

College Curriculum Committee Meeting Agenda
Tuesday, May 23, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: May 9, 2017	Action	#5/23/17-1	Escoto
2. Announcements a. New Course Proposals b. UC Transferability c. CCC Co-chair Announcement	Information	#5/23/17-2—5	Escoto Day
3. New Program Application: Social Justice Studies ADT	2nd Read/ Action	#5/23/17-6—7	Escoto
4. Policy Update: Academic Adjustments for Students with Disabilities	2nd Read	#5/23/17-8	Escoto
5. New Program Application: Game Audio Certificate of Achievement	1st Read	#5/23/17-9	Escoto
6. Program Deactivation: Primary Care Associate Program	1st Read	#5/23/17-10	Escoto
7. Non-transcriptable Certificate Approval Process	Discussion	#5/23/17-11—12	Escoto
8. Equity Across Curriculum	Discussion	#5/23/17-13	Escoto
9. Student Preparedness	Discussion		Escoto
10. Report Out from Division Reps	Discussion		All
11. Good of the Order			Escoto
12. Adjournment			Escoto

Attachments:

- #5/23/17-1 Draft Minutes: May 9, 2017
- #5/23/17-2 New Course Proposal: C S 30E
- #5/23/17-3 New Course Proposal: NCBS 403A
- #5/23/17-4 New Course Proposal: NCBS 403B
- #5/23/17-5 New Course Proposal: PHED 43
- #5/23/17-6 Social Justice Studies ADT Narrative
- #5/23/17-7 Social Justice Studies ADT TMC
- #5/23/17-8 Policy and Procedures for Providing Academic Adjustments for Students with Disabilities - draft (updated)
- #5/23/17-9 Game Audio CA Narrative
- #5/23/17-10 Program Deactivation: Primary Care Associate Program
- #5/23/17-11 Program Creation Guidelines
- #5/23/17-12 Including Non-Transcriptable Certificates in the Program Creation Process - draft
- #5/23/17-13 MATH 22 COR

2016-2017 Curriculum Committee Meetings:

<u>Fall 2016 Quarter</u>	<u>Winter 2017 Quarter</u>	<u>Spring 2017 Quarter</u>
10/11/16	1/24/17	4/25/17
10/25/16	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	3/21/17	6/20/17

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

2016-2017 Curriculum Deadlines:

- ~~12/1/16~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/16~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/1/17~~ Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
- ~~2/15/17~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- ~~6/1/17~~ Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- ~~6/23/17~~ COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

Distribution:

Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2016-17

Meeting Date: 5/23/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Mark Anderson	7156	F A	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper		BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@fhda.edu
<input checked="" type="checkbox"/>	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Tiffany Rideaux (W & S)		BSS	rideauxtiffany@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	K A	rippkaty@fhda.edu
<input type="checkbox"/>	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
<input checked="" type="checkbox"/>	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Basil Farooq	7231	ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Evan Gilstrap, Bruce McLeod

**College Curriculum Committee
Meeting Minutes
Tuesday, May 9, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room**

Item	Discussion
1. Minutes: April 25, 2017	Approved by consensus.
2. Announcements	Speaker: Isaac Escoto Rachelle Campbell has agreed to be considered for the soon-to-be-open CCC co-chair and Academic Senate VP position, pending senate confirmation. Escoto thanked the group for their outreach efforts.
a. New Course Proposals	The following proposals were presented: DMS 200; ESLL 126; LINC 77, 77A, 77B, 77C, 77D, 78A, 78B, 78C, 84A, 84B; MTEC 49; NCBS 403. Question from PSME rep about note on some LINC proposals regarding collaboration with PSME—Kyle Brumbaugh from KCI stated that he discussed courses with PSME dean. PSME rep noted that NCBS 403 might be split into two-course sequence so that it may be offered during the regular year, as well. Please share with your constituents.
b. White Paper on Streamlining Curriculum Processes	Paper outlines research by work group on existing curriculum processes, as well as recommendations and best practices. Curricular process has been ongoing discussion at Foothill for a long time. ASCCC and CCCCCO holding regional meetings to address streamlining—meeting for our area will be May 24; Escoto and Vanatta will attend. Reminder of checklist for Curriculum Reps to use when reviewing CORs—hope is that cleaning up issues will allow for the possibility of streamlining our local process.
c. OER Materials (SB 1359) follow-up	Discussion at previous meeting regarding new requirements, to go into effect January 2018. Judy Baker from Online Learning (present at previous discussion) working with others on campus to address and implement necessary changes. Any pertinent updates will be communicated at CCC.
d. Honors Courses follow-up	Discussions at previous meetings regarding the potential impact of additional unit on honors courses. Will continue once we are able to get data to address questions posed at previous meeting; IR is very busy with accreditation at the moment, so unsure when we will be able to get data. Clarification that no specific policy has been proposed; CCC is currently simply discussing the topic.
e. Upcoming Deadlines	Reminders of upcoming deadlines: June 1 for UC transferability, and June 23 for CORs for 2018-19. Note that June 23 deadline means that a COR must be fully through C3MS process and in Review/Instruction status.
f. Music History & Literature Certificate of Achievement Approval	The CCCCCO has approved the Music History & Literature Certificate of Achievement. Previously a non-transcriptable certificate.
3. New Program Application: Social Justice Studies ADT	Speakers: Isaac Escoto & John Fox First read of new Social Justice Studies ADT. Escoto noted that Foothill has been getting attention regarding our high number of ADT offerings and completers. Fox noted three different options

	<p>within degree: General Social Justice Studies, Gender and Sexuality, Race and Ethnicity. No new courses needed to be created. Next year's First Year Experience program might have a focus on social justice, which will help bring attention to the ADT. Language Arts rep asked if Fox considered including ENGL 40 & 41 — Fox had emailed faculty for course suggestions and did incorporate feedback that he'd received. Day noted possibility that those courses were considered but could not be included due to articulation restrictions on the TMC; will double-check. Day noted the long list of majors on the TMC, which should help students with transfer admissions.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>4. Statway (C-ID and ADTs)</p>	<p>Speakers: Isaac Escoto & Bernie Day</p> <p>Day provided background on topic: several years ago, the CSU GE Advisory Committee (GEAC) conditionally approved seven colleges (including Foothill) to certify Statway (our MATH 17) to satisfy Area 4B of CSU GE; initial pilot set to expire in 2016, but was extended to 2019. Subsequently, Statway was approved to satisfy Area 2 of IGETC, without an end date. However, Statway is not approved for C-ID and, thus, may not be used as a substitute for required statistics on most ADTs. After some discussion by math faculty statewide, the C-ID descriptor for Introduction to Statistics was revised to permit colleges with Statway (and similar models) to submit their courses for review with C-ID MATH 110— we submitted MATH 17 but were not approved. Faculty discipline review groups in some majors have expressed concerns that students who complete Statway might not be adequately prepared for upper division work that necessitates understanding intermediate algebra; nine ADTs were identified as such.</p> <p>ASCCC memo communicates that these nine ADTs must now "include [language noting] the intermediate algebra competency on the ... TMC." We currently offer five affected ADTs: Business Administration, Economics, Kinesiology, Psychology, Public Health Science. CCCCCO is working on a FAQ to clarify how colleges should proceed, but Day heard from some CCCCCO staff that we will be required to resubmit these ADTs. Community College League of CA response argues that this new requirement will disproportionately affect underrepresented students. Day noted that no instructions have been distributed yet, but wanted the situation to be on everyone's radar. Last year, Day shared with CCC reports from CSU Math Council and CSU Quantitative Reasoning Task Force addressing the need to provide equitable access for students but also expressing concerns about math approaches with little intermediate algebra. Hueg noted related local issue of course prerequisites— students frequently submit waivers to use Statway in place of MATH 10/PSYC 7/SOC 7. PSME rep noted need to ensure Statway is preparing students to pass placement exams— clarification that Statway does not include intermediate algebra. Purpose is to have a different statistics option for students who cannot pass intermediate algebra. Counseling rep noted that Statway option addresses differences in students' learning styles. Question regarding availability of data on students taking Statway vs. regular statistics course— Day noted the majority of data is from other states with similar programs, but SJSU has been teaching Statway and monitoring student success. Carnegie Foundation (which operates Statway Project) has provided data to CSU GEAC.</p>

<p>5. Non-transcriptable Certificate Approval Process</p>	<p>Speaker: Isaac Escoto</p> <p>We currently do not have a policy or process established for the creation of a new non-transcriptable certificate; importance of having all divisions follow the same process. Previous discussions revealed that not all departments/divisions follow the same creation process. Today's discussion will influence the draft of a policy/process.</p> <p>Fine Arts rep proposed new certificate be approved by the division CC and then CCC, not simply added to a curriculum sheet. Suggested course listings for certificates should be clear, and as concise as possible. PSME rep would like to see capability of certificates tracked in Banner, instead of just within each department/division (refers to students completing certificates). Bio Health rep suggested maximum total units for certificates; if eligible for certificate of achievement, perhaps we should require submission to the state. PSME rep asked how a certificate becomes transcriptable—would be submitted as a certificate of achievement, following the same process as a new one; documents on CCC website for information. Bio Health rep suggested professional development workshop for faculty who wish to move certificates to transcriptable, to assist them in program creation process. PSME rep asked how many existing certificates could qualify as transcriptable—document was shared with CCC in winter quarter with total units for current non-transcriptable certificates. Bio Health rep suggested branding requirements for certificates, including the look of the physical certificate and who signs them. Hueg agreed that central tracking of conferred certificates is key and that all certificates should look the same.</p> <p>Escoto noted that there are two separate pieces to consider: the process for creating a new certificate, and the process for tracking and conferring them. Would like to first establish the creation process. Further discussion regarding tracking should include staff from A&R and Evaluations. Bio Health rep noted the benefits of getting eligible certificates approved by the state, including conferring/tracking burden removed from divisions. LaManque suggested certificates be listed in EduNav system (in the future) as an educational plan for student to select, which could assist in tracking—would be connected to Banner, but outside of the Banner system. EduNav, in part, functions similarly to DegreeWorks, used by students to select a program and track progress. LaManque noted that, according to Moaty Fayek (Interim VP of Workforce), Strong Workforce funding formula includes number of non-transcriptable certificates, which are not currently being submitted to the state; if there was a way to collect and submit these, could be counted as one of several factors included in the funding formula. Would be beneficial to gather data regarding student outcomes. Escoto noted that, for accreditation, would be nice to have a central creation process. LaManque noted that documenting non-transcriptable certificate approvals in CCC minutes would also be helpful. CCC team will draft policy/process for first read at future meeting.</p>
<p>6. Equity Across Curriculum</p>	<p>Speaker: Isaac Escoto</p> <p>Escoto noted, on CCC Responsibilities document, requirement that divisions CCs "review curricula with faculty for student equity considerations..." Need to ensure that this responsibility is being upheld, as well as have documented specifics on how equity</p>

	<p>considered during review. First step is discussion of ideas.</p> <p>Request for clarification regarding what it means to “review curricula;” is this specific to CORs, and do our CORs currently provide enough information on, for example, delivery methods to allow them to be reviewed for equity (e.g., multimodal, flipped classrooms, etc.)? Escoto suggested CCC look at a COR, during future meeting, to see what sections could apply to equity. Language Arts rep suggested including the division-specific online course standards. Bio Health rep suggested policy include procedure; suggested each division document outlining their specific curriculum procedure(s).</p> <p>Please share with your constituents and bring feedback to the next meeting for discussion.</p>
<p>7. Policy Update: Academic Adjustments for Students with Disabilities</p>	<p>Speaker: Isaac Escoto</p> <p>First read of updated policy, originally approved by CCC last year. Addresses situations for students with learning differences having trouble completing required courses. Recent discussion at Academic Council resulted in proposed adjustments by that group. Counseling rep explained adjustments, which are to the course substitution process—instead of the current requirement of a meeting between the course faculty and faculty from the student's major, the updated policy requires the student's counselor at DRC to get a letter from the aforementioned faculty to show evidence of support. Also updated is change from requirement of unanimous vote at Academic Council to majority vote. Question regarding number of students affected—Counseling rep noted that most cases involve Math courses, affecting students who have been tested and found to have a specific learning disability in Math (dyscalculia); this year, rep as seen four or five cases.</p> <p>Escoto noted that new version of policy will need renewed CCC approval. Note that version shared with agenda does not include update to Academic Council vote; Escoto will share most recent version for consideration as possible second read at next meeting. PSME rep noted seeing increasing number of students taking exams at DRC, and asked what documentation students must provide to prove issues—Ong noted that most students must go through psychological evaluation, which includes a number of tests. Shared specifics of students with dyscalculia and what is involved in diagnosis. Noted that most students come in with documentation from their high school, but that Foothill does have a learning disability specialist who can test students. Counseling rep noted that foreign language courses also common issues for students. Any assessment follows formal process, administered by a person certificated by the state of CA.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Report Out from Division Reps</p>	<p>Speaker: All</p> <p>Apprenticeship: Strong Workforce Task Force recently recommended that minimum qualifications for Apprenticeship faculty be re-written. CA Apprenticeship Council (CAC) drafted new MQs, which were then reviewed by ASCCC (under the direction of the CCCCCO), who proposed their own version. Issue is highly politicized, and CAC believes the ASCCC version of MQs to be in conflict with theirs. Foothill Apprenticeship CC working on drafting a resolution.</p>

	<p>BSS: Recent discussion of seat count for honors courses—should it be lower than regular version? Would like to include in future discussion at CCC. Concern, regarding Representative Texts section of COR, that students are buying textbooks based on that listing on COR, rather than looking at schedule listing and/or contacting instructor directly. Unsure how frequently it happens, but a few examples. Suggestion that this could perhaps be addressed with a note on the COR. New courses being developed for Elementary Education ADT, including discussion regarding possible use of a Humanities course instead of History. Day noted that she spoke with faculty and that the TMC specifically requires the course to be world history, and cannot be substituted.</p> <p>Language Arts: English department discussing new subject code for noncredit English for summer bridge course(s). Unsure of process to create one—Vanatta explained process involves new code being approved by division CC and noted in meeting minutes, then division forwards memo announcing new code to Vanatta for CCC agenda (info only). Rep expressed confusion regarding difference between department and subject code—LaManque noted that, in this case, it is a subject code, as departments are administrative bodies. Rep noted that faculty developing journalism department/code unsure where it should be housed, as it is being developed in collaboration with faculty in Fine Arts division. LaManque noted that an administrative decision will need to be made regarding under which division the course will be housed, and if faculty from different disciplines may teach the course, all need to be involved in its development. Example of interdisciplinary course (IDS 300) currently housed within Dental Hygiene for administrative purposes; the critical piece regarding who teaches is the discipline. Rep noted that discussions within division concern the need for clarity regarding department vs. subject code—LaManque noted discussions, last year, to clarify such differences, specifically when IDS 300 created. CCC team will create a quick sheet to explain the differences.</p>
9. Good of the Order	
10. Adjournment	3:29 PM

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Elizabeth Brumbaugh (guest—LINC), Kyle Brumbaugh (guest—LINC), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), John Fox (guest—SOC), Marnie Francisco (PSME), Evan Gilstrap (guest—CNSL), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Bruce McLeod (Apprenticeship), Teresa Ong (guest—DRC), Keith Pratt (guest—ESLL), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (guest—DRC), Lety Serna (CNSL), Bruce Tambling (FA)

Minutes Recorded by: M. Vanatta

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

**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: Mike Murphy

Proposed Number: C S 30E

Proposed Units: 4.5

Proposed Hours: 4 hours lecture, 2 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Linux System Administration III

Proposed Catalog Description & Requisites:

This course goes deeper into enterprise Linux administration including Linux installation automation using Kickstart, process and priority management, job scheduling, managing disk partitioning, filesystems and logical volumes, accessing network filesystems, managing SELinux, configuring and managing Linux firewalls, and controlling and troubleshooting the system boot process.

Proposed Discipline: Computer Science

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

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

A.S. Enterprise Networking

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

No

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

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

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Faculty Author: Debbie Lee & Eric Reed

Proposed Number: NCBS 403A

Proposed Units: 0 (Noncredit)

Proposed Hours: 25 hours total per quarter

Proposed Transferability: N/A

Proposed Title: Math Bridge to College Level Mathematics I

Proposed Catalog Description & Requisites:

The Math Bridge Program is designed to help students who are placed into MATH 235 to refresh their math skills by having the students work on an online, adaptive, self-paced platform with in- class tutorial support.

The following topics will be covered in this course:

- Addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and signed numbers
- Order of operations with real numbers
- Ratios and proportions

Proposed Discipline: Mathematics—Basic Skills: Noncredit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

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

Non-Credit Bridge to College Level Mathematics (future)

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:

Should the placement exam be mentioned in the description? Should we include that students may not take this class if they have already completed a math class?

Instruction Office:

Date presented at CCC:

Number assigned:

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

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: Debbie Lee & Eric Reed

Proposed Number: NCBS 403B

Proposed Units: 0 (Noncredit)

Proposed Hours: 25 hours total per quarter

Proposed Transferability: N/A

Proposed Title: Math Bridge to College Level Mathematics II

Proposed Catalog Description & Requisites:

The Math Bridge Program is designed to help students refresh their math skills by having the students work on an online, adaptive, self-paced platform with in class tutorial support. It is recommended for students who place into MATH 220, MATH 105, or MATH 108.

The following topics will be covered in this course:

- Solving linear equations and inequalities, including percents and proportions
- Solving systems of linear equations
- Exponents
- Factoring
- Graphs of linear equations
- Radicals

Proposed Discipline: Mathematics—Basic Skills: Noncredit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

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

Non-Credit Bridge to College Level Mathematics (future)

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:

Should the placement exam be mentioned in the description? Should we include that students may not take this class if they have already completed a math class?

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: Matt Stanley

Proposed Number: PHED 43

Proposed Units: 1

Proposed Hours: 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Ultimate Disc or Frisbee ("Frisbee" is a brand name so I don't know if we can use it)

Proposed Catalog Description & Requisites:

Designed to enhance the student's skills and abilities in Ultimate Frisbee. Emphasis will be placed on cardiovascular and muscular fitness. This course is progressive; the intensity increases as the individual improves their abilities.

Proposed Discipline:

Physical Education

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

AA Physical Education, AA-T Kinesiology

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:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
Program Application
Associate in Arts in Social Justice Studies for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Social Justice Studies for Transfer degree is an interdisciplinary program designed to provide an overview of how societal organization and practices result in unequal opportunities for racial and ethnic minorities, women, and LGBTQ individuals.

Program Learning Outcomes

- Students will be able to identify and analyze the causes of race and gender inequality in the United States.
- Students will identify and analyze social policies that have the potential to alleviate race and gender inequalities.

Item 2. Catalog Description

Social justice is the idea that all members of a society are entitled to equal rights and equal opportunities. Social Justice Studies recognizes the social inequality and inequities in society—particularly regarding race and ethnicity, and gender and sexuality—and works in its analysis toward creating a more equitable society. More specifically, Social Justice Studies analyzes the injustices in society, such as how racism, sexism, and homophobia are manifested through discrimination, economic disparities, and violence. Furthermore, Social Justice Studies examines social policies that aim to alleviate injustices and create a more equitable society.

The Associate in Art in Social Justice Studies for Transfer Degree is designed to prepare students to transfer into the California State University (CSU) system. Students who complete the degree will be ensured preferential transfer status into the CSU system for Social Justice Studies majors and majors in related disciplines. The degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local. The degree will enable students to develop a strong foundation in race and ethnicity, gender and women's studies, social research methods or quantitative reasoning, and understanding patterns of inter-personal behavior, and will also offer interdisciplinary perspectives on social inequality and social justice. In addition, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper division course work.

Students who complete the Associate in Art in Social Justice Studies for Transfer Degree will be awarded one degree, to be selected from one of the following three emphases:

1. General Social Justice Studies: Provides a broad understanding of social justice and injustice
2. Gender and Sexuality: Focuses on the experiences of women and lesbian, gay, bisexual, transgendered and queer individuals
3. Race and Ethnicity: Explores racial and ethnic groups in the U.S. and around the world

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.

- b. A minimum of 27 quarter units in a major or area of emphasis.
- 2. Obtainment of a minimum grade point average of 2.0.
- 3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Social Justice Studies

Template # 1021

CCC Major or Area of Emphasis: Social Justice Studies

Rev 1: 07/11/16

TOP Code: 2201.30

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.
(See TMC for complete list of CSU majors)

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Social Justice Studies for Transfer Degree College Name: Foothill College:Social Justice Studies (Three Emphases)						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	IGETC
REQUIRED CORE: (9 units)						
Introduction to Social Justice Studies (3) OR Introduction to Race and Ethnicity (3)	SJS 110 OR SOCI 150	SOC 23	Race & Ethnic Relations	4	D0	4
Introduction to Women’s Studies (3) OR Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies (3) OR Introduction to Gender (3)	SJS 120 OR SJS 130 OR SOCI 140	WMN 5 OR SOC 28	Introduction to Women's Studies Sociology of Gender	4 4	D4 D0	4 4

Any REQUIRED CORE course not already used or any course articulated as lower-division preparation in the Social Justice Studies, 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 major at a CSU.	AAM	Please see the courses specific to each area of emphasis.	COMPLETE THE REMAINDER OF CORE COURSES FROM ONE OF THE THREE AREAS OF EMPHASIS				
			FOR "GENERAL" EMPHASIS SELECT ONE COURSE FROM THE FOLLOWING:				
			SOC 1	Introduction to Sociology	5	D0	4
			OR				
			SOC 1H	Honors Introduction to Sociology	5	D0	4
			OR				
			ANTH 2A	Cultural Anthropology	4	D1	4
			OR				
			ANTH 2AH	Honors Cultural Anthropology	4	D1	4
			OR				
			POLI 15	International Relations/World Politics	4	D8	4
			OR				
			POLI 15H	Honors International Relations/World Politics	4	D8	4
			OR				
			ECON 25	The Global Economy	4	D2	4
OR							
COMM 12	Intercultural Communication	5	C2	4			
FOR "GENDER AND SEXUALITY" EMPHASIS COMPLETE THE FOLLOWING:							
WMN 5	Introduction to Women's Studies	4	D4	4			
FOR "RACE AND ETHNICITY" EMPHASIS COMPLETE ONE OF THE FOLLOWING:							
ANTH 2A	Cultural Anthropology	4	D1	4			
OR							
ANTH 2AH	Honors Cultural Anthropology	4	D1	4			
OR							
COMM 12	Intercultural Communication	5	C2	4			
LIST A: Select three courses from at least two of the following areas (9 units) Courses must be related to social justice, gender/women, or ethnicity/race.							
Area 1: History or Government (3)	GECC		SELECT FOUR COURSES FROM AT LEAST THREE OF THE FOLLOWING AREAS 1-5				

			FOR ALL THREE EMPHASES:			
		HIST 17A	History of the United States to 1815	4	D6	4
		HIST 17B	History of the United States from 1812 to 1914	4	D6	4
		HIST 17C	History of the United States from 1914 to the Present	4	D6	4
		POLI 1	Political Science: Introduction to American Government & Politics	5	D8	4
		POLI 15	International Relations/World Politics	5	D8	4
		OR POLI 15H	Honors International Relations/World Politics	5	D8	4
Area 2: Arts and Humanities (3)	GECC		COMPLETE COURSES APPROPRIATE TO THE SPECIFIC EMPHASIS			
			FOR "GENERAL" EMPHASIS:			
		ART 2E	A History of Women in Art	4.5	C1	3A
		ART 2F	Introduction to Asian Art	4.5	C1	3A
		ART 2J	American Art	4.5	C1	3A
		ENGL 7	Native American Literature	4	C2	3B
		ENGL 12	African American Literature	4	C2	3B
		ENGL 22	Women Writers	4	C2	3B
		ENGL 31	Latino/a Literature	4	C2	3B
		ENGL 40	Asian American Literature	4	C1	3A
		MDIA 3	Introduction to Film & Media Criticism	4	C1	3A
		MDIA 11	Introduction to Popular Culture	4	C2	3B
		OR MDIA 11H	Honors Introduction to Popular Culture	4	C2	3B
		MUS 8	Music of Multicultural America	5	C1	3A
		OR MUS 8H	Honors Music of Multicultural America	5	C1	3A
		PHIL 24	Comparative World Religions: East	4	C2	3B

		PHIL 25	Comparative World Religions: West	4	C2	3B
		PHOT 8	Photography of Multicultural America	4	C1	3A
		OR PHOT 8H	Honors Photography of Multicultural America	4	C1	3A
		THTR 8	Multicultural Theatre Arts in Modern America	4	C1	3A
			FOR "GENDER AND SEXUALITY" EMPHASIS:			
		ART 2E	A History of Women in Art	4.5	C1	3A
		ENGL 5	LGBT Literature	4	C2	3B
		ENGL 22	Women Writers	4	C2	3B
			FOR "RACE AND ETHNICITY" EMPHASIS:			
		ART 2F	Introduction to Asian Art	4.5	C1	3A
		ART 2J	American Art	4.5	C1	3A
		ENGL 7	Native American Literature	4	C2	3B
		ENGL 12	African American Literature	4	C2	3B
		ENGL 31	Latino/a Literature	4	C2	3B
		JAPN 35	Survey of Contemporary Japanese Culture	4	C2	3B
		MDIA 3	Introduction to Film & Media Criticism	4	C2	3A
		MDIA 11 OR MDIA 11H	Introduction to Popular Culture	4	C2	3B
			Honors Introduction to Popular Culture	4	C2	3B
		MUS 8 OR MUS 8H	Music of Multicultural America	5	C2	3A
			Honors Music of Multicultural America	5	C2	3A
		PHIL 24	Comparative World Religions: East	4	C2	3B
		PHIL 25	Comparative World Religions: West	4	C2	3B
		THTR 8	Multicultural Theatre Arts in Modern America	4	C1	3A

Area 3: Social Science (3)	GECC		COMPLETE COURSES LISTED FOR THE SPECIFIC EMPHASIS			
			FOR "GENERAL" EMPHASIS:			
		ANTH 2A OR ANTH 2AH	Cultural Anthropology	4	D1	4
			Honors Cultural Anthropology	4	D1	4
		ANTH 4	First Peoples of North America	4	D1	4
		ANTH 6	Peoples of Africa	4	D1	4
		ANTH 20	Native Peoples of California	4	D1	4
		CHLD 51A	Affirming Diversity in Education	4	D3	
		COMM 10	Gender, Communication & Culture	5	D4	4
		COMM 12	Intercultural Communication	5	C2	4
		ECON 25	The Global Economy	4	D2	4
		GEOG 2	Human Geography	4	D5	4
		HIST 10	History of California: The Multicultural State	4	D6	4
		PSYC 21	Psychology of Women: Sex & Gender Differences	4	D9	4
		OR WMN 21	Psychology of Women: Sex & Gender Differences	4	D9	4
		PSYC 49	Human Sexuality	4	D9	4
		SOSC 20	Cross-Cultural Perspectives for a Multicultural Society	4	D0	4
		WMN 11	Women in Global Perspective	4	D4	4
			FOR "GENDER AND SEXUALITY" EMPHASIS:			
		COMM 10	Gender, Communication & Culture	5	D4	4
		HLTH 20	Introduction to Public Health	5	D7	4
		PSYC 21	Psychology of Women: Sex & Gender Differences	4	D9	4
		OR WMN 21	Psychology of Women: Sex & Gender Differences	4	D9	4
		PSYC 22	Psychology of Prejudice & Discrimination	4	D9	4

		PSYC 49	Human Sexuality	4	D9	4
		WMN 11	Women in Global Perspective	4	D4	4
			FOR "RACE AND ETHNICITY" EMPHASIS:			
		ANTH 2A OR	Cultural Anthropology	4	D1	4
		ANTH 2AH	Honors Cultural Anthropology	4	D1	4
		ANTH 4	First Peoples of North America	4	D1	4
		ANTH 6	People of Africa	4	D1	4
		ANTH 20	Native Peoples of California	4	D1	4
		CHLD 51A	Affirming Diversity in Education	4	D3	
		COMM 10	Gender, Communication & Culture	5	D4	4
		COMM 12	Intracultural Communication	5	C2	4
		ECON 25	The Global Economy	4	D2	4
		GEOG 2	Human Geography	4	D5	4
		HLTH 20	Introduction to Public Health	5	D7	4
		HIST 10	History of California: The Multicultural State	4	D6	4
		PSYC 22	Psychology of Prejudice & Discrimination	4	D9	4
		SOSC 20	Cross-Cultural Perspectives for a Multicultural Society	4	D0	4
Area 4: Quantitative Reasoning and Research Methods						
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3) 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)	MATH 110 OR SOCI 125 OR POLS 160 OR PSY 200 OR PSY 205B OR SOCI 120		FOR ALL THREE EMPHASES:			
		MATH 10 OR	Elementary Statistics	5	B4	2A
		PSYC 7	Statistics for the Behavioral Sciences	5	B4	2A
		OR SOC 7	Statistics for the Behavioral Sciences	5	B4	2A
		PSYC 10 OR	Research Methods & Designs	5	B4	2A
		SOC 10	Research Methods & Designs	5	B4	2A
Area 5: Major Preparation Any course articulated as lower-division preparation in the Social Justice	AAM		COMPLETE COURSES LISTED FOR THE SPECIFIC EMPHASIS			

<p>Studies, 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 major at a CSU not already used.</p>		FOR "GENERAL" EMPHASIS:				
		SOC 1	Introduction to Sociology	5	D0	4
		OR				
		SOC 1H	Honors Introduction to Sociology	5	D0	4
		ANTH 2A	Cultural Anthropology	4	D1	4
		OR				
		ANTH 2AH	Honors Cultural Anthropology	4	D1	4
		POLI 15	International Relations/World Politics	4	D8	4
		OR				
		POLI 15H	Honors International Relations/World Politics	4	D8	4
		ECON 25	The Global Economy	4	D2	4
		COMM 12	Intercultural Communication	5	C2	4
		FOR "GENDER AND SEXUALITY" EMPHASIS:				
		SOC 1	Introduction to Sociology	5	D0	4
		OR				
		SOC 1H	Honors Introduction to Sociology	5	D0	4
		ANTH 2A	Cultural Anthropology	4	D1	4
		OR				
		ANTH 2AH	Honors Cultural Anthropology	4	D1	4
		POLI 15	International Relations/World Politics	4	D8	4
		OR				
		POLI 15H	Honors International Relations/World Politics	4	D8	4
		ECON 25	The Global Economy	4	D2	4
		COMM 12	Intercultural Communication	5	C2	4
		SOC 20	Major Social Problems	4	D0	4
		FOR "RACE AND ETHNICITY" EMPHASIS:				
		SOC 1	Introduction to Sociology	5	D0	4
		OR				
		SOC 1H	Honors Introduction to Sociology	5	D0	4
		ANTH 2A	Cultural Anthropology	4	D1	4
		OR				
		ANTH 2AH	Honors Cultural Anthropology	4	D1	4
		POLI 15	International Relations/World Politics	4	D8	4

		OR POLI 15H	Honors International Relations/World Politics	4	D8	4
		ECON 25	The Global Economy	4	D2	4
		COMM 12	Intercultural Communication	5	C2	4
		SOC 20	Major Social Problems	4	D0	4
Total Units for the Major:	18	Total Units for the Major:		28- 33		
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>			12- 31	12- 31
		General Education (CSU-GE or IGETC) Units			39	37
		Elective (CSU Transferable) Units			15.5- 34.5	17.5- 36.5
		Total Degree Units (maximum)			60	

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.^{34 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 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 their disability is not sufficient to warrant a substitution.
2. The student's counselor at DRC will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:
 - a. Faculty representative from the student's declared major course of study
 - b. Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a letter from a Math faculty member , who can attest to the student's challenges in Math, can be used as evidence.
3. Such evidence will be presented to Academic Council for consideration. Department faculty members are invited to attend Academic Council

meetings to field questions and provide more insight on specific cases.

4. 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.
5. The Committee will forward its decision, in writing, to the student and the Dean of DRC within ten (10) instructional days.
6. If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.
7. 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 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.
8. The ADA Compliance Officer will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:
 - a. Faculty representative from the student's declared major course of study
 - ~~b.~~ Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a letter from a Math faculty member , who can attest to the student's challenges in Math, can be used as evidence.
9. Such evidence will be presented to Academic Council for consideration. Department faculty members are invited to attend Academic Council meetings to field questions and provide more insight on specific cases.

10. 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.

11. The Committee will forward its decision, in writing, to the student and the Dean of DRC within ten (10) instructional days.

12. If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.

13. 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.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Game Audio

Item 1. Program Goals and Objectives

The Certificate of Achievement in Game Audio prepares students to be competent creators of audio content for video games while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:

- Graduates will be able to apply basic principles of audio engineering, sound design, and music composition to create audio content for video games.
- Graduates will be able to execute an original game audio project under the supervision of faculty or a professional mentor.

Item 2. Catalog Description

The Certificate of Achievement in Game Audio provides opportunities for career preparation by providing courses that meet workforce needs. Game audio content development skills are highly desirable in not only the game audio industry, but also in related industries including sound design for film and television, music composition for film and television, theatre sound, and sound for interactive media. The Certificate of Achievement in Game Audio provides a solid technical background in game audio concepts and applications including dialog recording, foley recording, field recording, sound effects design, sound library management, music composition, and cinematic post-production. The program outcomes align with industry standards for game audio careers. Furthermore, the courses in this program will scale up to additional transcriptable Music Technology certificates and the AA degree in Music Technology.

Item 3. Program Requirements

Requirements	Crse #	Title	Units	CSU-GE	IGETC	Sequence
Required Core (28 units)	MTEC 55A	Introduction to Game Audio	4	X		Yr 2, Fall
	MTEC 55B	Advanced Sound Design for Games	4	X		Yr 2, Winter
	MTEC 55C	Music Composition for Games	4	X		Yr 2, Spring
	MTEC 70A	Pro Tools 101—Avid Certification	4	X		Yr 1, Fall
	MTEC 70B	Pro Tools 110—Avid Certification	4	X		Yr 1, Winter
	MTEC 70C	Pro Tools 201—Avid Certification	4	X		Yr 1, Spring
	MUS 11F	Video Games & Popular Culture	4	X		Yr 1, Fall
Restricted Electives (select 8 units)	MTEC 70D	Pro Tools 210M—Avid Certification	4	X		Yr 2, Winter
	OR MTEC 70E	Pro Tools 210P—Avid Certification	4	X		Yr 2, Spring
	MTEC 51A	Studio Recording I	4	X		Yr 1, Winter
	OR MTEC 60A	Producing in the Home Studio I	4	X		Yr 1, Winter

TOTAL UNITS 36 units

Proposed Sequence:

Year 1, Fall = 8 units

Year 1, Winter = 8 units

Year 1, Spring = 4 units

Year 2, Fall = 4 units

Year 2, Winter = 4 or 8 units

Year 2, Spring = 4 or 8 units

TOTAL UNITS: 36 units

Item 4. Master Planning

The Certificate of Achievement in Game Audio aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. This is a new certificate and does not duplicate an already-existing program within the Foothill-De Anza District or the surrounding colleges.

There is currently an out-of-state college, BerkleeMusic.com, that offers an online certificate. Their program is strictly offered online and the students are charged considerably higher tuition, \$467/credit hour. Offering a Certificate of Achievement in Game Audio will benefit our students as well as the industry, locally and statewide.

Local references in support of the Certificate of Achievement in Game Audio include advisory committee members who strongly support the partnership between Foothill College and the local game audio industry. These members have regular contact with job applicants and interns, providing a realistic understanding of the short-term and long-term educational needs of the industry.

Item 5. Enrollment and Completer Projections

Each course averages 16-29 students. The number of projected completers per year is 20. These figures are based on the number of students completing Music Technology courses between the years 2015 and 2016. There is a high demand for professionals with game audio skills in the local job market, as well as in other regions of California.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MTEC 51A	Studio Recording I	2	59	3	64
MTEC 55A	Introduction to Game Audio	2	19	2	14
MTEC 55B	Advanced Sound Design for Games	2	23	2	17
MTEC 55C	Music Composition for Games	2	27	3	62
MTEC 60A	Producing in the Home Studio I	2	42	2	42
MTEC 70A	Pro Tools 101—Avid Certification	2	66	2	91
MTEC 70B	Pro Tools 110—Avid Certification	1	24	2	48
MTEC 70C	Pro Tools 201—Avid Certification	N/A	N/A	1	24
MTEC 70D	Pro Tools 210M—Avid Certification	2	32	2	22
MTEC 70E	Pro Tools 210P—Avid Certification	2	28	N/A	N/A
MUS 11F	Video Games & Popular Culture	1	38	2	56

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Item 8. Additional Resources Required

No other resources are required at this time. The program will use existing college computer teaching labs and recording studio facilities, both of which are available to students for lab work outside of class.

Program Deactivation: Primary Care Associate Program

As of August 2017, the Foothill College Primary Care Associate Program (also known as Physician Assistant Program) is no longer offered at Foothill College. The following excerpt in red is found on our website (<https://foothill.edu/bio/programs/primary/>) to provide information to the public and to students interested in the program.

PROGRAM NO LONGER OFFERED AT Foothill COLLEGE

Applicants should contact the Stanford School of Medicine: med.stanford.edu/pa for more information.

Due to changes in the accreditation standards for physician assistant programs (arc-pa.org), PA students will be required to graduate from a PA program that offers a master's degree effective January 1, 2020.

Since Foothill College is not able to offer a master's degree, the Primary Care Associate Program, a collaboration between Foothill College and Stanford School of Medicine that has provided PA education for over four decades, will be discontinued. The last Foothill College physician assistant class was enrolled in June of 2016 and will graduate in 2018.

Stanford University will be offering a Master of Science degree in Physician Assistant Studies starting August of 2017. For more information about the Stanford program, visit med.stanford.edu/pa.

The discontinuation of the program was discussed at the BHS Division Meeting, reported to the College Curriculum Committee and announced at an ad hoc committee which included college representatives from counseling, admission & records and financial aid to ensure that all groups were informed of the impending change and would have accurate information to share with students.

There are currently 31 students in the last cohort of this program. They will graduate in 2018.

Division Curriculum Committee approval: 3/17/17

Program Creation Guidelines

Each Division or program area identify new programs of **any unit value**, significant program expansions of other initiatives based on program review, changing demographics, workforce needs, developing technologies, etc. The Foothill College Governance Handbook has included some thoughtful requirements for establishing these "new" programs. The following information is a suggested guide to fulfill the process requirements outlined in the Program Creation section of the Handbook.

There are two types of programs: Workforce and Transfer¹. The differentiation for programs is determined by the State TOP code assigned to every program. Workforce Programs are those programs that focus on providing the knowledge and skills for a particular job or industry. Transfer Programs provide the groundwork course offerings that prepare students to transfer to four-year institutions.

If you are unsure of the TOP code for your proposed program, see Cori Nuñez, Admin Bldg, room 1925 or call at x7439.

- A. Prepare a Program Plan², based on the type of program (workforce or transfer), that includes the following:
 1. Workforce Program Plan should include:
 - a. Catalog Description
 - b. List of courses (titles and numbers only)
 - c. Completer Projections (upon full establishment of the program)
 - d. Labor Market information
 - e. Identification of any similar program(s) in the area
 - f. Identification of any resources that would be needed to establish the program (i.e. faculty, equipment, licensing, etc.)
 2. Transfer Program Plan should include:
 - a. Catalog Description
 - b. List of courses
 - c. Articulation and transfer data
 - d. Identification of existing program(s) at CSU/UCs
 - e. Completer Projections (upon full establishment of the program)
 - f. Identification of any additional resources needed to establish program (i.e. faculty, equipment, etc.)
- B. The Plan is submitted, through your Division Dean, to the Workforce Workgroup or the Transfer Workgroup (whichever is appropriate) for review and feedback. Simultaneously, the Division Dean also notifies the Academic & Professional Matters group.
- C. The Plan and workgroup feedback is then forwarded to the Vice Presidents to determine if adequate resources are available (B budget, faculty, staff, facilities, etc.).
- D. The Plan and all feedback are then forwarded to PaRC for the final recommendation to the President. If the President determines that the program should proceed, the appropriate Vice President will notify the Dean, who will in turn notify the faculty proposer of the decision and return the plan and all feedback.
- E. The Degree/Certificate Program Application, required by the State Chancellor's Office, should now be prepared by the faculty and forwarded to the Instruction Office. The Curriculum Coordinator will review and recommend any possible edits to the faculty. The Articulation Officer will also review all transfer program applications and make suggestions where appropriate. When the document is complete, it will be included on the agenda for the next available Division Curriculum Committee meeting.
- F. Upon Division Curriculum Committee approval, the application will be forwarded to the Instruction Office for inclusion on the next available College Curriculum Committee agenda for approval.
- G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendaized at the next available Board meeting.
- H. Upon FHDA Board approval:
 - a. Workforce program applications will be sent to the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the State Chancellor's Office.
 - b. Transfer program applications and all attachments will be submitted by the Instruction Office to the State Chancellor's Office.

¹ AA-T and AS-T degree programs are exempt from these requirements.

² All items will be required in the State Application.

Including Non-Transcriptable Certificates in the Program Creation Process

Whereas, The Foothill College Program Creation Process outlines the procedures for establishing new College programs and is intended for new programs of any unit value;

Whereas, Program Creation guidelines are meant to foster thoughtful, broad discussion regarding program college wide implications,

Resolved, That the Foothill College Curriculum Committee clarify that the existing Program Creation process applies to both transcriptable and non-transcriptable certificates.

Resolved, That the Foothill College Curriculum Committee support the College with efforts to create a sustainable procedure for recording and awarding non-transcriptable certificates utilizing the current mechanisms that are in place for processing transcriptable certificates.


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5 Unit(s)

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MATH 22

DISCRETE MATHEMATICS

[Course Outline of Record](#)

Prerequisites: Prerequisites: C S 1A or 1AH; satisfactory score on the mathematics placement test or MATH 48C.

Advisory: Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in CIS 18 or C S 18.

[Online Classes](#)

Grade Type: Letter Grade, the student may select Pass/No Pass

[Dates & Deadlines](#)

Not Repeatable.

[Final Exam Schedule](#)

FHGE: Communication & Analytical Thinking **Transferable:** CSU/UC

5 hours lecture. (60 hours total per quarter)

Academics

[Academics](#)
[Admissions & Registration](#)

Student Learning Outcomes -

- Students will apply number theory, combinatorics, discrete probability, graph theory, and recursion to solve various application problems.
- Students will develop conceptual understanding of formal logic and various methods of arguments that can be used as the basis of a computer program. They will demonstrate and communicate this understanding by writing proofs involving number theory, set theory, combinatorics, and discrete probability.
- Students will develop fluency in deciphering and using the language of logic, proof, and set theory, constructing logical arguments and proofs that can then be used as the basis of a computer program.

Description -

Discrete mathematics: set theory, logic, Boolean algebra, methods of proof, mathematical induction, number theory, discrete probability, combinatorics, functions, relations, recursion, algorithm efficiencies, graphs, trees.

Course Objectives -

The student will be able to:

- Use formal logic in constructing valid arguments.
- Write proofs formally, including writing proofs using symbolic logic and Boolean Algebra.
- Use number theory to solve problems.
- Understand the basics of set theory, including solving problems in combinatorics and probability theory.
- Prove combination and permutation principles and use them to solve problems.
- Understand the definition of functions.
- Use recursive thinking and method to solve recurrence relations, including using recursion to analyze algorithms and programs.
- Analyze and write algorithms.
- Identify relations and their properties.
- Draw and analyze graphs and trees, including applying matrices to analyze graphs and trees
- Solve Application problems from Computer Science, including using finite state machines to model computer operations.
- Discuss mathematical problems and write solutions in accurate mathematical language and notation.
- Interpret mathematical solutions.

Special Facilities and/or Equipment -

- A. Scientific calculator
- B. When taught hybrid: Four lecture hours per week in face-to-face contact and one hour per week using CCC Confer. Students need internet access.

Course Content (Body of knowledge) -

- A. Logic
 - 1. Logical Forms and Equivalences
 - 2. Conditional Statements
 - 3. Valid and Invalid Arguments
 - 4. Predicates and Quantified Statements
 - 5. Boolean Algebra
 - 6. Application: Digital Logic Circuits
- B. Methods of Proof/Proof Techniques
 - 1. Direct Proof
 - 2. Proof by Counterexample
 - 3. Proof by Division into Cases
 - 4. Proof by Contradiction and Contraposition
 - 5. Proof by Induction
 - 6. Strong Mathematical Induction and Well-Ordering
- C. Number Theory
 - 1. Properties of Prime and Rational Numbers
 - 2. Unique Factorization Theorem
 - 3. Quotient-Remainder Theorem
 - 4. Modular Arithmetic
 - 5. Floor and Ceiling Notation
 - 6. Applications of Number Theory to Problem Solving
 - 7. Principal of inclusion and exclusion
- D. Set Theory
 - 1. Notation
 - 2. Operations on Sets
 - 3. Cartesian Products
 - 4. Proving Set Identities
- E. Counting and Probability
 - 1. Events and Sample Space
 - 2. Possibility Trees and Multiplication Rule
 - 3. Addition Rule
 - 4. Pigeonhole Principle
 - 5. Combinations and Permutations
 - 6. Pascal's Formula
 - 7. Binomial Theorem
 - 8. Discrete Probability Axioms
 - 9. Expected Value
 - 10. Conditional Probability, Baye's Formula
 - 11. Integer Random variables
 - 12. Expectations
 - 13. Law of large numbers
- F. Functions
 - 1. One-to-One, Onto, Inverses
 - 2. Compositions
 - 3. Well Defined Functions
- G. Recursion
 - 1. Recursively Defined Sequences
 - a. Fibonacci numbers
 - 2. Solving Recurrence Relations by Iteration
 - 3. Solving Recurrence Relations using Logarithm
 - 4. Verifying Solutions by Mathematical Induction
- H. Efficiency of Algorithms
 - 1. Big-O, Big-Theta, and Big-Omega Notation
 - 2. Exponential and Logarithmic Orders
 - 3. Computing Orders of Algorithms
 - 4. Analysis of Various Sort and Search Algorithms

- I. Relations
 - 1. Binary Relations, N-ary relations
 - 2. Directed Graphs
 - 3. Inverse Relations
 - 4. Reflexivity, Symmetry, and Transitivity
 - 5. Equivalence Relations and Classes
- J. Graphs and Trees
 - 1. Definitions and Properties
 - 2. Paths and Circuits
 - a. Euler Path
 - b. Hamiltonian Circuit
 - c. shortest path and minimal spanning tree
 - 3. Matrix Representation of Graphs
 - 4. Isomorphisms of Graphs
 - 5. Spanning Trees
 - 6. Traversal Problems
 - 7. Decision trees
 - 8. Huffman Codes
 - 9. Warshall's algorithm
- K. Solve Application problems from Computer Science
 - 1. The application of mathematical induction to recursive computer algorithms
 - 2. The use of sequences in loop structures
 - 3. The application of computer logic
 - a. AND-, OR- and NOT-GATES
 - b. Boolean algebra structure
 - c. logic networks
 - d. minimization
 - 4. Breaking down problems or functions into components, sub-problems or sub-functions
 - 5. The use of time-complexity to determine Big-O growth rate of various algorithms
 - 6. Articulation points (cut vertices) and computer networks
 - 7. Modeling arithmetic, computation, and languages including algebraic structures, finite-state machines and formal logic
- L. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
 - 1. Application problems from other disciplines
 - 2. Proper notation
- M. Interpret mathematical solutions.
 - 1. Explain the significance of solutions to application problems.

Methods of Evaluation -

- A. Written homework
- B. Quizzes, tests
- C. Proctored comprehensive final examination

Representative Text(s) -

Epp, Susanna S. Discrete Mathematics with Applications. 4th ed. Brooks/Cole, 2010.

Disciplines -

Mathematics

Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises

Lab Content -

Not applicable.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Homework Problems: Homework problems covering subject matter from text and related material ranging from 30 - 60 problems per week. Students will need to employ critical thinking in order to complete assignments.
- B. Lecture: Five hours per week of lecture covering subject matter from text and related material. Reading and study of the textbook, related materials and notes.
- C. Projects: Student projects covering subject matter from textbook and related materials. Projects will require students to discuss mathematical problems, write solutions in accurate mathematical language and notation and interpret mathematical solutions. Projects may require the use of a computer algebra system such as Mathematica or MATLAB.
- D. Worksheets: Problems and activities covering the subject matter.

Such problems and activities will require students to think critically. Such worksheets may be completed both inside and/or outside of class.

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