

**College Curriculum Committee Meeting Agenda**  
**Tuesday, May 17, 2016**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter
1. Minutes: May 3, 2016	Action	#5/17/16-1	Escoto
2. Announcements a. New Course Proposals b. Honors Curriculum c. Teacher Preparation Pathway d. Curriculum System Status check-in	Information	#5/17/16-2–11 #5/17/16-12–13 #5/17/16-14	Escoto Day Day LaManque
3. COR Review	Discussion		Escoto
4. AP Credit Policy check-in	Discussion		Day/Escoto
5. Academic Adjustments for Students with Disabilities	1st Read	#5/17/16-15	Escoto
6. Cross-listing Policy	Discussion		Escoto
7. Apprenticeship Curriculum Review	Discussion		Escoto
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

**Attachment List:**

- #5/17/16-1 Draft Minutes: May 3, 2016
- #5/17/16-2 New COR Proposal: C S 3M
- #5/17/16-3 New COR Proposal: MDIA 8A
- #5/17/16-4 New COR Proposal: MUS 3D
- #5/17/16-5 New COR Proposal: MUS 47A
- #5/17/16-6 New COR Proposal: MUS 47B
- #5/17/16-7 New COR Proposal: MUS 47C
- #5/17/16-8 New COR Proposal: MUS 47D
- #5/17/16-9 New COR Proposal: MUS 48B
- #5/17/16-10 New COR Proposal: MUS 48C
- #5/17/16-11 New COR Proposal: PHOT 70R/71R/72R/73R
- #5/17/16-12 Proposed 2016-17 and 2017-18 Honors Class Schedule (Foothill)
- #5/17/16-13 DeAnza Honors Class Schedule—Spring 2016
- #5/17/16-14 TMC—Elementary Teacher Education ADT
- #5/17/16-15 Policy and Procedures for Providing Academic Adjustments for Students with Disabilities

**2015 -2016 Curriculum Committee Meetings**

Fall 2015 Quarter

10/6/15  
10/20/15  
11/3/15  
11/17/15  
12/1/15

Winter 2016 Quarter

1/19/16  
2/2/16  
2/16/16  
3/1/16  
3/15/16

Spring 2016 Quarter

4/19/16  
5/3/16  
5/17/16  
5/31/16  
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.

- ~~2/1/16~~ Curriculum Sheet updates for 2016-17.  
~~2/15/16~~ Deadline to submit local GE applications.  
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 2015 Fall Plenary Session](#) | 11/5–7/15 | Irvine Marriott~~  
~~[ASCCC Fall 2015 Curriculum Regional Meeting \(North\)](#) | 11/13/15 | Solano College – Fairfield~~  
~~[ASCCC 2016 CTE Curriculum Academy](#) | 1/14–15/16 | Napa Valley Marriott~~  
~~[ASCCC 2016 Instructional Design and Innovation](#) | 1/21–23/16 | Riverside Convention Center~~  
~~[ASCCC 2016 Accreditation Institute](#) | 2/19–20/16 | Marriott Mission Valley – San Diego~~  
~~[ASCCC 2016 Academic Academy](#) | 3/17–19/16 | Sheraton Sacramento~~  
~~[ASCCC 2016 Spring Plenary Session](#) | 4/21–23/16 | Sacramento Convention Center~~  
~~[ASCCC 2016 Career Technical Education Institute](#) | 5/6–7/16 | DoubleTree Hilton – Anaheim~~  
~~[ASCCC 2016 Faculty Leadership Institute](#) | 6/9–11/16 | Mission Inn - Riverside~~  
~~[ASCCC 2016 Curriculum Institute](#) | 7/7–9/16 | DoubleTree Hilton - Anaheim~~

#### 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), Basil Farooq (ASFC), Konnilyn Fieg (BSS), Owen Flannery (KA), 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), K. Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2015-16

Meeting Date: 5/17/16Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	LA	fongvalerie@fhda.edu
<input type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	KA	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input type="checkbox"/>	Kristin Tripp-Caldwell	7562	FA	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	FA	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input type="checkbox"/>		7231	Evaluations	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr Coordinator	vanattamary@foothill.edu
<input type="checkbox"/>	Nataly Wijono		ASFC	

Visitors:

Allison Meezan, Robert Hartwell, Kurt Hueg,  
Basil Fardog

College Curriculum Committee  
Meeting Minutes  
Tuesday, May 3, 2016  
2:00 p.m. - 3:30 p.m.  
President's Conference Room

Item	Discussion
1. Minutes: April 19, 2016	Minutes approved by consensus; <i>M/S</i> (Armstrong/Jones). <b>Approved.</b>
2. Announcements a. Notification of Proposed Requisites  b. New Course Proposals          c. Curriculum Representation          d. SLO Review Cycle	<p><b>Speaker: Isaac Escoto</b> Co-requisites for new courses for 2017-18. Please share with your constituents.</p> <p>The following proposals were presented: EMT 50A, 51A. Please share with your constituents.</p> <p>Courses are co-requisite labs for existing EMT courses. Question regarding whether or not a student could repeat a course if they do not pass one of the co-requisite courses. Division noted that these labs demonstrate understanding of lecture content and must be taken concurrently with lecture. Suggestion to include language on COR regarding need to take concurrently, as well as language noting that student must pass both courses. General question regarding need for language on COR related to co-requisite or previous credit—is there a requirement to include language on COR to allow for previous credit to be used in lieu of co-requisite? Escoto suggested continuation of discussion when we review requisites section of COR.</p> <p>CCC previously discussed concerns regarding Apprenticeship representation at CCC. Escoto shared concerns with Academic Senate; Patrick Morriss will be holding meeting to discuss—please let Escoto or Morriss know if you would like to be involved in discussion. Discussion will be open to include concerns related to other subjects or curriculum that may fall “outside” of regular division offerings—not just about Apprenticeship.</p> <p>Follow-up to previous meeting. Escoto shared, with agenda, excerpt from the Office of Instruction &amp; Institutional Research Winter 2015 newsletter. Document states that divisions should follow comprehensive review cycle of assessing every SLO for every course, within a three-year period—divisions are free to maintain their own review cycle. Request for clarification regarding language in document, “Divisional curriculum representatives are asked to lead faculty discussions to determine the SLOAC timing ... for their division.” Comment that SLO coordinator(s) already working with faculty on SLOs; should Curriculum Reps be ensuring that course content taught in alignment with SLOs? Escoto clarified role of Reps in SLO process: conversation should occur between Reps and SLO coordinators to ensure review process is being followed, procedurally. No expectation for Reps to ensure SLO content is being taught in each course. LaManque clarified that context of language specific to review cycle of SLOs—when written, SLO committee was not meeting as regularly as they are now.</p> <p>Question regarding process to request exceptions to policy, for courses that are taught every quarter. LaManque clarified that SLO cycle is once within a three-year period, regardless of how frequently a course is taught. No restriction against updating</p>

<p>e. ASCCC Spring Plenary Update</p>	<p>more frequently, but not required. Question regarding SLO updates affecting curriculum review cycle in C3MS; clarification that SLO updates are separate from COR review in C3MS. Comment that there is no language requiring every instructor to contribute to SLO process—Escoto noted that it is a best practice for all to contribute but acknowledges that there is no language requiring such, nor are there proposed consequences for those who do not contribute. Worry expressed that some might not contribute if not required to do so, and that conversation will not be as robust as it should. LaManque noted that SLO committee plans to create SLO Handbook, to assist divisions throughout the process. Suggestion that SLOs be maintained in C3MS instead of TracDat, to streamline process; LaManque noted that this was considered when C3MS created but ultimate decision was to use TracDat. Comment that document does mention updating SLOs in C3MS—Escoto noted that, when written, process to incorporate SLOs on CORs had not been finalized. Clarified that there is no need for faculty to maintain SLOs in C3MS.</p> <p>Escoto noted that ASCCC had not yet published the final version of resolutions; document, shared with agenda, is report by Carolyn Holcroft and Patrick Morriss, with recommended action for each resolution. Escoto noted that recommended action will be taken, when applicable.</p> <p>Noted adoption by ASCCC of paper, regarding curriculum approval processes (9.01 S16)—will be discussed at future CCC meeting. Noted recommendation to review low-unit certificates (between 18-27 quarter units) to determine whether or not they should be submitted for state approval (9.03 S16). Noted separate, but related, resolution regarding expanding access to financial aid for 24-27 unit certificates (9.05 S16). Clarification requested regarding submission to state of certificates above 18 units; note that we don't automatically submit to state unless requested by division. Escoto will share the approved resolutions once he receives them.</p>
<p>3. Checklist of Topics for Cross-listed Courses</p>	<p><b>Speaker: Isaac Escoto</b>  Follow-up to previous meeting; Escoto updated document to incorporate suggestions made at previous CCC meeting. Desire is to craft list of topics for faculty to consider when discussing cross-listing courses or creating a new course with intention of cross-listing. Question regarding creation of actual policy—Escoto noted that CCC will first discuss what elements we'd like to include; then, campus-wide conversation, including Academic Senate; finally, drafting of policy and voting to adopt. De Anza has policy, which we can look at. Escoto noted that this checklist will be helpful, when creating policy. Clarification requested regarding how approval of checklist will affect cross-listed course creation process; Escoto clarified that checklist will simply be uploaded to CCC website as a resource, and will not result in any procedural change.</p> <p>Document approved by consensus. <b>Approved.</b></p>
<p>4. AP Credit Policy</p>	<p><b>Speaker: Bernie Day</b>  Ongoing discussion regarding granting of AP credit for local area content, including number of units to grant to student. Day shared, with agenda, most recent version of CA Legislature Assembly Bill No. 1985, which addresses AP credit. Approval of the bill would require CA community colleges to adopt a uniform policy to award GE credit (local GE, CSU GE, or IGETC) to</p>

	<p>students who pass an AP exam with a minimum score of three.</p> <p>Day previously emailed documents to departments, with information for AP exam(s) relevant to their division, including any recommendations for changes to existing policy [please see CCC meeting minutes for 4/19/16, for further information]. Noted that, in many cases, recommendation was to award GE credit for relevant GE area, due to various complexities of awarding credit for a specific course, which include complications that may arise when a student transfers to another college or university. Hope is that these conversations will occur this quarter, so that new policies may be drafted for next year. Question regarding likelihood of bill being passed and how that might affect these conversations. Day noted that her recommendations are in alignment with changes requested by the bill. Clarification requested regarding language on bill, regarding specific course credit vs. GE credit. Day noted that others, outside of Foothill, requested clarification on this language, and bill was updated to include clear language (p. 3 of bill).</p> <p>Question regarding previous CCC discussion about ASCCC recommendation to use IGETC rubric. Escoto noted that we did approve to adopt grid but discussion did not include units. Day noted that discussion did not result in any changes to policy. Noted that she has heard from evaluators that they have little guidance on how we award credit for AP exams. Hope is to tie up loose ends. Suggestion that we include language regarding use of AP credit for certain majors, specifically sciences. Day noted importance of students meeting with counselors, for this and other reasons. Noted importance of taking Title 5 into consideration, related to pass-along courses. Day clarified that her recommendation is simply that, and encourages departments/divisions to engage in discussion and bring back to CCC. Sharing department/division discussions at CCC important, due to broader GE implication, as well as potential to help others when engaging in their own discussions. Day noted that Foothill engaged in a similar AP credit policy review 10+ years ago but did not include research into other colleges' policies; decisions made then might not be considered best policy now. Escoto noted that, regardless of policy, students should still consult with counselors due to complexities, but having a more robust policy will better assist counselors in advising students.</p>
<p>5. COR Review</p>	<p><b>Speaker: Isaac Escoto</b>  Moved to next meeting, due to time constraint.</p>
<p>6. Academic Adjustments for Students with Disabilities</p>	<p><b>Speaker: Isaac Escoto</b>  There exists at Foothill the need for a policy to assist students who require academic adjustment due to a learning disability. This issue encompasses multiple situations and student populations. Hope is that blanket policy will be adopted, as opposed to separate policies for each department/subject area. Escoto shared, with agenda, draft of policy. Counseling noted that policy was inspired by those at other colleges. Ong noted one purpose of policy is to bring together different voices to assist students, which are not involved in the current process—content faculty (related to course in question) and major faculty. Current process includes Academic Council, which will remain involved under proposed new policy. Note that policy only applies to local AA/AS degrees. Plan is to keep Academic Senate informed, as the policy is discussed. Note that Title 5 does require colleges to make such accommodations for students</p>

	<p>who need them.</p> <p>Question regarding whether draft policy addresses the issue of prerequisites. Clarification that course substitution would not be granted for a course for which a prerequisite is required. Note that DRC will be involved in process, in most cases, and will ensure that courses with prerequisites would not be granted substitution. Ong noted language in policy related to course substitution only allowed for courses "found to be non-essential to the student's plan of study." Question regarding language stating that students are not required to go to DRC to request academic adjustment. Title 5 requires such language. Concern expressed that process could result in unreasonable accommodation being granted, if DRC not involved. Ong noted that policy needs to be revised, based on circumstances that occurred after written—she will rewrite. Noted that Title 5 allows student to work with ADA Coordinator instead of DRC. Policy is meant to address course substitutions specific to proficiencies, especially Math. Note that program prerequisites may not be substituted (e.g., ENGL 1A or MATH 105 for a Bio Health major). Note that student must make a case, and such cases typically involve student attempts and testing. Concern expressed regarding the possibility of an outside party becoming involved and affecting local policy. Note that many students test at high school and/or other outside agencies, so we already rely on certain information from outside parties. Ong doesn't anticipate a case of a student bringing in an outside party. Suggestion that policy address such a possibility. Note that for students who have never been tested, LD coordinator uses lengthy assessment process, including testing, to determine any disability. Note that IEPs from high schools can be used, if they specify learning disability in a specific area, but are not always sufficient. Escoto noted relevance across campus; please share with your constituents. Escoto will forward Ong's updated policy draft to share.</p>
<p>7. Report Out from Division Reps</p>	<p><b>Speaker: All</b>          BSS: Apprenticeship proposing seven degrees/certificates; coming to CCC hopefully before end of academic year.          Articulation: Bio Health proposing ADT in Public Health at PaRC tomorrow; not mandated by state to offer this ADT. Day met with 14 students who were denied admission to UCLA or Berkeley—all have high GPA, many with 4.0. Inquired to schools, response was that they are so impacted that they are narrowing field to students who completed all of their major courses by fall term, which is especially hard on quarter system students. Important to look at lower division major courses and ensure we're offering on a regular basis; colleges expect that courses listed in our catalog are being offered regularly. Concern expressed for students in science majors, who do not have option to complete major courses early. Counseling noted that colleges did not publicize this criterion. Day noted that this issue related to AP credit pass-along, since freeing up GE will enable students to begin major coursework earlier. Counseling noted that many students under the impression that finishing up GE early is more important than beginning major coursework. Day also noted that colleges are taking note of Honors courses on students' transcripts.</p>
<p>8. Good of the Order</p>	
<p>9. Adjournment</p>	<p><b>3:27 PM</b></p>

*Draft Minutes, May 3, 2016*

**Attendees:** Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Marnie Francisco (PSME), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), San Lu (Acting Dean, DRC–guest), Teresa Ong (Acting Dean, BSS), Lety Serna (CNSL), Kristin Tripp-Caldwell (FA), Bill Ziegenhorn (History faculty–guest)

**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:** Elaine Haight

**Proposed Number:** C S 3M

**Proposed Units:** 4.5

**Proposed Hours:** 4 hours lecture, 2 hours lab

**Proposed Transferability:** UC/CSU

**Proposed Title:** Intermediate Algorithm & Data Structure Methodologies in Python

**Proposed Catalog Description & Requisites:** Systematic treatment of intermediate data structures, algorithm analysis and abstract data types in the Python programming language intended for Computer Science transfer majors. Coding topics include large program software engineering design, multi-dimensional arrays, string processing, primitives, compound types, and allocation of instance and class data. Concept topics include dynamic memory, inheritance, polymorphism, hierarchies, recursion, linked-lists, stacks, queues, trees and hash tables. Prerequisite: C S 3A

**Proposed Discipline:** Computer Science

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

Computer Science

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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**Faculty Author:** Kristin Tripp Caldwell

**Proposed Number:** MDIA 8A

**Proposed Units:** 4

**Proposed Hours:** 4 hours lecture, 1 hour laboratory

**Proposed Transferability:** CSU area D3/D4 UC Area 4

**Proposed Title:** Race and Gender in American Media

**Proposed Catalog Description & Requisites:**

This course examines the complexities of race and gender representation in U.S. film and media. Students will study the history of media representation, employing media theory to analyze how the media shapes and promotes cultural stereotypes and how media images and institutions influence and shape identity. The contributions to the field of important filmmakers and media artists will be examined.

**Proposed Discipline:**

Film/TV

Media Studies

Music Technology

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

Music Technology

Media Studies (pending state approval)

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

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**Faculty Author:** Paul Davies

**Proposed Number:** MUS 3D

**Proposed Units:** 5

**Proposed Hours:** 4 hours lecture 3 hours lab

**Proposed Transferability:** UC/CSU

**Proposed Title:** Theory & Musicianship IV

**Proposed Catalog Description & Requisites:**

Continuation of concepts from MUS 3C including late 19<sup>th</sup> century chromatic harmony. Through guided analysis and composition course includes: application of augmented sixth chords, borrowed chords, medieval modes, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords, altered dominants, chromatic mediants, and Impressionism. Analysis and writing on atonality, 12-tone method, pandiatonicism, set theory, and polytonality.

**Proposed Discipline:** Music

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

AA degree, Certificate of Achievement in Music Theory, ADT in Music

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

**Comments & Other Relevant Information for Discussion:**

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**New Course Proposal**

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**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 47A

**Proposed Units:** 6

**Proposed Hours:** 18 hours laboratory per week (216 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** INTRODUCTION TO MUSICAL THEATRE PRODUCTION

**Proposed Catalog Description & Requisites:**

This course will introduce the fundamentals of musical theatre performance through the rehearsal and performance of a fully staged musical theatre production. Students are required to attend rehearsals and performances.

PREREQUISITE: Enrollment subject to audition and instructor assignment

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing and musical analysis focused.

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**Instruction Office:**

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**College Curriculum Committee**  
**New Course Proposal**

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**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 47B

**Proposed Units:** 6

**Proposed Hours:** 18 hours laboratory per week (216 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** INTERMEDIATE MUSICAL THEATRE PRODUCTION WORKSHOP

**Proposed Catalog Description & Requisites:**

This course will develop technical skills required at the intermediate level of musical theatre performance through the rehearsal and performance of a fully staged musical theatre production. Students are required to attend rehearsals and performances.

PREREQUISITE: Enrollment subject to audition and instructor assignment

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing and musical analysis focused.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**College Curriculum Committee**  
**New Course Proposal**

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**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 47C

**Proposed Units:** 6

**Proposed Hours:** 18 hours laboratory per week (216 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** ADVANCED MUSICAL THEATRE PRODUCTION WORKSHOP

**Proposed Catalog Description & Requisites:**

Assists the student to develop technical skills required at the advanced level of musical theatre performance through the rehearsal and performance of a fully staged musical theatre production. Students are required to attend rehearsals and performances.

PREREQUISITE: MUS 47B or enrollment subject to audition and instructor assignment

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing and musical analysis focused.

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**Instruction Office:**

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**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 47D

**Proposed Units:** 6

**Proposed Hours:** 18 hours laboratory per week (216 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** ADVANCED MUSICAL THEATRE PRODUCTION WORKSHOP II

**Proposed Catalog Description & Requisites:**

This course will assist the student to develop technical skills required at the advanced level of musical theatre in the areas of stage direction or choreography through the rehearsal and performance of a fully staged musical theatre production.

PREREQUISITE: MUS47C or enrollment subject to audition and instructor assignment

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing and musical analysis focused.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 48B

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours laboratory (72 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** SINGING TECHNIQUE FOR MUSICAL THEATRE

**Proposed Catalog Description & Requisites:**

Practical introduction to the fundamentals of singing for musical theatre repertoire. Students will explore the principals of healthy vocal production in solo and/or ensemble singing to develop the singing voice through exercises and repertoire from the Standard American Musical Theatre. Songs will be developed with strong emphasis on character development and communication.

ADVISORY: MUS 13A, B, C

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing focused.

---

**Instruction Office:**

Date presented at CCC:

Number assigned:



**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Faculty Author:** Milissa Carey

**Proposed Number:** MUS 48C

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours laboratory (72 hours total per quarter)

**Proposed Transferability:** CSU and UC

**Proposed Title:** MUSICAL THEATRE REPERTOIRE FOR SINGERS

**Proposed Catalog Description & Requisites:**

Vocal techniques and styles as utilized in musical theater. Instruction includes development of singing skills, basic body movement, acting technique, interpretation of Broadway song literature in a staged performance. Students are required to prepare a final project excerpted from a standard works. Attendance at all scheduled performances is required.

PREREQUISITE: MUS48B or instructor approval

**Proposed Discipline:** Music

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

Music, possible Music ADT in the future

Non GE Applicable

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

This course already exists in THTR and will be cross-listed

**Comments & Other Relevant Information for Discussion:**

This a long-standing THTR course which will now be cross-listed in Music since they are singing focused.

---

**Instruction Office:**

Date presented at CCC:

Number assigned:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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

**Faculty Author:** Kate Jordahl

**Proposed Number:** PHOT 70R, 71R, 72R, 73R

**Proposed Units:** 1, 2, 3, 4

**Proposed Hours:** 3, 6, 9, 12 hours laboratory

**Proposed Transferability:** CSU

**Proposed Title:** INDEPENDENT STUDY IN PHOTOGRAPHY

**Proposed Catalog Description & Requisites:**

Provides an opportunity for the student to expand their studies in Art beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of Independent Study per department.

No requisites

**Proposed Discipline:** Photography

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

Photography AA and Certificate of Achievement in Photography as well as Certificate of Achievement in Traditional Photography and Certificate of Achievement in Digital Photography (all transcriptable)

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

None.

**Comments & Other Relevant Information for Discussion:**

Course is modeled after the currently approved Art 70R, 71R, 72R, 73R.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

**PROPOSED 2016-17 and 2017-2018 HONORS COURSE SCHEDULE**

<b>AREA</b>	<b>FALL 16</b>	<b>AREA</b>	<b>WINTER 17</b>	<b>AREA</b>	<b>SPRING 17</b>
BIOL	ANTH 1H	Social Science	ART 2BH	PSME	ASTR 10BH
BIOL LAB	ANTH 1HL	ORAL	COMM 2BH	PSME	ASTR 54H
Arts/ Humanities	ART 2AH	ENGL	ENGL 1AH	ORAL	COMM 1BH
ORAL	COMM 1AH	ENGL	ENGL 1BH	ENGL	ENGL 1AH
C S	C S 1AH or 2AH	Arts/ Humanities	MUS 8H	ENGL	ENGL 1BH
ENGL	ENGL 1AH	Arts/ Humanities	PHOT 8H	ENGL	ENGL 1CH
MATH	MATH 1AH	Arts/ Humanities	PHOT 10H	Arts/ Humanities	MUS 8H
MATH	MATH 1AHP	Arts/ Humanities	HUMN 4H	Arts/ Humanities	PHOT 11H
Arts/ Humanities	MUS 8H	Social Science	POLI?	Social Science	POLI
Arts/ Humanities	PHOT 8H	Social Science	ANTH 2H	Social Science	SOC 1H
Social Science	HIST 4CH	Social Science	ANTH 2HL	ORAL	COMM-any
Social Science	POLI?	ORAL	COMM-any	Social Science	POLI
Social Science	SOC 1H			Social Science	ECON 9H
ENGL	ENGL 1BH				
<b>ADD SEMINARS</b>	<b>2-3 SEMINARS</b>		<b>3- 4 SEMINARS</b>		<b>3-4 SEMINARS</b>

**POSSIBLE SEMINARS**

BIOL 54H  
 BUSI 54H  
 ECON 54H  
 ENGL 54H  
 HIST 54H  
 HUMN 54H  
 PHYS 54H  
 POLI 54H  
 PSYC 54H  
 SOC 54H  
 GEOG 54H  
 HUMN 44H

**DESIRED HONORS COURSES**      **NEED TO DEVELOP**

**ACTG 1AH**  
**ACTG 1BH**  
**ACTG 1CH**  
**BUS 22H**  
**CRLP 7H**  
**ECON 1AH**  
**ECON 1BH**  
**ENGR 10H**  
**MATH 10H**  
**PSYC 1H**  
**GEOG 1H**  
**MDIA 1-12-any**

**PROPOSED 2016-17 and 2017-2018 HONORS COURSE SCHEDULE**

<b>AREA</b>	<b>FALL 17</b>	<b>AREA</b>	<b>WINTER 18</b>	<b>AREA</b>	<b>SPRING 18</b>
BIOL	ANTH 1H	Arts/ Humanities	ART 2BH	Social Science	ANTH 2H
BIOL	ANTH 1HL	ORAL	COMM 2BH	Social Science	ANTH 2HL
ORAL	ART 2AH COMM 1BH	ENGL	ENGL 1AH	ORAL	ART 2CH COMM 1BH
C S	C S 1AH	ENGL	ENGL 1BH	ENGL	ENGL 1BH
ENGL	ENGL 1AH	Arts/ Humanities	MUS 8H	ENGL	ENGL 1BH
MATH	MATH 1AH	Arts/ Humanities	PHOT 8H	ENGL	ENGL 1CH
MATH	MATH 1AHP	Arts/ Humanities	PHOT 10H	Arts/ Humanities	MUS 8H
Arts/ Humanities	MUS 8H	Arts/ Humanities	HUMN 3H	Arts/ Humanities	PHOT 11H
Arts/ Humanities	PHOT 8H	Social Science	POLI?	Social Science	POLI?
Social Science	HIST 4CH	ENGL/ HUMN	CNSL 85H	OTHER	LIBR 10H
Social Scienc	POLI?	NEED	ENGL 11H	OTHER	CNSL 85H
OTHER	CNSL 85H		NEED SOC SCI	NEED	NEED SOC SCI
Social Science	LIBR 10H			NEED	NEED SCIENCE
	SOC 1H				
	ENGL 1BH				
<b>ADD SEMINARS</b>	<b>2-3 SEMINARS</b>	<b>SEMINARS</b>	<b>3- 4 SEMINARS</b>	<b>SEMINARS</b>	<b>3-4 SERMINARS</b>

**CURRENT LIST  
OF SEMINARS**

BIOL 54H  
 BUSI 54H  
 ECON 54H  
 ENGL 54H  
 HIST 54H  
 HUMN 54H  
 PHYS 54H  
 POLI 54H  
 PSYC 54H  
 SOC 54H



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DE ANZA COLLEGE IS A **SMOKE-FREE CAMPUS.**


**Spring 2016:** Classes meet twelve weeks (April 4-June 24, 2016) unless otherwise indicated. Classes will not be held on Memorial Day holiday: Saturday (May 28), Sunday (May 29), and Monday (May 30).

Courses/Sections Found: **63** Click **CN** for **important details** and course title for **prerequisites**.

**Note:** If the days of the week are linked, then class has a special start and/or end date.

**CN** = Course Note    \* = Online/Hybrid    + = Learning in Communities    ^ = Community Service Learning    # = Off-Campus

CRN	Course	Title	Time	Days	Instructor	Location
44332	ACCT-01BH-06H	<a href="#">Financial Accounting II - HONORS</a> (CLAS)	08:30 AM-10:45 AM	MW	MELLO, KEVIN	L76
44333	ACCT-01BH-11H	<a href="#">Financial Accounting II - HONORS</a> (CLAS)	08:30 AM-10:45 AM	TTh	MELLO, KEVIN	L76
44349	ANTH-001.-03H	<a href="#">Physical Anthropology</a> (CLAS)	09:30 AM-10:20 AM	MTWTh	TIWANA, AMEETA	MLC102
44350	ANTH-001.-04H	<a href="#">Physical Anthropology</a> (CLAS)	10:30 AM-11:20 AM	MTWTh	TIWANA, AMEETA	MLC105
44351	ANTH-002.-05H	<a href="#">Cultural Anthropology</a> (CLAS)	12:30 PM-01:20 PM	MTWTh	TIWANA, AMEETA	L24
44341	ARTS-002A-01H	<a href="#">History of Art: Europe from Prehistory Through Early Christianity</a> (CLAS)	11:30 AM-12:20 PM	MTWTh	PASTUREL, DEBORAH	AT120
44339	BIOL-010H-64H	<a href="#">Introductory Biology - HONORS</a> (CLAS) (LAB)	TBA 10:30 AM-01:20 PM	TBA M	PANE, ERIC PANE, ERIC	ONLINE S51
44340	BIOL-010H-65H	<a href="#">Introductory Biology - HONORS</a> (CLAS) (LAB)	TBA 10:30 AM-01:20 PM	TBA W	PANE, ERIC PANE, ERIC	ONLINE S51
44322	BIOL-06AH-05H	<a href="#">Form and Function in the Biological World - HONORS</a> (CLAS) (LAB)	10:30 AM-12:20 PM 12:30 PM-03:20 PM	TTh MW	HEYER, BRUCE HEYER, BRUCE	S34 SC2108
44323	BIOL-06AH-06H	<a href="#">Form and Function in the Biological World - HONORS</a> (CLAS) (LAB)	12:30 PM-03:20 PM 10:30 AM-12:20 PM	TTh TTh	HEYER, BRUCE HEYER, BRUCE	SC2108 S34
44330	BIOL-06CH-01H	<a href="#">Ecology and Evolution - HONORS</a> (CLAS) (LAB)	12:30 PM-01:20 PM 09:30 AM-12:20 PM	MTWTh MW	MCPARTLAN, ELIZABETH MCPARTLAN, ELIZABETH	SC1102 SC2108
44331	BIOL-06CH-02H	<a href="#">Ecology and Evolution - HONORS</a> (CLAS) (LAB)	12:30 PM-01:20 PM 09:30 AM-12:20 PM	MTWTh TTh	MCPARTLAN, ELIZABETH MCPARTLAN, ELIZABETH	SC1102 SC2108
44347	ECON-001H-01H	<a href="#">Principles of Macroeconomics - HONORS</a> (CLAS)	07:30 AM-08:20 AM	MTWTh	THOMAS, MONIKA	S56
44343	ECON-001H-03H	<a href="#">Principles of Macroeconomics - HONORS</a> (CLAS)	09:30 AM-10:20 AM	MTWTh	SINGH, RAVJEET	S55
44353	ECON-001H-07H	<a href="#">Principles of Macroeconomics - HONORS</a> (CLAS)	12:30 PM-01:20 PM	MTWTh	WEST, JUDITH	S55

44348	ECON-002H-02H	<a href="#">Principles of Microeconomics - HONORS</a> (CLAS)	09:30 AM-10:20 AM MTWTh	THOMAS, MONIKA	S56
44354	ECON-002H-04H	<a href="#">Principles of Microeconomics - HONORS</a> (CLAS)	11:30 AM-12:20 PM MTWTh	WEST, JUDITH	S55
44342	ELIT-046B-01H	<a href="#">Major British Writers (Neo-Classical and Romantic)</a> (CLAS)	10:30 AM-12:20 PM MW	PESANO, JULIE	MLC270
44395	ELIT-046C-01H	<a href="#">Major British Writers (Victorian and Modern)</a> (CLAS)	09:30 AM-10:20 AM MTWTh	HEARN, LYDIA	MQ-3
44338	ELIT-048C-01H	<a href="#">Major American Writers (The Modern Age, 1914-the Present)</a> (CLAS)	10:30 AM-12:20 PM TTh	PALMORE, KIM	MLC270
44418	EWRT-002H-23H	<a href="#">Critical Reading, Writing and Thinking - HONORS</a> (CLAS)	01:30 PM-03:45 PM MW	POULSEN, MELISSA	L75
44396	EWRT-002H-PYH	<a href="#">Critical Reading, Writing and Thinking - HONORS</a> (CLAS) (TBA)	10:30 AM-11:20 AM MTWTh TBA TBA	HEARN, LYDIA HEARN, LYDIA	MQ-3 ONLINE
44190	EWRT-01BH-01H	 <a href="#">Reading, Writing and Research - HONORS</a> (CLAS)	01:30 PM-03:45 PM TTh	PESANO, JULIE	L82
44344	F/TV-001.-02H	<a href="#">Introduction to Film</a> (CLAS)	12:30 PM-04:20 PM Th	TAVERNETTI, SUSAN	AT120
44345	F/TV-002A-01H	<a href="#">History of Cinema (1895-1950)</a> (CLAS)	12:30 PM-04:20 PM T	TAVERNETTI, SUSAN	AT120
44346	F/TV-002B-1LH	<a href="#">History of Cinema (1950-Present)</a> (CLAS)	09:30 AM-01:20 PM F	TAVERNETTI, SUSAN	AT120
44355	HIST-003A-04H	<a href="#">World History from Prehistory to 750 CE</a> (CLAS)	12:30 PM-02:20 PM TTh	WHITE, WENDY	L72
44311	HIST-009.-01H	<a href="#">Women in American History</a> (CLAS)	12:30 PM-01:20 PM MTWTh	CINI, CAROL	L26
44312	HIST-017A-03H	<a href="#">History of the United States to Early National Era</a> (CLAS)	10:30 AM-11:20 AM MTWTh	CINI, CAROL	L26
44313	HIST-017A-05H	<a href="#">History of the United States to Early National Era</a> (CLAS)	03:30 PM-05:20 PM MW	CINI, CAROL	L26
44314	HIST-017A-06H	<a href="#">History of the United States to Early National Era</a> (CLAS)	03:30 PM-05:20 PM TTh	CINI, CAROL	L26
44324	HUMA-010.-03H	<a href="#">Human Sexuality</a> (CLAS)	09:30 AM-10:20 AM MTWTh	JACKLER, FRANCES	MQ-2A
44382	HUMA-010.-11H	<a href="#">Human Sexuality</a> (CLAS)	04:30 PM-06:20 PM TTh	JOPLIN, NATASHA	MLC105
44316	HUMI-001H-02H	<a href="#">Creative Minds - HONORS</a> (CLAS)	09:30 AM-10:20 AM MTWTh	CLINCHARD, LORI	ADM101
44357	HUMI-001H-03H	<a href="#">Creative Minds - HONORS</a> (CLAS)	10:30 AM-12:20 PM MW	WHITE, WENDY	G1
44317	HUMI-001H-04H	<a href="#">Creative Minds - HONORS</a> (CLAS)	10:30 AM-11:20 AM MTWTh	CLINCHARD, LORI	ADM119
44416	HUMI-001H-5DH	<a href="#">Creative Minds - HONORS</a> (CLAS)	10:30 AM-11:20 AM MTWTh	BREITER, SALAMANDER	ADM101
44318	HUMI-009H-01H	<a href="#">Introduction to Comparative Religion - HONORS</a> (CLAS)	11:30 AM-12:20 PM MTWTh	CLINCHARD, LORI	G4
44358	HUMI-018.-01H	<a href="#">History as Mystery: A Critique of Western Perspectives in a Global Context</a> (CLAS)	10:30 AM-12:20 PM TTh	WHITE, WENDY	G1
44309	ICS -019.-1SH	<a href="#">Justice, Nature and the Geographies of Identity</a> (CLAS)	01:30 PM-03:20 PM TTh	BLUME, CASSANDRA	G6
44420	KORE-002.-01H	<a href="#">Elementary Korean (Second Quarter)</a> (CLAS)	03:30 PM-05:45 PM TTh	LEE, YU	L64
44310	KORE-003.-03H	<a href="#">Elementary Korean (Third Quarter)</a> (CLAS)	04:00 PM-06:15 PM MW	CHOI, HWAJA	L63

44421	KORE-003.-62H	<a href="#">Elementary Korean (Third Quarter)</a> (CLAS) (CLAS)	06:30 PM-08:45 PM F 09:30 AM-11:45 AM S	LEE, YU LEE, YU	MCC-12 MCC-12
44410	MATH-001A-04H	<a href="#">Calculus</a> (CLAS)	09:30 AM-10:20 AM MTWThF	JUDSON, ZACHARY	MLC108
44334	MATH-001A-07H	<a href="#">Calculus</a> (CLAS)	11:30 AM-12:20 PM MTWThF	MOSH, FARSHOD	E31
44326	MATH-001A-09H	<a href="#">Calculus</a> (CLAS)	10:30 AM-11:20 AM MTWThF	KHOSRAVI, MEHRDAD	G5
44335	MATH-001B-01H	<a href="#">Calculus</a> (CLAS)	09:30 AM-10:20 AM MTWThF	MOSH, FARSHOD	E31
44411	MATH-001B-09H	<a href="#">Calculus</a> (CLAS)	11:30 AM-12:20 PM MTWThF	NJINIBAM, EDWIN	S16
44336	MATH-001C-03H	<a href="#">Calculus</a> (CLAS)	07:30 AM-08:20 AM MTWThF	MOSH, FARSHOD	E31
44327	MATH-001C-11H	<a href="#">Calculus</a> (CLAS)	12:30 PM-01:20 PM MTWThF	KHOSRAVI, MEHRDAD	MCC-12
44337	MATH-001D-03H	<a href="#">Calculus</a> (CLAS)	08:30 AM-09:20 AM MTWThF	MOSH, FARSHOD	E31
44328	MATH-002A-03H	<a href="#">Differential Equations</a> (CLAS)	09:30 AM-10:20 AM MTWThF	KHOSRAVI, MEHRDAD	G5
44352	MATH-010H-05H	<a href="#">Elementary Statistics and Probability - HONORS</a> (CLAS)	09:30 AM-10:20 AM MTWThF	TRAN, DANNY	G7
44390	MATH-010H-24H	<a href="#">Elementary Statistics and Probability - HONORS</a> (CLAS) (CLAS) (CLAS)	04:00 PM-06:15 PM M 04:00 PM-05:15 PM W 05:25 PM-06:15 PM W	GERAGHTY, MAURICE GERAGHTY, MAURICE GERAGHTY, MAURICE	S46 S46 S44
44391	MATH-010H-61H	<a href="#">Elementary Statistics and Probability - HONORS</a> (CLAS) (CLAS) (CLAS)	06:30 PM-08:45 PM M 06:30 PM-07:45 PM W 07:55 PM-08:45 PM W	GERAGHTY, MAURICE GERAGHTY, MAURICE GERAGHTY, MAURICE	S46 S46 S44
44417	PHIL-002.-01H	<a href="#">Social and Political Philosophy</a> (CLAS)	08:30 AM-09:20 AM MTWTh	HANSON, ANTHONY	ADM101
44319	POLI-001.-03H	<a href="#">American Government and Politics</a> (CLAS)	10:30 AM-11:20 AM MTWTh	DRUEHL, GREGORY	FOR4
44394	POLI-001.-2SH	<a href="#">American Government and Politics</a> (CLAS)	08:30 AM-09:20 AM MTWTh	GORDON, SUSAN	L26
44419	PSYC-005.-01H	<a href="#">Introduction to Theories of Personality</a> (CLAS)	12:30 PM-01:20 PM MTWTh	COHEN, HARVEY	L27
44392	PSYC-024.-01H	<a href="#">Introduction to Psychobiology</a> (CLAS)	12:30 PM-02:20 PM TTh	STERLING, CASSIDY	FOR4
44393	SPCH-001H-03H	<a href="#">Public Speaking - HONORS</a> (CLAS)	07:30 AM-09:20 AM MW	HONG, RUSSELL	L43
44415	SPCH-010.-09H	<a href="#">Fundamentals of Oral Communication</a> (CLAS)	01:30 PM-03:20 PM TTh	KAUR, SHAGUNDEEP	L49
44315	WMST-009.-01H	<a href="#">Women in American History</a> (CLAS)	12:30 PM-01:20 PM MTWTh	CINI, CAROL	L26

## 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

<b>Title (units)</b>	<b>C-ID Designation</b>	<b>Rationale and Possible GE</b>	<b>FOOTHILL COURSES</b>
Intro to Education (3)	EDUC 200	Elem Ed subject matter requirement	<b>EDUC 50-NOW INACTIVE</b>
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	<b>NO COURSE AVAILABLE</b>
Public Speaking (3)	COMM 110	<b>Meets A1 CSU GE</b> – highly recommended for future teachers	<b>COMM 1A or 1AH</b>
College Composition (3)	ENGL 100	<b>Meets A2 CSU GE</b>	<b>ENGL 1A or 1AH or 1S &amp; 1T or ESLL 26</b>
Physical Science for Educators (4) Or Survey of Physics & Chemistry (4) Or Intro to Chemistry (5) <b>AND</b> Intro to Physics (4)	See example or CHEM/PHYS 140 or See examples	<b>Meets B1 &amp; B3 CSU GE</b> - Elem Ed subject matter requirement	<b>CURRENTLY NO GOOD OPTION: COULD POSSIBLY INCLUDE CHEM 25 7 PHYS 6 OR CHEM 25 &amp; PHYS 2A &amp; 2B</b>
Biology for Educators (4) or General Biology w/lab (4)	See examples	<b>Meets B2 &amp; B3 CSU GE</b> - Elem Ed subject matter requirement	<b>BIOL 10 OR BIOL 14</b>
Math for Elementary Teachers I (3)	MATH 120	<b>Meets B4 CSU GE</b> - Elem Ed subject matter requirement	<b>MATH 42 IS UNDER REVIEW-HAS CONDITIONAL APPROVAL</b>



World History to 1500 (3)	HIST 150	<b>Meets C2 CSU GE</b> - Elem Ed subject matter requirement	<b>NO COURSE AVAILABLE</b>
Intro to Literature (3)	ENGL 120	<b>Meets C2 CSU GE</b> - Elem Ed subject matter requirement	<b>ENGL 16- RARELY OFFERED</b>
World Regional Geography (3)	GEOG 125	<b>Meets D CSU GE</b> - Elem Ed subject matter requirement	<b>GEOG 10</b>
Intro to American Government and Politics (3)	POLS 110	<b>Meets D CSU GE</b> and fulfills U.S. History & American Institutions requirement - Elem Ed subject matter requirement	<b>POLI 1</b>
US History to 1877 (3)	HIST 130	Meets D CSU GE and fulfills U.S. History & American Institutions requirement - Elem Ed subject matter requirement	<b>HIST 17 &amp; 17B</b>
Child Growth and Development (3)	CDEV 100	<b>Meets E CSU GE</b> - Elem Ed subject matter requirement	<b>CHLD 1 &amp; CHLD 2</b>

**List A: Select 1 course from the following:**

3 - 4 units

Any course articulated as fulfilling CSU GE A3 with Freshman Composition as a prerequisite	Various	<b>Meets A3 CSU GE</b> ENGL 1B OR ENGL 1BH OR ENGL 1C OR ENGL 1CH OR PHIL 1 OR PHIL 7 OR PHIL 30
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**List B: Select 1 course from the following:**

3 units

Art Appreciation (3)	ARTH 100	<b>ART 1 OR MUS 1</b>
Dance History and Appreciation or	See examples	

Introduction to Dance(3)		<b>OR THTR 1</b>
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.

**OPTIONS INCLUDE:**

**GEOG 2**

**HLTH 21**

**SOC 1**

**PSYC 49**

**VARIOUS ENGL LIT COURSES**

## **Policy and Procedures for Providing Academic Adjustments for Students with Disabilities**

### **POLICY**

Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The District is thus responsible to make modifications to academic requirements and practices as necessary-without any fundamental alternation of academic standards, courses, educational programs or degrees-to ensure that it does not discriminate against qualified students with disabilities. In addition, each district is required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments.

### **Background**

This policy is based on federal and state legislation, which requires community college districts receiving funding to establish programmatic access as well as physical access to its academic offerings. Two of these regulations are: **34 Code of Federal Regulations 104.44 implementing Section 504 of 1973 Rehabilitation Act:**

“(a)Academic requirements. A recipient to this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.”

#### Title 5 California Code of Regulations 56027:

“Each community college district receiving funding pursuant to this subchapter shall... establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustment. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.”

#### Accommodations

Accommodations of two levels are available. Accommodations may be made 1) in the manner of presentation of the course to permit the student to complete the required course; 2) by substitutions of another course for the required course.

*Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements will not be regarded as discriminatory.*<sup>34</sup> C.F.R. 104.44

#### Level I Special Course Accommodations:

Foothill- De Anza Community College District intends all of its graduates to master the competencies required by Title 5 of the California Education Code. The course requirements are established to meet that requirement and students should, where possible, complete courses required for graduation. The District recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence. Therefore, for most students with disabilities, the first level of accommodation will involve an attempt to complete the course with additional or altered means of delivery.

### Level II Course Substitution:

Course substitution will be considered for those students with a verified disability in two circumstances:

1. When the student has attempted and exhausted Level I accommodations and for whom Level I accommodations are not adequate to enable them to complete the course; and
2. When the student can show that his/her disability is of a type or magnitude that any attempt at completing the course would be futile.

Any course substitution granted by Foothill College is for the purpose of the College's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

Note: By law, a student is not required to go through DRC to receive academic adjustments and auxiliary aids. Separate procedures are noted below for students exercising this option at Level I, II. Recent verification of the disability and special education limitations is required whether or not a student chooses to use DRC services.

### Verification of the Disability

1. Where the nature or extent of the disability is not apparent, the student bears the responsibility of presenting recent professional documentation of specific educational limitations to the college before an academic accommodation will be granted.
2. If the student does not have appropriate verification of a disability, the student may request an assessment from Disability Resource Center (DRC) to determine and document the disability if it is within the scope of services provided by DRC. Where possible, DRC may provide referrals for assessment or documentation of those disabilities beyond the scope of services provided by the college.

## For Students Using DRC Services

### Level I Course Accommodation Procedures

1. Requests for course accommodation should be presented to the DRC specialist.
2. The student, in collaboration with the DRC professional staff, will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The student will submit to his/her instructors the accommodations authorization forms completed by the DRC professional.
3. If the student disagrees with the academic accommodations authorized by the DRC professional staff, he/she should discuss his/her concern with the professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the appropriate immediate supervisor of DRC. Every attempt should be made to resolve the disagreement with the immediate supervisor. If the disagreement continues to be unresolved, the student's next step is to contact the ADA Compliance Officer. The ADA Compliance Officer will investigate the matter and provide the student with a determination within five (5) business days. If the student is not in agreement with the decision, the student may file a formal discrimination complaint.
4. If the instructor has questions about an accommodation requested by a student with verified disability, or if the instructor disagrees about the accommodation, the instructor should promptly contact the DRC professional who authorized the accommodation(s).
5. The instructor and DRC and any appropriate college staff will begin the ADA Review Process immediately. During this time the instructor will be notified that he/she must continue to provide your accommodations until a final determination has been made. If DRC cannot reach a solution with the instructor and/ or Dean, the matter will be referred to the Vice President of Instruction for review and decision. The faculty may appeal this decision to the President, however the accommodation(s) will remain in place even through the appeal. The

student will be notified of the results within ten(10) business days. If the student is not in agreement with the decision, a formal discrimination complaint may be filed with the college.

### Level II - Course Substitution

1. Requests for Course substitution or waiver shall be submitted by the student to the director of DRC. Course substitutions or waivers shall be determined by the Academic Council. The Academic Council shall review cases under any of the following conditions:
  - a. The student, having made a good-faith effort (what is good faith?) to complete the required course in question by availing themselves of the accommodations recommended by DRC professional staff, has been unable to satisfactorily complete the required course.
  - b. The student and the DRC professional staff member agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
  - c. The student desires to appeal a DRC professional staff member's assessment that the educational implications of his/her disability is not sufficient to warrant a substitution.
2. First the Academic Council will form a committee consisting of the following members:
  - a. Members of the Academic Council
  - b. DRC professional staff member
  - c. Faculty representative from the student's declared major course of study
  - d. Faculty representative from the department whose course is being substituted; ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.

3. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:
  - a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
  - b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
4. The Committee will forward its decision, in writing, to the student and the Director of DRC within ten (10) instructional days.
5. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

### Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, or II.
2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution.



This decision remains in place while the final determination is being made.

3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

## Procedures for students not using DRC services

### Level I Course Accommodation

Requests for course accommodation should be presented to the ADA Compliance Officer.

1. ADA Compliance Officer will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The ADA Compliance Officer may consult with a DRC counselor/specialist regarding ways in which to implement academic adjustments and/or auxiliary aids.
2. The student must provide an official verification of disability or any other disability documentation signed by an appropriate professional.
3. The ADA Compliance Officer will make a decision regarding the accommodation within five (5) instructional days of having received the matter.
4. If the student disagrees with the academic accommodations authorized by ADA Compliance Officer, the student or instructor may file a formal discrimination complaint with the college via the Vice President of Student Services.

## Level II -Course Substitution for Students

1. Requests for Course substitution or waiver shall be submitted by the student to the Academic Council. The Academic Council shall review cases under any of the following conditions:
  - a. The student, having made a good-faith effort (what is good faith?) to complete the required course in question by availing themselves of accommodations has been unable to satisfactorily complete the required course.
  - b. The student and the ADA Compliance Officer agree that, due to the nature of the educational implications of their disability, even beginning the course with Level I accommodations is futile.
  - c. The student desires to appeal the 504 Coordinator's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.
  
6. First the Academic Council will form a committee consisting of the following members:
  - a. Members of the Academic Council
  - b. ADA Compliance Officer
  - c. Faculty representative from the student's declared major course of study
  - d. Faculty representative from the department whose course is being substituted, ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.
  
7. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a majority vote with the following guidelines:
  - a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the

integrity of the program of study and to protect the student's best interest in pursuing that program.

- b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
8. The Committee will forward its decision, in writing, to the student and the ADA Compliance Officer within ten (10) instructional days.
  9. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

### **Appeal Process**

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.
2. During this appeal process, the ADA Compliance Officer may make an interim decision on an accommodation pending the final resolution. This decision remains on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.