&(2)
The local curriculum committee conducting the review has been established by the mutual agreement of the college and/or district administration and the academic senate. The committee is 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 academic senate.	Title 5, § 55002(a)(1)
All courses shall be submitted to the Chancellor's Office on forms provided by the Chancellor's Office	Title 5, §55100
A clear description of the course must be published in the general catalog and/or addenda to the catalog and in the college's schedule.	Title 5 §§ 58102, 58104
Instruction shall be sufficient in quality, scope, breadth and length to meet requirements for specific instructional objectives, proficiencies and competencies as listed in the course outline of record.	Noncredit Primer April 4, 2005
Course outline of record shall specify the scope, objectives, content, instructional methodology, methods of evaluation, and include the signature of the Chair of the Curriculum Committee and the Chief Instructional Officer.	Title 5, § 55002(c)(2)
Student attendance in noncredit courses in recreational dancing or recreational physical education is not eligible for apportionment. Applied physical exercise is appropriate only when offered, as a component of the course and it is not the focus of the course or part of a game or sport.	Title 5, § 58130
No community college district may claim for purposes of state apportionment any classes: 1. If the district receives full compensation for direct education costs for the class from any public or private agency, individual or group of individuals, or 2. If the public or private agency, individual or group of individuals has a contract and/or instructional agreement, has received from other sources full compensation for the direct education costs for the conduct of the class; or if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such a class is open to the general public.	Title 5 § 58051
Methods of evaluation are determined by generally accepted educational practices that are consistent with other student evaluation processes currently approved by the local district and that are identified in the course outline.	Noncredit Prime April, 2005

Professional development, continuing education, in-service occupational/vocational training or re-licensing courses are not eligible for noncredit apportionment.	Legal Opinion, July 1886; confirmed in 2006
Work-experience, internships, community service, volunteerism/service learning, fieldwork, cooperative education, independent study, and job shadowing are not eligible for noncredit apportionment. Positive attendance does not allow for claiming noncredit apportionment for these types of activities	Title 5, § 58160
Apportionment for "Supervised Tutoring" carrying the Taxonomy of Program number 4930.09 may be claimed only under noncredit. Learning assistance may be claimed by both credit and noncredit	Title 5, § 58168, 58170 & 58172
Minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualification for credit instruction in the appropriate discipline, or as listed in Title 5.	Title 5, §§ 53410-53414
Upon student petition to and certification by a governing board of credit-level achievement and prescribed academic rigor, and evidence of prescribed competence as approved by the faculty, noncredit courses may count toward associate degrees.	Title 5, § 55807
For noncredit courses sections conducted under distance education in independent study, for purposes of computing full-time equivalent student only weekly student contact hours shall be derived by counting the hours of instruction or program received by the student, plus instructor contact as defined in programming received by the student, plus instructor contact as defined in Section 55376(b), plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing total number of hours thus derived by 54.	Title 5, §58003.1(f) 2

Faculty Criteria and Qualifications[1]

Definition[2]

"Faculty" or "faculty member" means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required non-supervisorial, non-management community college certification qualifications.

Minimum Qualifications for Instructors of Noncredit Courses[3]

Faculty qualifications for instructors of noncredit courses are different from the requirements for credit courses. The following excerpt from Title 5 highlights the distinct criteria for noncredit instruction.

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

(a) For an interdisciplinary noncredit basic skills course, a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.

(b) For a noncredit basic skills course in mathematics, a bachelor's in mathematics.

(c) For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

(d) For a noncredit course in citizenship, a bachelor's degree in any discipline, and six semester units in American history and institutions.

(e) For a noncredit course in English as a second language (ESL), any one of the following:

(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.

(2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be

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[1] *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, Chancellor's Office, California Community Colleges. January, 2006. (Revised April, 2006). Retrieved online July 14, 2006 at www.ccccco.edu/
[2] Title §53402(c)
[3] Title 5 §53412

completed concurrently during the first year of employment as a noncredit instructor.

(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.

(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

(f) For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(g) For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(h) For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:

(1) A bachelor's degree with a major related to the subject of the course taught, and either (A) or (B) below:

(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(B) One year of professional experience working with older adults.

(2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(i) For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

(j) For a short-term noncredit vocational course, any one of the following:

(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.

(2) An associate degree; and six years of occupational experience related to the subject of the course taught.

(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.

(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

Noncredit Programs for Persons with Substantial Disabilities[4]

The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following:

(1) The minimum qualifications for providing credit specialized instruction for students with disabilities as specified in this section [§53414(e) (a-d)].

(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.

(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.

(4) For noncredit vocational courses, an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

Other criteria may apply if there are any students that qualify for Disabled Students Programs and Services (DSP&S). These publications found on the Chancellor's Office website might be useful; Learning Disabilities Eligibility Model (2002); Adapted Physical Educational Handbook (APE) (2002) (Found at: http://www.cccco.edu/divisions/ss/disabled/disabled_handbook.htm).

Further Information

Note: This document was based on information in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (2006). If there are any further questions, please consult the publications available online at www.cccco.edu.

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[4] Title 5 §53414(e)

A Curriculum for All Students
Comparison of Curricular Modes, September 26, 2006[1]

Degree-Credit	Nondegree Applicable Credit	Noncredit	Community Services	Contract Education
Intent: To prepare students for degree and certificate programs, transfer and employment	Intent: to prepare students to succeed in college-level work.	Intent: To prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work.	Intent: To respond to local community interests.	Intent: To respond to learning needs of the local employers and other public and private institutions.
• Content and objectives are "college level" • Student evaluation includes extensive use of essay, testing and comparable instructional evaluation techniques • High critical thinking expectation • Two hours outside work for each class hour • Limited repeatability • Supported by state funds • Fees	• Content and objectives are prepatory for "college level" work. • Evaluation of students may include demonstration as well as essay, testing and comparable instructional evaluation techniques • Critical-thinking skills emphasized in coursework • Two hours outside work for each class hour. • Limited to 30 semester units per student. • Supported by state Funds. • Fees	• Content limited to nine categories: ESL, Short-term Vocational, Older Adults, Basic Skills, Immigrants, Health and Safety, Disabled, Parenting, Home Economics • Evaluation of students may include a variety of instructional evaluation techniques • Critical-thinking skills emphasized • Outside work for each class hour depends on requirements set in course outline • Not subject to repeatability limits • Supported by state funds • No fees	• Content and objectives are locally defined. • Not subject to Chancellor's Office approval. • Student selects course to attend • Designed to meet local students' needs and interests. • Not supported by state funds. • Fees (By class)	• Content and objectives are defined to meet customer/employer's needs. • Not subject to Chancellor's Office approval. • Can be offered in any instructional mode or as training or services • Customer selects students to attend when admission is closed • Not supported by state funds when admission is closed. Contract must meet all costs incurred. • Fees determined by contract and type of course (e.g., open or closed)

[1] This document is based upon the work of Nancy Glock and Lyn Miller as part of the May 12, 1994, Report to the California Community College Board of Governor's, *A Curriculum for All Students*. The concepts were initially published as *Chancellor's Office 330-OH/CCM* (3/8/94). Revised Draft, Alignment Noncredit Project –Morrison Forbes

Comparison of Curricular Modes, September 26, 2006 (Code References)				
Degree-Credit	**Nondegree-Credit**	**Noncredit**	**Community Services**	**Contract Education**
55805.5 Content and objectives of course fall into one of the categories (a-e) of this Section of Title 5		84711(a)(1-9) Education Code. Content and objectives of non-credit courses must fall in one of nine categories.	5502(d)(2) Designed for physical, mental, moral, economic, or civic development.	78020(a) Education Code. College district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college.
55002(a) Recommended by curriculum committee. Approved by local Board.	55002(b) Recommended by curriculum committee. Approved by local Board. Needed by eligible students.	55002(c) Recommended by curriculum. Approved by Board. Needed by enrollees.	55002(d)(1) Approval by local Board.	78021 (a) Approval by local Board to provide via a contract instruction or services or both to specific customer
55002 (a)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	55002(b)(3) Course Outline of Record. Scope, units, objectives, content, types/examples of: reading and writing assignments, homework, methods of teaching and evaluating.	55002(c)(2) Course Outline of Record. Scope, objectives, content, methods of instruction, and methods for determining whether stated objectives have been met.	55002(d)(4) Conducted in accordance with a predetermined strategy or plan.	78021(a) Community College can provide specific education and training to meet educational needs of contracting entity.
55002 (a)(4) Conduct of Courses. All Sections taught by a qualified instructor in accord with above outline.	55002(b)(4) Conduct of Course. All sections taught by a qualified instructor in accord with above outline.	55002(c)(3) Conduct of Course. All sections taught by a qualified instructor in accord with the above outline.	55002(d)(5) Open to all community members.	78021(c) Open to students covered in agreement. May not be counted towards FTES unless all statutory requirements are met.
55002 (a)(5) Limits repeated enrollment.	55002(b)(5) Limits repeated enrollment.			

Comparison of Curricular Modes, September 26, 2006 (Code References)				
Degree-Credit	**Nondegree-Credit**	**Noncredit**	**Community Services**	**Contract Education**
55002(a)(2) Standards for Approval. A. Grading policy. Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate by curriculum committee. A formal grade is assigned. B. Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework. C. Intensity. Scope and intensity of work require independent study outside class. D. Entrance Requirements. Where deemed appropriate by curriculum committee. E. Basic Skills Requirement. Courses for which communication or (communication or computation) skills are necessary for success shall require eligibility for enrollment in degree credit courses in English or math consistent with Section 55104 F-G) Difficulty/Level. Requires critical thinking, ability to apply "college level" concepts, vocabulary and learning skills as determined by curriculum committee.	55002(b)(1) Types of courses. Precollegiate basic skills, other courses designed to enable students to succeed in degree credit courses, precollegiate occupational preparation courses, and other occupational courses as defined. 55002(b)(2) Standards for Approval. (A) Grading Policy. Provides for measurement of student performance in terms of stated objectives. A formal grade is assigned. (B) Units. Carnegie Units: 3 hours work per semester or quarter week per unit including lectures, labs and homework. 55002(b)(3) Standards for Approval (continued): (C) Intensity. Subject matter is treated with scope and intensity, which prepares students to work independently outside of class time, and includes reading and writing assignments and homework. (D) Entrance Requirements. Where deemed appropriate by curriculum committee.	55002(e)(1) Standards of Approval. Treatment of subject matter, use of resource materials, attendance, and achievement standards approved by curriculum committee as appropriate for enrolled students	55003(d)(3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees. 78020(d) "Not-for-credit" refers to classes, including community services classes, that are offered without credit and which are not eligible for apportionments pursuant to Section 84711.	78020(b) Can contract to provide instruction in all curricular modes. "Credit" refers to any class offered for community college credit, regardless of whether the class generates apportionment. (c) "Noncredit" refers to courses that meet the criteria for apportionment pursuant to Section 84711. (d) "Not-for-credit" refers to classes, including community services classes, that are offered without credit and which are not eligible for apportionments pursuant to Section 84711.

A Guide to Community College Noncredit Instruction
Parenting Education

Definition

Parenting education consists of a course, a course of study or an organized sequence of courses specifically designed to offer lifelong education in parenting, child development and family relations in order to enhance the quality of home, family, career and community life.

General Categories of Instruction

The term "parent" is interpreted broadly to mean any individual assuming the parenting role (i.e., grandparent, extended family member, legal guardian, foster parent, kinship care provider, or other caregiver).

Courses and programs include information that fosters and strengthens child development, child rearing and parenting skills. Instructional areas may include, but are not limited to the following:

- Ages and Stages of Child Growth and Development – fostering children's education; guiding and disciplining children.
- Family Systems – promoting the growth and development of the family as a whole; forming and maintaining supportive family relations; encouraging open communications among family members.
- Health, Nutrition, and Safety – fostering good health among all family members; increasing the knowledge of good nutrition and health at all stages of development from birth to adult hood; major components of family safety.
- Family Resources and Roles
    - Resources – identifying and managing family and community resources and priorities; providing for safety, security and nutrition.
    - Roles – applying positive parenting techniques within a range of challenging situations (single parents, blended families, foster parenting, teen parents, working parents, etc.); balancing the tension between family and work responsibilities.
- Family Literacy/Accessing Information – using resources and technology to enhance literacy; to access resources for their children and themselves.
- Fostering/Assisting with Children's Education – assisting children with cognitive, language, social, emotional, creative and physical development to prepare them to be successful.
- Guiding and Supporting Children – applying appropriate disciplinary techniques for positive development; advocating and attending to the interests of all children (parent preschools, child care centers, special needs and public policy concerns).
- Courted-ordered Parenting Education–promoting positive parenting and child development practices under the direction of the courts.

Crossover Categories

- Short Term Vocational Programs
- Health and Safety
- Family and Consumer Sciences
- English as a Second Language

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

Center for Child and Family Studies
www.wested.org/cs/we/view/pg/3

California Parent Center
parent.sdsu.edu/

California Association of Education of Young Children
www.caeyc.org/

National Association of Education of Young Children
www.naeyc.org/

California First 5
www.ccfc.ca.gov/

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

Technical Assistance

Vicki F. Warner, Specialist/Consultant
Academic Affairs and
Educational Services
vwarner@cccco.edu
916-322-1438
(Fax) 916-445-6248

California Code:

Parenting Education is an allowable category for noncredit apportionment. The instructional area of parenting is interpreted to include parent cooperative preschools, classes in child growth and development and parent-child relationships. CEC § 84757(a)(1)

A Guide to Community College Noncredit Instruction
Basic Skills

Definition

Basic Skills consist of a course, a course of study, or an organized sequence of courses to provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, vocational, and personal goals. Elementary-level is generally recognized to mean that where appropriate, the coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level is generally recognized to mean that the coursework addresses the content and proficiencies at levels through the twelfth grade and may incorporate a high school diploma.

General Categories of Instruction

Basic Skills Education may consist of instruction in the following content domains: English-language arts, mathematics, arts, philosophy, science, social sciences, technology/computer literacy, workforce preparation, problem-solving and life skills, including those competencies listed in the Secretary's Commission on Achieving Necessary Skills (SCANS).

Student goals and student needs are primary considerations in the design of effective curriculum for adult students in noncredit basic skills at the Community College level. Examples of student goals may include: basic skills certificate of competency, high school diploma, workforce readiness, effective parenting and general education development (GED) exam preparation. Examples of students needs may include, but are not limited to: disability-accommodation, English-language skills and tutorial assistance. Generally, the curriculum is designed to meet adult-learning needs.

The instructional area in California known as "Basic Skills" is also referred to as "Developmental Education", a term recognized nationally among educators and professionals.

The term "remedial" has a historical basis as used in the California Education Code. However, for a number of reasons, the term is no longer a favored usage among instructors, therefore the term Basic Skills has been used in this definition to convey much of the same intent. As used in the California Community Colleges, the term "remedial academic courses" can refer to courses and programs in either Noncredit Basic Skills (BS) or Non-degree applicable credit (Precollegiate) Basic Skills (PBS).

The Chancellor's Office is currently developing the criteria for the approval of the high school diploma program. Once developed they will be incorporated into the guides.

Crossover Categories

- English as a Second Language
- Immigrant Education
- Short Term Vocational Programs
- Substantial Disabilities
- Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

General Educational Development Testing Service
www.acenet.edu/AM/Template.cfm?Section=GEDTS

Council for the Advancement of Adult Literacy
www.caalusa.org/

U.S. Department of Education
www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html?exp=4

National Center for Developmental Education
www.ncde.appstate.edu/

Technical Assistance

Juan G. Cruz, Specialist/Consultant
Academic Affairs and
Educational Services
jcruz@cccco.edu
916-327-2987
(Fax) 916-445-6248

California Code:

Noncredit courses and classes in elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts are recognized as an appropriate category for noncredit apportionment. CEC§ 84747(a)(2)

Course and Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_apps-forms.htm

Supplemental Instruction

Supplemental Instruction is also allowable for apportionment. Supplemental Instruction includes both Supervised Tutoring and Learning Assistance.

a) Students may be assigned to a tutoring course by a counselor or instructor based upon an identified learning need. The Supervised Tutoring must take place in a designated learning center and must be supervised by a person meeting the minimum qualifications prescribed in Title 5. A tutor has been successful in a particular subject or discipline, or has demonstrated a particular skill; has successfully completed a credit course in tutoring practices and methods, including the use of appropriate written and mediated instructional material; and has been approved by a faculty member from the discipline in which tutoring will be provided. The attendance accounting method must be able to accurately record positive attendance for tutoring services. The district is unable to claim apportionment for tutoring services for which it is paid from other state and federal categorical funds.

b) Supplemental learning assistance may be offered in basic skills and in any of the nine noncredit categories; however, this must not be confused with individual student tutoring. Attendance for supplemental learning assistance may only be reported for state apportionment when either: a) the learning assistance is a required component of another course, for all students in that course; or b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

c) Supervised Tutoring and Learning Assistance can now be conducted in a distance-learning format.

English as a Second Language

Definition

English as a Second Language (ESL) consists of a course, a course of study or an organized sequence of courses to provide instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals. English as a Second Language provides instruction primarily in, but not limited to, the areas of listening, speaking, reading and writing, and may integrate other areas such as computer literacy, cultural competency, SCANS competency, study skills and life skills. Based upon student goals, non-credit English as a Second Language provides pathways to a variety of academic, career-technical, and personal growth opportunities.

General Categories of Instruction

English as a Second Language (ESL) consists of instruction primarily in, but not limited to, the areas of listening, speaking, reading and writing, and may integrate other areas such as computer literacy, cultural competency, SCANS competency, study skills and life skills.

ESL courses can include, but are not limited to, the following examples:
- Skills or competencies that adults living in our society must have on a general basis can also lead to vocational ESL (e.g., General ESL).
- Skills or competencies that learners need to succeed in an academic program (i.e., Academic ESL).
- Preparation for students to enter career and technical programs at the Community Colleges or the skills that adult ESL learners need to get, keep, or advance in a job (e.g., Vocational ESL).
- Programs focusing on skills parents need to help their children learn to read and to succeed in the society and schools of the United States (e.g., Family Literacy ESL).
- Focusing on skills adults need to fully participate in the United States civic society (e.g., Civic Engagement ESL).
- Participating in community activities and events (e.g., Community Involvement ESL).
- Skills adults need to fully participate in the United States civic society, or to fulfill naturalization requirement (e.g., Citizenship ESL).
- Focusing on ESL-based skills and competencies in computer software, hardware and other digital information resources (e.g., Digital ESL).
- Teaching functional language skills to students within the community (e.g. Community-based ESL).

Current practice within the California Community Colleges recognizes levels of English as a Second Language that can range from "Beginning Literacy to High Advanced" or "Bridging" (i.e., preparation for the transition from noncredit ESL to credit-ESL or credit-vocational, credit-academic).

California Code:

Courses and classes in English as a Second Language are recognized as an appropriate category for noncredit apportionment.
CEC§ 84747(a)(3)

Crossover Categories

- Immigrant Education
- Basic Skills
- Short Term Vocational Programs
- Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Association of Teachers of English to Speakers of Other Languages (CATESOL)
www.catesol.org/

English Council of California Two Year Colleges
www.ecctyc.org/

California Department of Education- English Learners
www.cde.ca.gov/sp/el/

Course and Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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A Guide to Community College Noncredit Instruction
Immigrant Education

Definition
Immigrant Education consists of a course, a course of study or an organized sequence of courses specifically designed to provide immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.

General Categories of Instruction for Immigrants
Courses are designed specifically for immigrants who are eligible for educational services in the following areas:

- Citizenship and civic education, including such subject areas: as U.S. history; state and community civics; the United States Constitution with special reference to those sections of the Constitution that relate directly to the duties, privileges, and rights of the individual; allied subjects, including English as a second language, or activities that properly prepare the applicants to understand and assume the responsibility of citizenship.

- Basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving including those competencies listed in the Secretary's Commission on Achieving Necessary Skills (SCANS).

- English as a Second Language and Limited English Proficiency.

- Workforce preparation including noncredit short-term vocational programs and courses and Vocational English as a Second Language.

- Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act to develop the work and education skills needed by the immigrant in the workplace, including but not limited to: the communication, computational, problem solving, and interpersonal skills needed to succeed in the workplace.

- Other classes required as preparation for participation in job-specific technical training (i.e., workforce literacy, working families, occupational safety, career planning, understanding skills required for work, creating student career portfolios, etc.).

- Lifelong learning courses to assist immigrants and their families become effective citizens, consumers, parents and community members.

Assessment, matriculation, counseling and other instructional and student support services provide the key linkages for students to adapt the instruction to meet their goals.

Crossover Categories

- English as a Second Language
- Basic Skills
- Short Term Vocational Programs
- Parenting Education

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Department of Education- Migrant and International Students
www.cde.ca.gov/sp/me/

California Tomorrow
www.californiatomorrow.org

Bill of Rights Institute
www.billofrightsinstitute.org/Instructional/showPage.htm

Course Approval Form
http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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California Code:
Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening reading, writing, mathematics, decision making and problem solving skills, and other classes required for preparation to participate in job-specific technical training. CEC§ 84747(4)

A Guide to Community College Noncredit Instruction
Education Programs for Persons with Substantial Disabilities

Definition
Education programs for persons with substantial disabilities consist of a course, a course of study or an organized sequence of courses, specifically designed to provide individuals with life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.

General Categories for Instruction
A person with substantial disabilities is a person who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such an impairment. Substantial limits means: the inability to perform, or the significant restriction of activity with regard to the conditions, manner or duration under which an individual can perform a major life activity. Major life activities are defined as functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning and working.

Each category of noncredit courses or classes in an education program for persons with substantial disabilities provides unique learning opportunities that offer students life skill proficiencies that support the fulfillment of their academic, vocational, and personal goals.

1) **Basic Skills**
   a) Any curriculum domain using specific strategies, materials, and support services intended to increase student success.
   b) Specialized services and instruction intended to address the specific needs for a group of students with disabilities.
   c) Specialized instruction and support services within any curriculum domain for students with disabilities who may be placed in publicly operated institutions for persons with disabilities.

2) **Workforce Readiness Skills**
   a) Transitional employment services and training for a specific job that may result in competitive employment upon successful completion of course objectives.
   b) Therapeutic and tolerance activities to foster work readiness for students attending a facility for adults with disabilities located in the community, generally known as Sheltered Workshops,
   c) Social and personal adjustment and work readiness skills for students with disabilities attending a facility for adults with disabilities located in the community, generally known as Work Activity Centers.

Crossover Categories

- Basic Skills
- Short Term Vocational Programs
- Health and Safety
- Family and Consumer Sciences

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

U.S. Government Disability Info
www.disability.gov/digov-public/public/DisplayPage.do?parentFolderId=500

Assistive Technology Information
www.abledata.com/

National Center to Improve Practice in Special Education
www2.edc.org/NCIP/

California Department of Education-Special Education
www.cde.ca.gov/sp/se/

Guide to Disability Links on the Web
www.icdi.wvu.edu/Others.htm

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California Code:
Course and programs for people with disabilities are allowable categories for noncredit apportionment under the eligible area known as education programs for persons with substantial disabilities. CEC § 84757 (a)(5)

d) Basic academic motor communication and self-help skills for students with disabilities attending a facility intended for adults with disabilities located in the community, generally known as Day Activity Centers.

3) **Independent Living Skills/Community Orientation and Enrichment/Personal and Social Skills**
   a) Programs focused on providing training for personal and household management skills necessary for independent living and integration into the community.
   b) Specialized instruction and support services focused on personal and household management skills necessary for independent living and integration into the community for student with disabilities attending publicly operated institutions.

4) **Physical Fitness, Nutrition and Cognitive Re-training**
   Instruction in areas that contribute to the persons with disabilities physical and mental health and wellness.

5) **Assistive Technology Training**
   Instruction in areas that enhance the person with disabilities understanding of assistive technology applications.

Refer to the "Special Criteria for Programs for Persons with Substantial Disabilities" for information regarding the distinctions between noncredit programs for the substantially disabled and the criteria for disabled student programs and services.

Special Criteria for Programs for Persons with Substantial Disabilities

Criteria	Authority
Courses and programs for persons with disabilities are allowable categories for noncredit apportionment under the eligible area known as *education programs for persons with substantial disabilities.*	CEC, § 84757 (a)(5)
The local curriculum committee approves all noncredit stand-alone courses and courses within educational programs for persons with substantial disabilities.	Title 5, § 55002(c)(1)&(2)
Noncredit courses or classes in education programs for persons with substantial disabilities must be designed with the substantially disabled person in mind and, at a minimum, must be reflected in the course description and objectives.	
DSP&S eligibility is not required for enrollment in noncredit courses or classes for persons with substantial disabilities.	
No community college district may claim for purposes of state apportionment any classes: 1. If the district receives full compensation for direct education costs for the class from any public or private agency, individual or group of individuals; or 2. If the public or private agency, individual or group of individuals has a contract and/or instructional agreement, has received from other sources full compensation for the direct education costs for the conduct of the class; or if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such a class is open to the general public.	Title 5 § 58051
Student attendance in noncredit courses in dancing or recreational physical education is not eligible for apportionment. Applied instructional physical exercise for persons with substantial disabilities is appropriate only when offered as a component of the course and it is not the focus of the course or part of a game or sport.	Title 5, §58130, Legal Advisory 05-03

A Guide to Community College Noncredit Instruction
Short-term Vocational Programs with High Employment Potential

Definition

Short-term vocational programs with high employment potential consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment.

Developmental Criteria

All short-term vocational programs with high employment potential must be submitted to the Chancellor's Office for approval. Title 5, Chapter 6, Subchapter 1, Article 2, titled "Approval of Noncredit Courses and Programs" in Section 55150 sets forth the basic requirements for approval of noncredit courses and programs.

- An "educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

- The Chancellor's Office is currently developing the criteria for new noncredit program approval process in the area of short-term vocational education. There are five criteria used by the System Office to approve credit and noncredit programs. They were derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions, and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design.
  1. Appropriateness to Mission
  2. Need
  3. Curriculum Standards
  4. Adequate Resources
  5. Compliance

These criteria have been endorsed by the System Advisory Committee on Curriculum as an integral part of the best practice for curriculum development, and should be utilized throughout the development process at the originating college and local district, as well as for System Office Approval.

- Each short-term vocational program should adhere to the following criteria:
  a) Avoid unnecessary duplication of other employment training programs in the area.
  b) Demonstrate effectiveness as measured by the employability and completion success of its students.
  c) Conduct program review every two years.

Crossover Categories

- Substantial Disabilities
- Family and Consumer Sciences
- Parenting Education
- Health and Safety
- English as a Second Language
- Basic Skills
- Older Adult

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Community College Association for Occupational Education
www.cccaoe.org/

California Department of Education- Career and Technical Education
www.cde.ca.gov/ci/ct/

National Center for Career and Technical Education
www.nccte.org/

Association for Career and Technical Education
www.acteonline.org/

US Federal Information Career and Technical Education
www.ed.gov/about/offices/list/ovae/pi/cte/index.html

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California Code:

Course and programs under the eligible area known as short-term vocational programs with high employment potential are allowable categories for noncredit apportionment. CEC § 84757 (a)(6)

Short-term Vocational Programs with High Employment Potential (Cont.)

- A vocational program or career technical education instruction should lead to a certificate of completion that leads to improved employability or job placement opportunities or to a certificate of competency in a recognized career field by articulating with college-level course work, completion of an associate of arts degree, or for transfer to a four-year degree program.

- Short term vocational and career technical instruction allow for programs that prepare students for employment, provide for retraining/upgrading and prepare students for enrollment in advanced training programs.

Program Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/ NONCREDIT/noncredit_appsforms.htm

Special Criteria for Short Term Vocational Programs with High Employment Potential

An "educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.	Title 5, § 55000(b)
The short-term vocation program shall ensure that each program: a. Meets a documented labor market demand, b. Does not represent unnecessary duplication of other employment training programs in the area, c. Is of demonstrated effectiveness as measured by the employment and completion success of its students, and d. Programs are reviewed every two years.	[a, b, c] CEC §78015 [d] CEC §78016
A stand-alone vocational course that is not part of a short-term vocational program designed to prepare individuals to obtain or retain employment are not eligible for apportionment.	
The governing board of any community college district shall have power with the approval of the board of governors to establish and maintain classes for adults for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical and general education.	CEC, § 78401(a)
Course and programs must be mission appropriate. Public Community Colleges may offer instruction through but not beyond the second year of college.	CEC § 66010.4(a)(1)
Instruction shall be sufficient in quality, scope, breadth and length to meet requirements for specific job proficiencies and competencies for employment.	
Employability refers to preparing individuals for new jobs, re-employment, retraining, upgrade training or for advance occupational degrees that lead to employment opportunities or self-employment.	
Upgrade training refers to vocational/career technical programs that assist workers to remain current and achieve new competencies for employment.	
Professional development, continuing education, in-service occupational/vocational training or re-licensing courses are not eligible for noncredit apportionment.	
Work-experience, internships, fieldwork, cooperative education, independent study, job shadowing are learning activities that are not eligible for noncredit apportionment	
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A Guide to Community College Noncredit Instruction
Education Programs for Older Adults

Definition

Older Adult Education consists of a course, a course of study or an organized sequence of courses specifically designed to offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being and economic self-sufficiency.

General Categories of Noncredit Instruction

Courses in the general category of noncredit instruction for older adults can include any classes that meet the needs of older adults, including the following topics:

Health

Health courses provide older adults with the information needed to assess the physical and mental health processes of aging, changes that occur in later life, and the steps to be taken to maintain independence in daily activities (e.g., exercise, diet, nutrition, active life, and disease prevention).

Consumer Resources, Self-Management and Entitlement

Courses in these three areas are designed to help older adults identify, describe and utilize a variety of support systems including: community resources, social services, consumer rights and protection, medical services, retirement and financial planning, legal options and assistance, insurance and benefits, care-giving and bereavement, and other life transitional services and entitlements. These courses also help older adults explore paid employment, volunteer and entrepreneurial opportunities, as well as learn the skills needed to keep up with advancing technology (e.g. digital devises, computer software and hardware, cellular phones, etc.).

Courses in Consumer Resources include safety and security, orientation and training for employment, economic survival, consumer skills, nutrition, response to new policies, and appropriate purchase and use of prescription drugs.

Courses in Self-Management assist older adults with managing leisure time, personal living expenses, marketing, banking, investing, real estate, taxes, estates and wills, and individual and family financial planning. Courses also teach older adults skills in reading, writing and math comprehension, and how to identify and avoid fraud schemes.

Courses in Entitlements include information about Medi-Cal, Supplemental Security Income, Social Security, Minimal Social Security, pre-retirement planning, and legal assistance.

Crossover Categories

- Basic Skills
- Substantial Disabilities
- Health and Safety
- Family and Consumer Sciences
- Short Term Vocational Programs

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

Adult Education and Literacy
http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html?exp=4

California Department on Aging
www.aging.state.ca.us/

American Association of Retired Persons
www.aarp.org/

New Horizons for Learning
www.newhorizons.org/

American Senior Fitness Association (Curriculum Guidelines)
www.seniorfitness.net/international_curriculum_guidelines_for_preparing_physical_activity_instructors_of_older_adults.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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California Code:

Course and programs for Older Adults are allowable categories for noncredit apportionment under the eligible area known as education programs for older adults. CEC § 84757 (a)(7)

Creative Expression and Communication

Creative Expression courses are designed to assist older adults in identifying and examining personal interests and aptitudes in the arts to enhance mental acuity, fine motor skills, and creativity, as well as the appreciation of the arts and literature.

Communication courses are designed to assist older adults in developing and using expression and effective oral and written communication skills as well as utilizing current computer technologies (i.e. skill-building for email, web-based communications, etc.).

Family, Community and Global Involvement

Courses in family, community, and global involvement are designed to help older adults examine and differentiate factors that support healthy family and personal relationships. Courses also provide older adults with opportunities to gain knowledge and apply interest in current community and global affairs.

Courses help older adults examine broad areas of their own potential, conquer challenges, enhance communication, develop creativity and relationships, stimulate mind/body healing and growth, and to discuss and appraise the perennial questions of life within a community of peers.

Criteria	Authority
Courses and programs for Older Adults are allowable categories for noncredit apportionment under the eligible area known as education programs for older adults.	Ed. Code, § 84757 (a)(7)
Courses are designed specifically for older adults.[i] 1. There is an educational focus to the curriculum. 2. The program is designed for older adults, meaning that the programs meet the needs of the two subpopulations within the older adults categories: the active older adult, and the frail older adult. 3. The class is advertised and marketed specifically to older adults. 4. Class attendance is made up of primarily older adults. 5. Enrollment and participation are voluntary. 6. Instructional strategies are tailored to the varied learning	
A reference to older adults or similar term must be reflected in the course content, objectives, and methods of evaluation.	
Applied physical exercise (skill and drill) for older adults is appropriate only when offered, as a component of the course and it is not the focus of the course or part of a game or sport.	

[i] These criteria were suggested from the California Community Colleges Educators of Older Adults (CCCEOA) and are based upon information drawn from the following sources. *California Older Adults Education Standards and Assessment Guide (Draft).* Joint Board Committee (JBC) for Noncredit and Adult Education, the California Department of Education (CDE), and the California Community Colleges Chancellor's Office (CCCCO). May, 2003. *Model Program Standards for Older Adult Education Programs*, the California Department of Education (May, 1998).

Family and Consumer Sciences

Definition

Family and Consumer Sciences consist of a course, a course of study or an organized sequence of courses specifically designed to offer lifelong education to enhance the quality of home, family, career and community life. This area of instruction is designed to provide educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision-making and lifelong learning.

General Categories of Instruction

The noncredit eligible area known as Home Economics is now recognized as part of the academic discipline of Family and Consumer Sciences within the California Community Colleges.

Instruction in noncredit Family and Consumer Sciences courses emphasizes the value of homemaking as a vocation and the importance of an informed and educated consumer to the economy and civic society.

Courses and programs can be designed to include information from the following categories. These topic areas drawn from the Family and Consumer Sciences Program Plan and are meant to provide guidance but are not exclusive categories for noncredit apportionment.
.
- Child Development, Family Studies and Gerontology (e.g., Ages and Stages, Caring for an Elderly Parent).
- Fashion/Textiles, Interior Design/Merchandising (e.g,. Beginning Sewing, Principles of Color and Design).
- Life Management (e.g,. Consumer Protection, Understanding Your Retirement Financial Needs, How to Live on a Budget).
- Nutrition/Foods, Hospitality and Culinary Arts (e.g., Menu Planning and Nutrition, Proper Techniques of Sanitation and Safety, Preparing Special Dietetic Meals).

Crossover Categories

- Short Term Vocational Programs
- Parenting Education
- Older Adults
- Health and Safety
- Substantial Disabilities

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

American Association of Family and Consumer Sciences
www.aafcs.org/

California Community Colleges Family and Consumer Sciences Resources
www.cccfcs.com/FCS/

Family and Consumer Sciences Research Journal
fcs.sagepub.com/

Journal of Family and Consumer Sciences Education
www.natefacs.org/JFCSE/jfcse.htm

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/NONCREDIT/noncredit_appsforms.htm

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California Code

Course and programs for Family and Consumer Sciences are allowable categories for noncredit apportionment under the eligible area known as Education Programs for Home Economics. CEC § 84757 (a)(8)

A Guide to Community College Noncredit Instruction
Health and Safety Education

Definition
Health and Safety consists of a course, a course of study or an organized sequence of courses, specifically designed to offer lifelong education to promote the health, safety and well-being of individuals, families and communities.

General Categories of Instruction
Courses are designed specifically to promote the heath and safety and well-being of individuals and the community in the following areas:

Health
- Health promotion and disease prevention (including all aspects of health: physical, mental and environmental).
- Healthy practices to build awareness and develop skills that support healthy family and personal relationships and stimulate mind-body healing and growth (e.g., Cardiovascular, Fitness, Tai Chi, Aerobics, Fitness, Meditation, Diabetes Management).

Health Information for the Consumer
- Identifying, accessing and evaluating health information and health-promoting products and services (e.g., Purchasing Health Insurance, Evaluating Health-Related Diet Programs).
- Appraising the influence of the media, technology, economy and culture on health and well-being (e.g., Understanding the Effects of Your Medications, Advertising and Health Information).
- Advocating skills necessary to negotiate health care and public safety services and to predict immediate and long-term impact of health decisions on the individual, family and community (e.g., Being Your Own Health Advocate, Researching Health Information on the Internet and at the Library).

Safety and Security
- Individual and Community Safety: Courses to address issues in workplace safety, environmental safety, safety in public places and safety at home (e.g., Stress and Relaxation Techniques, Household Chemical Awareness).
- Personal security awareness and self-defense: courses to address safety awareness and personal safety skill-development (e.g., Self-Defense, Hunter's Safety, Identity Theft Protection).

Courses and programs in health and safety provide the opportunity to network or partner with other public welfare and health organizations to promote the health, safety and well-being of individuals and the community.

California Code:

Programs and courses in health and safety education are allowable categories for noncredit apportionment. CEC § 84757 (a)(9)

Crossover Categories

- Older Adult
- Parenting Education
- Short Term Vocational
- Substantial Disabilities
- Family and Consumer Sciences

Be sure to review these other categories to determine if your course needs to conform to any special requirements.

Learning Links

California Health Literacy Resource Center
http://www.cahealthliteracy.org/healthliteracy resourcecenter.html

California Health Literacy Plain Language Health Resources
www.cahealthliteracy.org/hlrc_plainlan.html

Health Educators Toolbox
www.metrokc.gov/health/educators/index.htm

Health Library at Stanford
www-med.stanford.edu/healthlibrary

American Association of Health Education
www.aahperd.org/

National Network of Libraries of Medicine
nnlm.gov/services/

Course Approval Form

http://www.cccco.edu/divisions/esed/aa_ir/ NONCREDIT/noncredit_appsforms.htm

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A Guide to California Community College Noncredit Instruction
Quick Legal Reference Chart on Noncredit Standards and Apportionment

Subject	Legal Advisory[1]	California Code
Standards For Noncredit Courses And Programs	I. Standards for noncredit courses. Courses can only be offered as noncredit courses if they meet the standards of California Code of Regulations, title 5, section 55002(c) and have been properly approved as follows:	Title 5, § 55002(c)
Approval By Curriculum Committee And District Governing Board	A. The college and/or district curriculum committee must recommend the courses and the district governing board must approve them. (Rationale) This requirement is quite straightforward. Every noncredit course that is offered should have background documentation that demonstrates that the curriculum committee recommended the course and the governing board approved it. Governing boards may approve individual courses, approve courses by adopting a college catalog that describes the courses, or take some other action to ensure that the educational programs of a district have the consent of the board. Course materials should be updated as appropriate. In recommending a course, the curriculum committee is required to assess the need for the course and prescribe its content. Both need and content can change over time. Accordingly, some means for ongoing review of courses is needed. One minimum condition on the receipt of state aid is that districts adopt policies for the establishment, modification, or discontinuance of courses or programs. (Cal. Code Regs., tit. 5, § 51022(a).) We interpret this provision to require districts to periodically undertake meaningful reviews of their course offerings. In this regard, the State Controller questioned the legitimacy of a noncredit computer course that was established nearly 20 years ago and not updated.	Title 5, § 51022(a).
Requirements For Curriculum Committee	B. The curriculum committee recommendation must address the subject matter to be taught, use of resource materials, teaching methods, and student attendance and achievement.	
Course Outline Of Record	C. Each noncredit course must have a course outline of record that states the course scope, objectives, content, and instructional methodology for evaluating whether students have met the course objectives.	
Minimum Qualifications	D. A qualified instructor must teach the course in accordance with the stated objectives and other specifications defined in the course outline of record.	
Course Approval By Chancellor's Office	E. The course must be approved by the State Chancellor's Office in addition to being approved by the curriculum committee and district board. Colleges can download the application form (Form CCC-456) from www.cccco.edu under the Academic Affairs and Educational Services Division, Noncredit (Adult Education)	Title 5, §§ 55002(c)(1), 55150, and

	menu.	58050(a)(1)
Standards For Claiming Apportionment	II. Standards for claiming apportionment in noncredit courses. If the above standards for offering a noncredit course are met, attendance in the course may be claimed for apportionment if all the following additional apportionment requirements are satisfied. (Cal. Code Regs., tit. 5, §§ 58050(a)(2), 58160.)	Title 5, §§ 58050(a)(2), 58160
Eligible Areas Of Noncredit Instruction	A. The content of the noncredit courses must be eligible for apportionment.	Ed. Code, § 84757
	Student attendance in noncredit courses in dancing or recreational physical education is NOT eligible for apportionment. (Cal. Code Regs., tit. 5, § 58130.)[12]	Title 5, § 58130
	Student attendance in noncredit courses in statutorily defined areas is eligible for apportionment. (Ed. Code, § 84757.) These allowable funding areas are:	
	a) Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships. b) Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts. c) English as a second language. d) Classes for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job-specific technical training. e) Educational programs for persons with substantial disabilities. f) Short-term vocational programs with high employment potential. g) Education programs for older adults. h) Education programs for home economics. i) Health and safety education.	
Standards For Noncredit Courses	B. The course must meet the standards for noncredit courses discussed above and be approved by the State Chancellor's Office.	Title 5, §§ 55002(c), 55150, and 58050(a)(1) and (2)
Open Access	C. The course must be open to all admitted students. Education Code section 78401(c) provides that, "Classes for adults shall be open for the admission of adults and of any minors who, in the judgment of the governing board, may be qualified for admission thereto."	Ed. Code § 78401(c)
Course Description In College Catalog And Class Schedule	D. A clear description of the course must be published in the general catalog and/or addenda to the catalog AND in the college's schedule of classes.	Title 5, §§ 58102, 58104

	(Rationale) If a course was established too late to be included in the general catalog, it should be included in any addenda to the catalog and added to the next general catalog. Suitable course descriptions must be included in these public documents as a means of ensuring that courses are open. If the existence of a course is not advertised broadly, it is only available to those students who happen to find out about it and may not be considered an open course. Districts may not limit their course advertising to "specialized clientele" or give advance notice to individuals or groups so that they receive an advantage over the general public in enrolling. (Cal. Code Regs., tit. 5, §58104.) A catalog or class schedule entry about a course or program that merely refers students to department representatives is not sufficient to meet the requirements of these sections. Students should not be required to meet individually with district representatives in order to obtain basic course information.	
Rules For Claiming Attendance	E. Attendance may only be counted for students who are engaged in educational activities required by the course. (Rationale) Apportionment is not available where, for the most part, students are just using district equipment or facilities; actual instruction must occur. With respect to the requirement for actual instruction, there is no authority to offer noncredit courses as independent study except via distance education. (Cal. Code Regs., tit. 5, § 55316.5.) Nor may a district claim apportionment for work experience education in the noncredit mode. (Cal. Code Regs., tit. 5, 58009.5). The State Controller stressed the need for mechanisms to monitor or track students' computer usage time to ensure that student hours that were reported for apportionment reflected approved course work and not personal activities. The Controller criticized apportionment claims for periods where computers were left on and unattended after actual student use had ended as well as time when students were pursuing personal activities on computers. Where students need to use district computers or other equipment for their course work, districts should develop ways to ensure that hours reported for apportionment are limited to approved course work. This requirement also means that students must knowingly register for a class. If a student does not know he/she is enrolled in a class, the instructional activities are called into question. In the matter reviewed by the State Controller, student hours were automatically recorded when students logged on to computers, regardless of whether students had knowingly enrolled in the noncredit course.	Title 5, § 58050(a)(6) Title 5, § 55316.5 Title 5, § 58009.5

	Districts must be prepared to provide documents that reflect each student's intent to enroll in the noncredit course, such as a registration form.	
Actual Attendance (Positive Attendance)	F. Actual student contact hours must be recorded. (Rationale) For each class session, the <u>actual</u> attendance of each student whose attendance will be reported must be determined. It is not sufficient for instructors to estimate numbers of hours of student attendance. Thus, if a course is scheduled to meet for four hours and several students leave after two hours, the student attendance reports should reflect that those students did not attend the full number of hours. If a class session is cancelled (and not made up), no student attendance may be reported for that session. The need for a determination of hours of attendance also pertains to noncredit courses offered through distance education such that "hours of instruction or programming received shall be independently verified by the instructor" within a formula for establishing FTES. (Cal. Code Regs., tit. 5, § 58003.1(f)(2).) Although there is no nonresident tuition for noncredit courses, districts should make residency determinations for all students, even if they attend only noncredit courses. Nonresident students attending noncredit courses may be claimed for apportionment purposes only if "they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter." (Cal. Code Regs., tit. 5, § 58007.) Backup documents verifying student attendance are disposable records "basic to an audit." As such they must be retained at least until three years after the July 1 that follows their creation. (Cal. Code Regs., tit. 5 §§ 59025, 59026.) Questions may arise if the only attendance record available is a roster of student names along with the total number of hours that would constitute full attendance; it is unusual for every student to attend every hour of every class. If district records reflect a pattern of such "summary" information suggesting perfect attendance by all students at all times without any backup documentation, attendance accounting practices should be reviewed. Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve. (Cal. Code Regs., tit. 5, § 58164(c)). The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course. (Cal. Code Regs., tit. 5, § 58164(e)).	Title 5, §§ 58003.1(e), 58007 Title 5, § 58003.1(f)(2) Title 5, § 58007 Title 5, §§ 59025, 59026 Title 5, § 58164(c) Title 5, § 58164(e)

	Districts should have adequate controls in place to be sure that they are reporting actual attendance, that they are not allowing students to exceed the number of hours called for by the course, and to be certain that they do not claim excess hours for apportionment. Class roll call records or sign-in sheets for each class period are considered appropriate means of verifying student attendance.	
Minimum Qualifications In Accordance With Course Outline	G. "All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record." (Cal. Code Regs., tit. 5, § 55002(c)(3), and see §§ 58051(a)(1), 58056(a), 58058, and 58060.) (Rationale) The minimum qualifications for teaching noncredit courses are generally the same as for credit instruction, although some differences may apply. (Cal. Code Regs., tit. 5, § 53412.)[3] The State Controller criticized the conduct of a noncredit course in computer technology in part because student hours of computer use were reported for apportionment when no person provided instruction or evaluated the students. Additionally, the person who was named as the instructor of the course was not qualified to teach in that area.	Title 5, § 55002(c)(3), and §§ 58051(a)(1), 58056(a), 58058, and 58060 Title 5, § 53412
Adherence To Course Outline	H. The instructor must be able to demonstrate that he/she adhered to the requirements of the course outline of record. For example, an instructor must be prepared to demonstrate that students were evaluated as required by the course outline, even though noncredit courses are not graded courses.	
Instructor Proximity	I. The instructor must be able, in terms of physical proximity and range of communication, to provide immediate supervision and control. (Rationale) The purpose of the immediate supervision and control requirement is two-fold: (1) to ensure that students are achieving the student-learning outcomes identified in the course outline and (2) to ensure the health and safety of students. (Cal. Code Regs., tit. 5, §§ 58052, 58056(a)(1) and (2).) The term "immediate supervision" has been specifically defined for health sciences education programs and for educational programs sponsored by the California Firefighter Joint Apprenticeship Program. (Cal. Code Regs., tit. 5, § 58055(b).) Board of Governors' regulations recognize that the parameters of "immediate supervision" may vary depending on the course and instructional methods used. (Cal. Code Regs., tit. 5, § 58056(a)(3).) In assessing whether a qualified instructor has exercised immediate supervision and control, districts should ensure that both the above-stated purposes of the requirement are met.	Title 5, §§ 58052, 58056(a)(1) and (2).) Title 5, § 58055(b).) Title 5, § 58056(a)(3).

Instructor Duties	J. The instructor cannot have any other assigned duty during the instructional activity. (Cal. Code Regs., tit. 5, §58056(a)(3).) (Rationale) This requirement complements the requirement that the instructor provide immediate supervision and control. The instructor would presumably be unable to maintain supervision and control if he/she has other assignments that conflict with the instructional requirements of the course.	Title 5, §58056(a)(3)
Instructional Service Agreements	K. If a noncredit course is offered through an Instructional Service Agreement (ISA), additional requirements apply if student attendance is reported for apportionment. (Rationale) If an employee of the entity with whom a district contracts is the instructor of a district course, apportionment eligibility requires districts to have contracts both with the contracting entity and with the contractor's employee who is providing the instruction. Both contracts are required as a condition to claiming apportionment, and specific provisions must be included in the contracts. In addition, a district may not claim apportionment for a noncredit course offered pursuant to an ISA if the other entity with which the district is contracting has received full compensation for the direct education costs of the course. This is true whether or not the district receives any funding from the other entity under the ISA. Therefore, if a course is offered pursuant to an ISA and apportionment is to be claimed, the district must require the entity with which it has contracted to provide a certification that it did not receive full compensation for the costs of the course. (Cal. Code Regs., tit. 5, §§ 58051.5(a)(2) and 58051.5(b).) Please see Legal Advisory 04-01.5 (available at http://www.cccco.edu/divisions/legal/notices/notices.htm for an analysis of instructional service agreements and related contract provisions.	Title 5, §§ 58051.5(a)(2) and 58051.5(b)
Instructional Aides And Assistants	L. Districts may claim apportionment for instruction that occurs using the services of instructional assistants or aides if applicable requirements are met. (Rationale) The main thing to keep in mind is that instructional aides are employed to assist classroom instructors and other academic employees; instructional aides cannot be hired in lieu of academic employees. Thus, instructional aides cannot be assigned a class and cannot be considered academic employees for apportionment purposes. Rather, if certain requirements are met, the attendance of students working under instructional aides can be claimed for apportionment. Instructional aides may exercise immediate supervision and control over students only if they are under the "exclusive direction" of the instructor who is assigned to the educational activity. The instructional aide cannot function independently of the authorized academic employee. (Cal. Code	Title 5, § 58056(c)(1) Title 5, § 58056(c) Ed. Code, § 88242

	Regs., tit. 5, § 58056(c)(1).) If a course would normally be limited in enrollment to a specific number of students, instructional aides cannot be used to increase that number. (Cal. Code Regs., tit. 5, § 58056(c).) The instructional aides must be hired by the governing board as such. (Ed. Code, § 88242.) "Informal" assignments of classified staff as instructional aides do not satisfy the apportionment requirements. Regrouping of students under instructional aides cannot be considered a class for apportionment purposes. To the extent that districts count the services of instructional assistants or aides in claiming apportionment, the assistants or aides should not have other assigned duties during the instructional activity.	
Compensation From Other Sources	M. Districts may not claim apportionment for noncredit courses if they receive full compensation for direct education costs from another source. (Cal. Code Regs., tit. 5, §§ 58050(a)(4), 58051.5(a)(1).)	Title 5, §§ 58050(a)(4), 58051.5(a)(1)
Student Fees In Noncredit	N. Students may only be charged such fees as are expressly authorized by law. (Cal. Code Regs., tit. 5, § 51012.) Education Code section 76380 generally prohibits mandatory fees for enrollment in noncredit courses. Of course, the standard per unit enrollment fee for credit courses does not apply to noncredit courses. (Ed. Code, § 76300(e)(1).) If properly established, instructional materials fees may be charged. (Cal. Code Regs., tit. 5, § 59400(a).) For a fuller review of the scope of allowable student fees, please consult the Student Fee Handbook, available at: http://www.ccccco.edu/divisions/legal/studentfeehandbook_files/studentfeehandbook.htm or http://www.ccccco.edu/divisions/legal/studentfeehandbook_files/StudentFeeHandbook.pdf	Title 5, § 51012 Ed. Code § 76380 Title 5, § 59400(a)
Tutoring And Learning Assistance	III. Tutorial and Learning Assistance Activities. In addition to the nine categories described in II.A. above, colleges may claim apportionment for supervised tutoring and for learning assistance under noncredit. Tutoring activities in noncredit courses are eligible for apportionment ONLY if they meet specific standards in addition to those described in Section II.	
Designated Supervised Tutoring	A. With respect to course content, students must be enrolled in a noncredit course that is approved by the State Chancellor's Office and properly designated "supervised tutoring."	Title 5, §§ 58168, 58170(d)
Tutoring Courses And Identified Learning Needs	B. Students must be assigned to the tutoring course by a counselor or instructor based on an identified learning need. (Cal. Code Regs., tit. 5, § 58170(e).) (Rationale) This means that students cannot voluntarily enroll in tutoring. While title 5 does not specify how students are to be "assigned," districts should document how the student was referred, why, and by whom. This process should ensure that the student knowingly registers in the class. 1. The tutoring must be conducted through a designated learning center. (Cal. Code Regs., tit. 5., § 58170(a).) 2. The designated learning center must be supervised by a person meeting minimum qualifications prescribed in title 5, section 53415. (Cal. Code Regs., tit. 5, 58170(b).)	Title 5, § 58170(e) Title 5, § 58170(a).) Title 5, § 53415 Title 5, § 58170(b) Title 5, §§ 58168, 58170(c)

	3. Tutoring is provided by a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, AND who has successfully completed a course in tutoring practices and methods, including the use of appropriate written and mediated instructional materials, AND who has been approved by a faculty member from the discipline in which tutoring will be provided. (Cal. Code Regs., tit. 5, §§ 58168, 58170(c).) Waivers of the training in tutoring methods may be granted by the chief instructional or student services officer based on advanced degrees or equivalent training. Faculty approval cannot be waived.	
Tutor Involvement	C. Tutors must be actively involved in the tutoring process. Even though students may be using computer-aided instruction, there must be some level of instructor or student tutor intervention by an individual qualified under the provisions of title 5.	
Tutoring And Categorical Funds	D. Apportionment cannot be claimed for tutoring services for which state categorical funds are being paid.	Title 5, § 58170(h)
Tutoring And Distance Education	E. The Chancellor's Office has concluded that apportionment is not available for individual tutoring conducted at a distance. (Legal Opinion E 01-36.) Section 58170 of title 5 specifically requires that individual tutoring be conducted "through a designated learning center." We do not think that requirement can be met through Internet options, and the distance education regulations do not presently authorize this option.	Title 5, § 58170
Supplemental Learning Assistance	F. Supplemental learning assistance may also be provided in a noncredit course. However, this must not be confused with individual student tutoring. Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either: (a) the learning assistance is a required component of another course, for all students in that course; or (b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.	Title 5, § 58172, §58164

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[1] Bruckman, S., *Legal Advisory 05-03: Requirements for Claiming Apportionment in Noncredit Courses*. Legal Advisory Memorandum, Chancellor's Office, California Community Colleges. (Apr. 4, 2006)

[2] The Chancellor's Office will approve noncredit courses for older adults or courses for persons with disabilities which incorporate dance or recreational activities as a component of the course. Dancing or recreational physical education activities may be taught in other types of noncredit courses, but student participation in such activities may not be claimed for apportionment.

[3] If a district has established additional qualifications for service that go beyond the state-required minimum qualifications, it should also ensure that all instructors meet those qualifications.

Disabled Student Programs and Services[1]

Student with a Disability

A qualified student with a disability is defined as an individual with a disability who meets the essential eligibility requirements to receive services, or to participate in programs or activities provided by the college, with or without one or more academic accommodations. Title 5, Section 56002 defines a student with a disability.

DSP&S Special Class

Special Class instruction must meet all of the provisions of Title 5, Section 56000, which require that these classes not duplicate other instructional offerings; and, that the classes cannot be provided in an effective manner in an integrated setting with support services. A special class is differentiated from a regular class on the basis of whether it meets the criteria of Title 5, Section 56028 and whether it serves students with disabilities as defined in Title 5, Sections 56032-56044. Note: Title 5, Section 58100, states that unless specifically exempted by statute, every course, course section, or class for which average daily attendance is to be reported for State aid shall be open for enrollment and participation by any person who has been admitted to the college and who meets the prerequisites of such course as defined in Title 5, Section 58104. A Special Class cannot be closed to non-disabled students; unless the college can demonstrate a compelling necessity by showing that the presence of non-disabled students would preclude or substantially interfere with the education of the disabled students in class (Chancellor's Office, Legal Opinion L 90-13).

Mandatory Elements Associated with Disabled Students Programs and Services:
DSP&S Special Class Instruction

Colleges providing Special Class instruction must adhere to Title 5, Section 56070, which requires the return of Special Class FTES revenues to the DSP&S Program. The cost of Special Classes can be considered an appropriate DSP&S expenditure if the Special Classes meet the criteria of Section 56028 and are approved by the appropriate process as established by the State Chancellor's Office. DSP&S Special Classes must be identified in the DSP&S Program Plan. Title 5, Section 56029, defines the circumstances under which special classes can be repeated above and beyond ordinary course repetition standards. Any repetition that facilitates measurable progress is permitted under Title 5, Section 56029.

DSP&S Minimum Qualifications for Faculty/Staff/Administrators

Special Class instruction must be taught by specially trained instructors who hold the appropriate minimum qualifications. Title 5, Section 534149(e), outlines the minimum qualifications to provide noncredit specialized instruction for students with disabilities in DSP&S. Title 5, Section 56048, identifies the minimum qualifications the District must utilize for DSP&S Counselors and Instructors. This section also identifies the additional minimum qualifications for the individual selected as the Coordinator of the DSP&S Program.

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[1] This document was prepared by Peggy Tate, Specialist with the Chancellor's Office Student Services and Special Programs Unit. The purpose is to help faculty distinguish students who may be eligible for DSP&S resources and support services. The information here is distinct from noncredit courses and programs for persons with substantial disabilities and should not be used to determine eligibility for those instructional offerings.

Transfer Model Curriculum Worksheet

CCC Major or Area of Emphasis: Child and Adolescent Development

CSU Major or Majors: Child Development; Child Development (Pre-Credential) Child and Adolescent Development; Child, Adolescent & Family Studies; Family & Consumer Sciences (Child Development & Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development).

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Total units: 18 *(all units are semester units)*

Degree Type *(indicate one)*: AA-T_X____ OR AS-T_____

Required "Core" Courses:

Complete 3 courses from the core (9 semester units minimum)

Title (units)	Possible CSU GE	Units	C-ID or Required Articulation
Child Growth and Development	D7	3	CDEV 100
Introductory Psychology	D9	3	PSY 110
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3) OR Another CSU transferable statistics course that has been approved for CSU GE Area B4 and is articulated as major preparation for the Child Development major.	B4	3	MATH 110 OR SOCI 125 OR (e.g. CSU B4 GE approved courses such as SD Miramar MATH 115; ARC STAT 305; FH MATH 57)

List A

Complete 3 courses (minimum of 9 semester units) from the following:

Select 1 course:			
Introduction to Cultural Anthropology	D1	3	ANTH 120
OR Introduction to Sociology (3)	D0	3	SOCI 110
OR Introduction to Race and Ethnicity (3)	D0, D3	3	SOCI 150

		3	CDEV 110,
OR Child Family and Community OR Introduction to Marriage and Family		3	SOCI 130
Introduction to Biology (Other Biology courses approved for CSU GE Area B2 may also be used to satisfy this requirement)	B2	3	Biology courses approved for CSU GE Area B2.
Introduction to Lifespan Psychology	D9	3	PSY 180
A maximum of two courses not listed above that are articulated for lower division major preparation in the Child Development Major at a CSU.	D0, E, B2, D9	3 - 6	Articulated as lower division major preparation in the Child Development Major at a CSU.

Minimum units required for the degree: 18 semester /27 quarter
Approximate number of GE units: 9-12

The Required Core:

The required core section of this TMC received the most comments. Many CCC vetting respondents commented that more specific Child Development courses needed to be added to the required core. These respondents stated that this TMC would not prepare students to teach preschool and that it did not include the necessary courses for the Child Development Teaching Permit. The focus of this Child and Adolescent Development TMC is to give students *who may not be interested* in a curricular or classroom focus an opportunity to transfer and pursue another specialty. This TMC was designed *specifically* as an alternative choice for students interested in the interdisciplinary field of Child and Adolescent development. An Early Childhood TMC is already available for students interested in preschool teaching and receiving their Child Development Teaching Permit. This TMC gives students the lower division preparation required at the CSUs to pursue alternative career paths. Of those that responded, 95% indicated that their colleges offered comparable courses to the required core and 73% indicated that this TMC would ensure that students were well-prepared for transfer into the indicated major.

List A:

The Child Development FDRG goal was to be as inclusive as possible in meeting the curricular needs of both the CSU and the CCC systems and to provide students with an appropriate and streamlined transfer pathway to upper division coursework for the baccalaureate degree in Child Development. This TMC incorporated existing C-ID descriptors, as appropriate, thereby reducing the need to create new descriptors or new courses. Many CCC vetting respondents indicated that they could not propose new courses to meet the requirements of a new TMC.

This TMC includes general education courses that capture the content breadth of the child development discipline. This will afford students an opportunity to maximize double counting between major and GE requirements. Students will complete elective units for additional specialized CSU transferable courses that are closely aligned with their individual career interests and the flexibility to meet their *local* CSU requirements. In fact, 80% of vetting respondents indicated that with this TMC students *would* be able to complete a degree in the major within 60 units. A respondent from CSU stated*…" At CSUN, this TMC directly maps onto the B.A. in Child and Adolescent Development -- Option in Applied Developmental Science and would ensure that students who transfer in with these courses could complete the requirements for the degree within 60 units after transferring. My Department faculty are highly supportive of this new "Child and Adolescent Development TMC" as it clearly maps on to the lower division degree requirements/coursework which are common across 4-year universities offering Bachelor's programs in Child and Adolescent Development, Child and Adolescent Studies, etc.)."*

Summary:

DIG groups met in October and November of 2012 to discuss the development of this TMC. Notes from the northern California DIG reflect that at many CSU's' "only about 25% of students were interested in preschool teaching" and that the majority of students pursuing a child development major needed an alternative to the TMC in Early Childhood. Furthermore, many CSU's did not even offer an Early Childhood Education Major. Students who want careers working with children and families in various capacities, but not in Early Childhood Education, needed a transfer pattern (Garcia, O., 2012, October, northern California DIG meeting notes, Cabrillo College). The southern California DIG group participants voiced similar concerns that the existing Early Childhood TMC "may be too restrictive for a boarder child development student population (Day, B., 2012, November southern California, Orange, CA). Both the southern and the northern California DIG meetings concurred that an alternative non-preschool teaching TMC was needed. The southern California DIG notes indicate that there was general consensus with the northern California DIG, that the traditional lower division major preparation for child development would be important to include (e.g., Intro to Psychology, Child Development, Statistics, Research Methods, Human Biology in the Child and Adolescent TMC (Day, B., 2012, November Southern California DIG meeting Orange, CA)

The Child and Adolescent Development TMC was unchanged following the vetting period. The preponderance (80%) of the comments and concerns were that this TMC would not prepare students in Early Childhood Education and for preschool teaching. When, in fact, this TMC was created on instructions from the DIG groups, as an alternative course of study including the "traditional lower division major preparation", and that it was important to reflected the interdisciplinary nature of the child development discipline. . A TMC is already available for child development students who are interested in pursing Early Childhood Education and preschool teaching. This TMC includes general education courses that capture the content breadth of the child development discipline. This will afford students an opportunity to maximize double counting between major and GE requirements and will allow them to complete elective units for additional specialized CSU transferable courses. This TMC Incorporated existing C-ID descriptors reducing the need to create new descriptors and seek additional articulation and to expedite the transfer process.

Current CSU Child Development Lower Division Major Preparation Requirements

Course	Existing C-ID	Number of CSUs Requiring
Introduction to Child Development	CDEV 100	16
Child Observation and Assessment		11
Statistics-either from MATH or Social Science-based		10
General Psychology	PSY 110	10
Social-Cultural Social Science Course (e.g. ANTH, ETHN, Marriage & Family)	Various	10
Child, Family and Community		9
General Biology		7
Curriculum		6
Infant Development		5
Multicultural Art or Literature		5
Health, Safety		3
Family Studies		3
Nutrition		2
Psychology of Human Development	PSY 180	2
Research Methods		2

Transfer Model Curriculum

CCC Major or Area of Emphasis: Elementary Teacher Education

CSU Major or Majors: Liberal Studies/Integrated Teacher Education Programs

Total units: 48 – 60 *(all units are semester units)*

Degree Type (indicate one): AA-T

Required Core Courses: 42 – 47 units

Title (units)	C-ID Designation	Rationale and Possible GE
Intro to Education (3)	EDUC 200	Elem Ed subject matter requirement
Earth Science for Educators (4) *Or* Earth Science with lab (4)	See example or GEOL 120 & 120L or GEOL 121	Elem Ed subject matter requirement
Public Speaking (3)	COMM 110	**Meets A1 CSU GE** – highly recommended for future teachers
College Composition (3)	ENGL 100	**Meets A2 CSU GE**
Physical Science for Educators (4) Or Survey of Physics & Chemistry (4) *Or* Intro to Chemistry (5) **AND** Intro to Physics (4)	See example or CHEM/PHYS 140 or See examples	**Meets B1& B3 CSU GE** - Elem Ed subject matter requirement
Biology for Educators (4) or General Biology w/lab (4)	See examples	**Meets B2 & B3 CSU GE** - Elem Ed subject matter requirement
Math for Elementary Teachers I (3)	MATH 120	**Meets B4 CSU GE** - Elem Ed subject matter requirement
World History to 1500 (3)	HIST 150	**Meets C2 CSU GE** - Elem Ed subject matter requirement
Intro to Literature (3)	ENGL 120	**Meets C2 CSU GE** - Elem Ed subject matter requirement
World Regional Geography (3)	GEOG 125	**Meets D CSU GE** - Elem Ed subject matter requirement
Intro to American Government and Politics (3)	POLS 110	**Meets D CSU GE** and fulfills U.S. History & American Institutions requirement - Elem Ed subject matter requirement
US History to 1877 (3)	HIST 130	Meets D CSU GE and fulfills U.S. History & American Institutions requirement - Elem Ed subject matter requirement
Child Growth and Development (3)	CDEV 100	**Meets E CSU GE** - Elem Ed subject matter requirement

List A: Select <u>1</u> course from the following:

<u>3 - 4</u> units

Any course articulated as fulfilling CSU GE A3 with Freshman Composition as a prerequisite	Various	**Meets A3 CSU GE**

List B: Select <u>1</u> course from the following:

<u>3 </u>units

Art Appreciation (3)	ARTH 100	**All meet C1 CSU GE** - Elem Ed subject matter requirement
Dance History and Appreciation or Introduction to Dance(3)	See examples	
Music Appreciation (3)	MUS 100	
Intro to Theatre (3)	THTR 111	
Survey of the Arts (3)	See example	

List C: Up to 12 additional units

Any course(s) not selected above, and/or any courses that are lower preparation for the targeted major at a university.

Note 1:
Additional requirements for the Elementary Teacher Education major may vary at each CSU campus. It is highly recommended that counselors at community colleges discuss other possible courses that are part of major preparation at a local CSU campus and encourage students to take some of these additional courses prior to transfer.

Note 2:
This TMC has been designed to meet the introductory content area subject matter requirements for teaching at the elementary school level. Careful consideration was given to identify a specific match to CSU general education requirements for transfer.

Note 3:
Due to the considerable overlap between the major requirements and general education (GE); this TMC presumes that all courses in the TMC do fill the indicated GE requirement. If the courses at a given college do not currently fill all the indicated GE requirements, colleges may want to pursue further CSU-GE approval, or a TMC-aligned degree may not be possible within the SB 1440-mandated 60 units.
Elementary Teacher Education

TMC Final Summary

After vetting, the finalized Liberal Studies – Teacher Education TMC has not been changed but for to allow more flexibility in the science areas and a change in title to more accurately reflect the content of the degree. This, in addition to Math for Elementary Teachers, seemed to be the areas of concern by respondents. As this is an interdisciplinary "core", many of the responses during the vetting were with regard to campuses not having "like" courses. They also expressed concerns about being in a budget "climate" where faculty and administration are reluctant to develop new courses.

The FDRG took specific suggestions from the survey and added the option of a General Earth Science course with a lab (still the same C-ID descriptor, just different title). In the physical sciences area, an option of an Intro to Chemistry AND Intro to Physics course was added to alleviate the concerns expressed by the field of not having either a Physical Science for Educators or Survey of Chemistry and Physics course. It is important to note that the third option of both a Chemistry course and Physics course requires the student to accumulate more units (thus the 42 – 47 unit range), but still prepares the student for the content area and alleviates the need to take one of those courses after transfer.

In creating this flexibility, the FDRG maintained its position to stay true to the content required for future teachers to teach the California Curriculum Standards for K – 6 sciences. Prospective teachers are required to pass the Multiple Subjects CSET exam to prove "subject matter competency" in these standards. The courses selected for this TMC content area are believed to meet these requirements.

One area where the FDRG did not make changes in response to the field was with Math for Elementary Teachers. All students who wish to pursue teaching at the elementary level must take such a course. In fact, the course is taught in a & b segments at the CSU totaling 6 units. Many campuses throughout the community college system offer the first course (C-ID Math 120), and it is essential for the TMC to at least have the first course completed before transfer to meet the SB 1440 unit requirements. A few situations were discovered through the faculty "DIGs", such as: 1) several community colleges offer both a & b on their campuses, 2) most community colleges offer the course with an Intermediate Algebra pre-req while other campuses require a transfer level math as a pre-requisite, and 3) many community colleges have the Math for Elementary Teachers course approved as meeting the CSU GE B4 requirement while others do not. The FDRG believes that these are local campus inconsistencies that may be straightened out through the implementation of the TMC.

Throughout the development of the TMC the faculty worked carefully to align each "subject area requirement" with the CSU GE requirement where appropriate, this allowing for "double-counting". In fact, there are only two additional courses in the core that do not double count. One would be the Education (EDUC 200:Introduction to Elementary Classroom Teaching) course that serves as a pre-requisite to entering a credential program and as an opportunity to experience the "major" first-hand, and the other course being the additional science (beyond the two CSU certification required courses) which is a requirement to meet content standard preparation for Elementary Education.

Lastly, it is important to note that the TMC is designed to meet both the integrated (only 3 CSU campuses have this option) and non-integrated Liberal Studies teacher track program transfer requirements. However, community college counseling faculty, advisors and students must be made aware of specific additional courses that a CSU campus may require for their Liberal Studies major that can fit in the 10 – 12 remaining units to reach 60 transferrable units.

The FDRG had strong CSU and Community College representation. This group believes that the TMC as presented (with the additional flexibility) <u>does not require further vetting</u>.

Course descriptions for courses which do not presently have C-ID descriptors and numbers:

<u>Dance History and Appreciation</u> (3)
The development of dance in Western Europe and the U.S. from ancient times to the present. Explores dance as an emerging art form from the Renaissance to the 20th century. Emphasizes the contemporary dance heritage of the United States. (Santiago Canyon College)

<u>Introduction to Dance</u> (3)
An introduction to historical and contemporary dance forms through lecture and activity. Experience in ballet, modern, jazz, hip-hop, improvisation, folk, ethnic and/or ritual dance styles. Recommended for future teachers.
(Santa Ana College, DNCE 102)

<u>Survey of the Arts</u> (3)
In this course theatre, art, and music are explored through discussion, historical review, and contemporary issues. The purpose of this course is to increase students' understanding
and enjoyment of the arts. Requires attendance at selected events.
(Ohlone College, Arts, Mus, IS, TD 100- cross-listed)

<u>Earth Science for Educators</u> (4)

Earth Science 115: Earth Science for Educators
The study of the dynamic forces shaping the earth, including its oceans and atmosphere. This class is open to all majors but is oriented towards enhancing the earth science knowledge of future teachers. Also includes an introduction to the solar system.
(Santa Ana College, Santiago Canyon College)

<u>Biology for Educators (4)</u>

Biology 115: Concepts in Biology for Educators
An investigation in the basic principles of Biology and Science with content appropriate for future multiple-subject teachers and secondary through high school. The course material is presented within the context of the human experience and includes cell biology, physiology, genetics, evolution, ecology, animal behavior, and the interaction of humans with the environment. The course is taught from an inquiry-based strategy using active learning.
(Santa Ana College)
Approved 2/22/12, Rev. 3/10/12. Rev 8/29/12

Biology 109: Biology for Educators
This course provides each prospective multiple subject teacher with an introductory survey of the fundamental concepts of biology and the interrelationships among living organisms. Emphasis is placed upon the chemical basis of life, the role of cells in the formation of complex organisms, the relationship between structure and function in complex organisms like plants and animals, the role that genetics plays in the evolution of life, and the relationship between living organisms and the physical world around them. This course is recommended for students planning to take the CSET Multiple Subject Exam to become credentialed elementary school teachers in the State of California. (Citrus College)

General Biology w/lab (4)

Fundamental principles of human biology: development, major organ systems, heredity, evolution, health and disease processes in populations, and aspects of modern biology impacting the well-being and behavior of humans. Designed for non-science majors. (TCSU BIOL 11)

This course is an introductory course designed for non-science majors, which offers an integrated study of the basic principles of biology, with emphasis on the principles of structure and function, genetics, development, evolution, and ecology. Discussions on the philosophy, concepts, and implications of modern biology will be included.
(Riverside Community College, BIO 1)

This non-science majors laboratory course covers basic biological principles and how they relate to humans. Concepts included are cell chemistry, structure, and physiology; genetics (transmission and molecular); biotechnology; human body systems; evolution; reproduction and development; ecology; and human impacts on the environment.
(American River College, BIOL 310)

Physical Science for Educators (4)

Physical Science 115: Concepts in Physical Sciences for Educators
An investigation of basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The inter-dependence of chemistry and physics will be emphasized. Designed for non-science majors, concepts are introduced in lab through inquiry and further developed during discussion. (Santa Ana College)

Chemistry 115 Concepts in Physical Sciences for Educators (4)
Basic principles of physical science (chemistry and physics); concepts introduced through guided-inquiry labs and developed in discussion/lecture; content covers Physical Science requirements for multiple-subject teacher preparation programs. (Santa Ana College)

CHEM 104 C Physical Science for Teachers (4)   *(Same as PHSC 104 C)*

Prerequisite: MATH 020 C with a minimum grade of "C". This activity-based course provides an introduction to the basic concepts of physical science with emphasis on their practical importance and application in the real world. Topics include global warming, the
automobile, health, and energy. This course is intended for students who want to become primary school teachers. *Duplicate credit not granted for PHSC 104 C.*
(Cypress College)

Introduction to Chemistry

CHEM 101 F Introduction to Chemistry (5)
Prerequisite: *MATH 040 F with a grade of "C" or better*
Four hours lecture, one hour problem solving, and three hours lab per week. This is an introductory course emphasizing the principles of inorganic and organic chemistry. This course includes a lab and will meet physical science transfer requirements. This is a course required of numerous allied health science majors. (Fullerton College)

Introduction to Physics (4)

PHYSIC 101 Introduction to Physics (4)
For non-science majors. Introduces classical and modern physics: motion, gravity, heat, light, sound, electricity, magnetism, atomic and nuclear physics, relativity and quantum mechanics.
Prerequisites: MATH-070 Intermediate Algebra (College of the Canyons)

Associate in Arts in Global Studies TMC

CCC Area of Emphasis (AoE):   Global Studies

PROPOSED TOP CODE: In Development: 2210.2 – Global Studies

CSU Associated Majors: Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government,

Degree Type (*indicate one*): AA-T
Total units: **21** *(all units are semester units)*

Core: 2 course (minimum 6 units)

Title (units)	C-ID Designation	Rationale (Possible CSU GE)
Introduction to Global Studies (3)	**C-ID GLST 101**	**Introduction to major (CSU GE Area D)**
Global Issues (3)	**C-ID GLST 102**	**Introduction to major (CSU GE Area D)**

List A: Select 5 courses, at least one from 4 of the 5 following areas (minimum of 15 units):

Culture and Society Area		
Introduction to Cultural Anthropology (3)	C-ID ANTH 120	May be major prep (CSU GE Area D)
World History since 1500 (3)	C-ID HIST 160	May be major prep (CSU GE Area C2/D)
Any anthropology or history course articulated as major preparation for one of the CSU majors associated with the AoE.		
Geography Area		
Introduction to Physical Geography (3)	C-ID GEOG 110	May be major prep (CSU GE Area B1/D)
Introduction to Human Geography (3)	C-ID GEOG 120	May be major prep (CSU GE Area D)
World Regional Geography (3)	C-ID GEOG 125	May be major prep (CSU GE Area D)
Any geography course articulated as major preparation for one of the CSU majors associated with the AoE.		
Economic Area		
Principles of Microeconomics (3)	C-ID ECON 201	May be major prep (CSU GE Area D)
Principles of	C-ID ECON 202	May be major prep

Macroeconomics (3)		(CSU GE Area D)
Any economics course articulated as major preparation for one of the CSU majors associated with the AoE.		
Politics Area		
Introduction to Comparative Government and Politics (3)	C-ID POLS 130	May be major prep (CSU GE Area D)
Introduction to International Relations (3)	C-ID POLS 140	May be major prep (CSU GE Area D)
Any political science course articulated as major preparation for one of the CSU majors associated with the AoE.		
Humanities Area		
World Literature I (3)	C-ID ENGL 140	CSU GE C2
Any 3rd or 4th term foreign language course.		May be major prep
Any course articulated as major preparation for one of the CSU majors associated with the AoE and articulated as CSU GE C1 (arts) or C2 (humanities)		

21 CCC's with AA degrees in the 221000 TOP Code.

1. ALLAN HANCOCK	Global Studies	A.A. Degree
2. AMERICAN RIVER	International Studies	A.A. Degree
3. BERKELEY CITY	Global Studies	A.A. Degree
4. CABRILLO	International Studies	A.A. Degree
5. CANADA	International Studies	A.A. Degree
6. CERRITOS	International Studies: Global Politics/Diplomacy International Studies: Global Resources International Studies: Interpreting/Translating International Studies: World Cultures	A.A. Degree
7. CHABOT	International Studies	A.A. Degree
8. CUESTA	International Studies	A.A. Degree
9. DE ANZA	Global Studies	A.A. Degree
10. GAVILAN	Social Science: Global Studies	A.A.

		Degree
11. L.A. SOUTHWEST	Pan American Studies	A.A. Degree
12. LAS POSITAS	International Studies	A.A. Degree
13. MARIN	International Studies	A.A. Degree
14. MERCED	International Studies	A.A. Degree
15. MISSION	Global Studies	A.A. Degree
16. SACRAMENTO CITY	Intercultural Studies International Studies	A.A. Degree
17. SANTA BARBARA CITY	Global Studies	A.A. Degree
18. SANTA MONICA	Global Studies	A.A. Degree
19. SANTA ROSA	Global Studies	A.A. Degree
20. SOLANO	International Relations	A.A. Degree
21. VENTURA	Global and International Studies	A.A. Degree

Transfer Model Curriculum

CCC Major or Area of Emphasis: Public Health Science

CSU Major or Majors: Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option.

Total units 30-32 *(all units are minimum semester units)*

Degree Type (*indicate one*):   AA-T_____   OR   AS-T <u>X</u>

CORE Courses: 27-29 minimum units

Title (units)	C-ID Designation	Rationale (Potential CSU GE area)
Introduction to Statistics (3)	MATH 110	Commonly major prep. (Area B4)
Personal Health and Wellness (3)	PHS 100	Sometimes major prep. (Area E)
Introduction to Public Health (3)	PHS 101	Sometimes major prep. (Area D7 & E)
Introduction to Biology w/ or w/out lab (3-4) **Major preparation articulation required**.	Any introductory biology course that satisfies major preparation articulation, with or without lab	Commonly major prep. (Area B2 and B3 if taken w/lab for 4 units) *See examples*.
Introduction to Chemistry (4) Or General Chemistry for Science Majors I, with Lab (5)	CHEM 101 Or CHEM 110	Commonly major prep. (Area B1 and B3)
Introductory Psychology (3)	PSY 110	Commonly major prep. (Area D9)
Human Anatomy w/lab (4) and Human Physiology w/lab (4) or Human Anatomy and Physiology w/ lab (8)	BIOL 110B and BIOL 120B or BIOL 115S	Sometimes major prep. (Area B2 and B3)

LIST A: Select 1 course from the following: 3 units

Choose 1 additional course from below or any course that has articulation as lower division major preparation for any of the specified Public Health Science majors at a CSU.

Principles of Microeconomics (3)	ECON 201	Area D2
Principles of Macroeconomics (3)	ECON 202	Area D2
Introduction to Nutrition Science (3)	NUTR 110	Area E
Introduction to Sociology (3)	SOCI 110	Area D7
Introduction to Human Sexuality (3)	PSY 130	Area D7 & Area E
Health and Social Justice (3)	PHS 102	Area D7
Drugs, Health and Society (3)	PHS 103	Area D7 & E

Summary of Required Articulation

Major preparation articulation for any of the specified Public Health Science majors is required for the biology course use in the CORE. All other CORE courses are specified by C-ID descriptors. List A options not specified by a C-ID descriptor must have articulation as major preparation for any of the specified Public Health Science majors. Please see pages 4-6 for an overview of the course data used to inform development of this TMC.

Course Examples:

Allan Hancock College
BIOL 100 Introductory Biology 4 units
Advisory: Eligibility for ENGL 101 or completion of ENGL 514
An introduction to the concepts of biology with emphasis on their relevance to current problems of the world. Designed for majors in fields other than biological science, the course stresses genetics, cell biology, evolution, reproduction, ecology, behavior and diversity of plants and animals.

Articulated as major preparation for Public Health Promotion at CSU Northridge.

Long Beach City College
BIO 1A Biology for Science Majors 5.0 units
3.0 hours lecture, 6.0 hours laboratory, Prerequisite: CHEM 1A
This is the first semester of a one-year survey of biology. It includes the chemistry of life, cellular organization, biological membranes, energetics, genetics, evolution and diversity of lower life forms and plants.

Articulated as major preparation for Health Science at CSU Fullerton.

Long Beach City College
BIO 41 Contemporary Biology 3.0 units
This course covers the general principles of biology, such as molecular biology, organic evolution, taxonomy, basic similarities of living patterns, basic physiology and anatomy of body systems, genetic continuity and environmental biology. Significant problems of modern biology are included.

Articulated as major preparation for Health Science at CSU Fullerton.

Social Justice Studies (SJS) Area of Emphasis
Transfer Model Curriculum (TMC)

CCC Major or Area of Emphasis: *Social Justice Studies

Proposed TOP Code: In Development: 2201.30 – Social Justice Studies

CSU Major(s): African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology - Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women's Studies (Please see the end of this document for a more complete listing.)

*The SJS TMC is an "area of emphasis" (AOE) and has specifically been designed to prepare students for transfer into a variety of CSU majors. Local associate degrees for transfer (ADTs) based on this AOE TMC may have more specific titles that reflect the orientation of the local ADT or ADTs. A given CCC can offer, for example, "Social Justice Studies: Africana Studies" and/or "Social Justice Studies: LGBT Studies".

Total units: 18 *(all units are minimum semester units)*
Degree Type: AA-T

CORE Courses: 3 courses, 9 minimum units

	C-ID Designation	Rationale (Potential CSU GE)
Introduction to Social Justice Studies (3) Or Introduction to Race and Ethnicity (3)	SJS 110 Or SOCI 150	Commonly major preparation.
Introduction to Women's Studies (3) Or Introduction to LGBT Studies (3) Or Introduction to Gender (3)	SJS 120 Or SJS 130 Or SOCI 140	Commonly major preparation.
**Any course listed above not already used or any course with articulation as major preparation for a major the TMC is	Additional major preparation.

intended to serve.	

List A. Select 3 courses from at least two of the following areas: 9 units

Area/Title	C-ID	Articulation Required (if C-ID not specified)
**Area 1 - History or Government		Articulation as CSU GE Area D required.
**Area 2 – Arts and Humanities		Articulation as CSU GE Area C required.
**Area 3 – Social Science		Articulation as CSU GE Area D required.
Courses must be social justice, gender/women, or ethnicity/race related as determined by the college.		
Area 4 – Quantitative Reasoning and Research Methods Introduction to Statistics (3) Or Introduction to Statistics in Sociology (3) Or Introduction to Statistics Or Introduction to Political Science Research Methods (3) Or Introduction to Research Methods in Psychology (3) Or Introduction to Research Methods in Psychology with Lab (4) Or Introduction to Research Methods (3)	MATH110 Or SOC125 Or (No C-ID) Or POLS 160 Or PSY200 Or PSY 205B Or	When possible, courses must be social justice, gender/women, or ethnicity/race related as determined by the college. **Only one course from Area 4 may be used.** Articulation as CSU GE Area B4 required.

1

	SOCI 120	
Area 5 – Major preparation		Courses with articulation as major preparation for a major the TMC is intended to serve.

Overview of the SJS TMC and Responses to Vetting

The Social Justice Studies TMC is an "area of emphasis." This means that it was intentionally designed to provide preparation at the CCC for a variety of majors at the CSU. The first two of the three required core courses are broad introductory courses that are often the only commonly required course across an array of majors. At individual CCCs the ADT or ADTs that are developed may become more specialized through the selections made for the 3rd course in the core and in List A. The local implementation of the TMC in the form of an ADT may narrow the options provided to students in List A, effectively creating a degree that is tailored to the college's curriculum and student interests. While ADTs may be titled "Social Justice Studies," their focus may also be further specified, such as "Social Justice Studies: Native American Studies."

TMC overview:
-18 units must be identified for a TMC.
> -9 units: Core classes are an introductory survey course focusing on Race and Ethnicity, Introduction to Gender and/or Sexuality, and a selected course or course options that has articulation as major preparation for a major the TMC is intended to serve.
> -9 units min: List A consists of relevant transferrable courses in History or Government, Arts and Humanities, Social Science, Quantitative Reasoning and Research Methods, and Major Preparation - courses with articulation as preparation for a major (i.e. Chicano Studies, Gender Studies, Native American Studies, other majors focusing on Social Justice provided by the CSU) the TMC is intended to serve. All courses selected from Areas 1 -3 must be social justice, gender/women, or ethnicity/race related as determined by the college.

Vetting Results

The SJS TMC was reviewed by over 100 individuals. Approximately 11 of the respondents was from a CSU. Respondents were from a variety of disciplines, including African American Studies, American Indian Studies, Anthropology, Asian American Studies, Chicana/o Studies, Ethnic Studies, History, Sociology, and Women's Studies.

When asked "**Does your college offer courses comparable to at least one of the options in each of the components of the core courses for this Area of Emphasis?**", almost 80% of respondents indicated "yes". Three of these respondents indicated that they did not have a course to fill the "additional major preparation

category" (the 3rd component of the core), suggesting that they may not be aware of what articulation their current course offerings presently possess. Of the 9 respondents who indicated that they would not be able to develop a course to fill one of the required areas, three indicated in their comments that they probably could. Several of the comments indicated that the respondents were expecting the TMC to align exactly with their existing narrowly focused programs, rejecting the inclusion of a general ethnic studies course (often the only required major preparation at many CSUs). One asserted that the TMC was very "gender-centric". It's important to note that this TMC possesses a unique TOP Code. The use of a unique TOP Code means that colleges that do not wish to add an ADT aligned to this TMC to their curriculum are not obligated to.

The responses to "**Is this model curriculum appropriate as a major or area of emphasis for your discipline – does it allow for the development of a degree that consists of the courses your faculty view as critical for the major?**" were diverse. Thirty-five respondents indicated "yes" and 26 indicated no. Forty-five chose to skip the question. Some of the comments effectively reversed the position taken or provided no clear reason for the "no" selected:

1. "If the focus is Chicano Studies, the answer is yes."
2. "We offer courses in theater and film that are GE courses as well as listed as Ethnic Studies."
3. "It is critical that the core courses be offered in the Ethnic Studies department."
4. "The over-emphasis on sociology is concerning since we are an interdisciplinary program."
5. "We have an Ethnic Studies AA Emphasis and a Sociology AAT. We can perhaps massage the courses to meet a TMC as needed."
6. "We already have an AA-T degrees in all of the SBS departments. This would most likely be under an interdisciplinary umbrella."
7.
   Because it is simply a waste of time to take courses such as these."
8.
   Area of emphasis for Sociology."
   "These classes are education -- they are indoctrination of leftist ideals."
9.
   The major name and the Women/Gender/LGBT requirement makes it difficult unless I can emphasize women and LGBTQ of color."

The TMC is intended to lead to an interdisciplinary ADT. While some of the descriptors are "housed" in sociology, the courses can exist locally in any appropriate department. C-ID is effectively "discipline blind". When considering the courses that are specified by C-ID descriptors, local faculty need to determine where those courses should exist.

Local courses can emphasize subjects of color (comment 9), as long as they are also aligned to the identified C-ID descriptor.

Two comments indicated an interest in having a smaller core and in seeing this single TMC divided into two – effectively separating out race/ethnicity and women's/gender issues. As noted earlier, this TMC is intended to serve both types of transfer destinations. The two have been combined so as to justify TMC development and to potentially increase the volume of transfer students to a wide array of majors.

Summary of Feedback Including Issues and Concerns:

According to the responses, a major concern with the TMC was the title. In addition, some respondents seemed to have a misunderstanding of the flexibility the TMC offers to CCCs as they develop ADTs. As noted above, ADTs can be as broad or as specialized as the local CCC deems appropriate, achieving individuality based on the 3rd core course or courses chosen and the nature of the course options provided with List A. If there is a local interest in having a Chicano Studies degree, for example, the 3rd core course and all List A options could be clearly related to Chicano Studies and the degree could be called "Social Justice Studies: Chicano Studies". This unique TMC is intended to provide a flexible pathway that can enable local CCCs to develop, grow, redesign, and fine-tune our courses to augment the value of disciplines focused in social justice while providing the CSUs the possibilities of MORE transfers to their highly respected social justice driven departments.

RATIONALE for CORE COURSES
Social Justice Studies is a unique degree. It can be aligned with Ethnic or Gender Studies, as well as topic-specific degrees offered in the CSU. The CORE courses require a student to take ONE introductory Race and Ethnicity in the U.S. and ONE Gender and/or Sexuality survey course. The THIRD choice should be an additional course with articulation as major preparation such as American Studies (CSUF), Chicano Studies (CSUN), or American Indian Studies (CSULB)~~, Ethnic Studies (CSUS)~~ for a major the TMC is intended to serve. (

RATIONALE for LIST A:
List A provides the local colleges the flexibility to enable colleges or students to design their area of focus within 5 areas: History or Government, Arts and Humanities, Social Science, Quantitative Reasoning and Research Methods, and Major Preparation - Courses with articulation as major preparation (i.e. Chicano Studies, Gender Studies, Native American Studies, or other majors focusing on Social Justice provided by the CSU) for a major the TMC is intended to serve.

EXAMPLE of LIST A Possible Courses:

If a student wants to major in Women's Studies and transfer to SFSU from San Francisco City College, this is a possible pathway for satisfying List A (3 courses from at least two of the following areas, 9 units total):

Area 1 (CSU GE Area D):   **History or Government**: HIST 12A: United States Women's History (3) or HIST 12B: United States Women's History (3)
Area 2 (CSU GE Area C): **Arts and Humanities**: AFAM 60: African American Women in the U.S. (3) or ART 108: Women through Art History (3) or ASAM 35: Asian American Women (3) or ENGL 57: Survey of Women's Literature (3) or ENGL 58: Contemporary Women's Writing (3) or HUM 25: Women in the Arts or IDST 31: Women in the Middle East or WOMN 10: Women and Film
Area 3 (CSU GE Area D): **Social Science**: WOMN 54: Politics of Sexual Violence (3) or ANTH 20: LGBT Anthropology (3) or ANTH 25: Culture, Gender and Sexuality (3) or BCST 105: Gender and Mass Media (3) or ECON 25: Women in the Economy (3) or IDST 31: Women in the Middle East (3) or LALS 10: Latinas in the U.S.: Voces (3) or LGBT 21: Issues in Lesbian Relationships (3) or LGBT 30: Issues in the Lesbian Community (3) or HIST 12A: United States Women's History (3) or HIST 12B: United States Women's History (3) or PSYC 25: Psychology of Gender (3) or SOC 25: Sex and Gender in American Society (3)

The Political Reality
Why is this happening in the first place? The Student Transfer Achievement Reform Act (SB 1440 – Padilla), signed into legislation on September 29, 2010, enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

In other words, a TMC in Social Justice Studies creates a pathway for our students into majors that are being phased out or under attack due to low enrollment or academic scrutiny. Each student will be given the opportunity to focus in their discipline of interest (i.e. Black Studies; Asian American Studies; Women, Gender, and Sexuality Studies or other majors focusing on Social Justice provided by the CSU). Currently only 70 students from the 112 Community Colleges transfer with a "social justice" major into the

CSUs. We hope this Transfer degree option will boost that number. We know that our majors provide more than just a focus on a specific group or topic; they provide skill sets in Social Justice. No major/discipline is being denied or ignored in this TMC and ADT. The committee intends for this major to provide CCCs flexibility on our local level, while ensuring academic rigor, access to, and preparation for a CSU B.A. degree focused in Social Justice.

SJS TMC – Potential CSU Destination Majors

"Africana and "African American Studies" would include all of the following:

African American Studies B.A. (CSULA, SJSU)
Africana Studies B.A. (CSUFRES, CSULB, SDSU, SFSU)
Africana Studies B.A. w/African & African-American Humanities & Cultural Option (CSUN)
Africana Studies B.A. with African American Urban Education Option (CSUN)
Africana Studies B.A. with African and African-American Social Sciences Option (CSUN)
Africana Studies B.A. with General Concentration (CSUDH)
Africana Studies B.A. with Historical and Political Development Concentration (CSUDH)
Africana Studies B.A. with Language and Literacy Traditions Concentration (CSUDH)
Africana Studies B.A. with Socio-Psychological Behaviors Concentration (CSUDH)
Ethnic Studies B.A. - African American Studies Option (CSUEB)
Ethnic Studies B.A. Concentration in Pan African Studies (CSUS)
Ethnic Studies B.A. with African American Studies Option (CSUFULL)
Human Communication B.A. in Africana Studies Concentration (CSUMB)

"Chicano/Chicana Studies" refers to all of the following:

Chicana and Chicano Studies B.A. (SDSU)
Chicana/Chicano Studies B.A. w/Arts, Aesthetics and Performance Concentration (CSUDH)
Chicana/Chicano Studies B.A. w/Culture, History & Political Dev. Concentration (CSUDH)
Chicana/Chicano Studies B.A. w/Education, Social & Community Dev. Concentration (CSUDH)
Chicana/Chicano Studies B.A. with Language and Literature Concentration (CSUDH)
Chicana/o Studies B.A. (CSUCI)
Chicano and Chicana Studies B.A. (CSUN)
Chicano and Latino Studies B.A. (CSULB, SSU)
Chicano Studies B.A. (CSUFRES)
Chicano/Chicana Studies B.A. (CSUDH)
Ethnic Studies B.A. Concentration in Chicano/a Studies (CSUS)
Ethnic Studies B.A. with Chicano Studies Option (CSUFULL)
Human Communication B.A. in Chicano Studies Concentration (CSUMB)

"Ethnic Studies" refers to all of the following:

Comparative Ethnic Studies B.A. (CPSLO)
Ethnic Studies B.A. (CSUS)
Ethnic Studies B.A. - African American Studies Option (CSUEB)
Ethnic Studies B.A. - American Indian Studies Option (CSUEB)
Ethnic Studies B.A. - Asian American Studies Option (CSUEB)
Ethnic Studies B.A. - Gender and Sexualities in Communities of Color Option (CSUEB)
Ethnic Studies B.A. - Latino/a Studies Option (CSUEB)
Ethnic Studies B.A. Concentration in Asian American Studies (CSUS)
Ethnic Studies B.A. Concentration in Chicano/a Studies (CSUS)
Ethnic Studies B.A. Concentration in Native American Studies (CSUS)
Ethnic Studies B.A. Concentration in Pan African Studies (CSUS)
Ethnic Studies B.A. with African American Studies Option (CSUFULL)
Ethnic Studies B.A. with Asian-American Studies Option (CSUFULL)
Ethnic Studies B.A. with Chicano Studies Option (CSUFULL)
Liberal Studies B.A. Concentration in Ethnic Studies (CSUSTAN)
Sociology B.A. Concentration in Ethnic Studies (CSUB)
Sociology B.A., (Concentration in Race and Ethnic Studies) (SJSU)

"Gender Studies" refers to all of the following:

Critical Race, Gender & Sexuality Studies B.A. (HSU)
Ethnic Studies B.A. - Gender and Sexualities in Communities of Color Option (CSUEB)
Gender and Women`s Studies B.A. (CSUN)
Gender Studies B.A. Concentration in Culture, Ideaology, and Representation (CSUSTAN)
Gender Studies B.A. Concentration in Ethnicity, Nationality, and Sexuality (CSUSTAN)
Gender Studies B.A. Concentration in History, Society, and Inequality (CSUSTAN)
Lesbian, Gay, Bisexual and Transgender Studies (SDSU)
Multicultural and Gender Studies B.A. General Option (CSUC)
Multicultural and Gender Studies B.A. Women`s Studies Option (CSUC)
Sociology B.A., (Concentration in Women, Gender and Sexuality Studies) (SJSU)
Women and Gender Studies B.A. (CSUFULL)
Women and Gender Studies, B.A. (SFSU)
Women's, Gender and Sexuality Studies B.A. (CSULB)
Women`s and Gender Studies B.A. (SSU)

" Latin American Studies" includes:

Chicano and Latino Studies B.A. (CSULB, SSU)
Classics B.A. with Latin and Roman Civilization Option (CSULB)
Ethnic Studies B.A. - Latino/a Studies Option (CSUEB)
Global Studies B.A. Concentration in Latin America (SSU)
History B.A. - Latin American History Option (CSUEB)

International Business B.A. with Emphasis in Portuguese & Latin America (SDSU)
International Business B.A. with Emphasis in Spanish & Latin America (SDSU)
Latin American Studies B.A. (CSUC, CSUFRES, CSUFULL, CSULA, SDSU)
Latina/Latino Studies B.A. (SFSU)

The SJS TMC gives students a pathway to possibilities, options and a college degrees focusing in social justice. In addition, a student can use the SJS TMC to get into a CSU, customizing their upper division courses (because we are interdisciplinary) toward a concentrated directions to prepare them for the graduate degree they want to pursue with a social justice skill set.

CSU GE Breadth Areas

Area A
Communication in the English Language and Critical Thinking
- A1 - Oral Communication
- A2 - Written Communication
- A3 - Critical Thinking

Area B
Physical Universe and Its Life Forms
- B1 - Physical Science
- B2 - Life Science
- B3 - Laboratory Activity
- B4 - Mathematics/Quantitative Reasoning

Area C
Arts, Literature, Philosophy, and Languages Other Than English (at least 9 semester or 12-15 quarter units required with at least one course each in Arts and Humanities)
- C1 - Arts (Arts, Cinema, Dance, Music, Theater)
- C2 - Humanities (Literature, Philosophy, Languages Other Than English)

Area D
Social, Political, and Economic Institutions (at least 9 semester or 12-15 quarter units required with courses in at least 2 disciplines)
- Sociology and Criminology
- Anthropology and Archeology

- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary Social or Behavioral Science
- Political Science, Government and Legal Institutions
- Psychology

Area E
Lifelong Learning and Self-Development
- E - Lifelong Learning and Self-Development