

**College Curriculum Committee Meeting Agenda**  
**Tuesday, April 23, 2019**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter(s)</b>
1. Minutes: March 19, 2019	Action	#4/23/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Foothill GE List for 2019-20 d. Spring Plenary e. Title 5 Workshops f. Honors Prerequisite	Information	#4/23/19-2—7 #4/23/19-8 #4/23/19-9—10	Armerding      Lee/ Villanueva
4. Consent Calendar a. GE Applications b. GE Course Removal Request	Action	#4/23/19-11—13	Armerding
5. Stand Alone Approval Request: R T 70A	1st Read	#4/23/19-14	Armerding
6. Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement	1st Read	#4/23/19-15	Armerding
7. Program Deactivation: Nanoscience Certificate of Achievement	2nd Read/ Action	#4/23/19-16	Armerding
8. Request to Update AA/AS Degree Minimum Proficiency List for Mathematics	2nd Read/ Action	#4/23/19-17	Armerding
9. Course Deactivation Exemption Request	Action	#4/23/19-18	Armerding
10. Temporary Program Creation Process—Feedback Form	1st Read	#4/23/19-19	Armerding
11. Credit by Exam Policy	3rd Read/ Action	#4/23/19-20	Armerding
12. Auto-awarding Degrees/Certificates	3rd Read/ Action	#4/23/19-21	Armerding
13. Improving Cross-Campus Communication Regarding Course Changes	Discussion		Armerding
14. Good of the Order			Armerding
15. Adjournment			Armerding

**Consent Calendar:**

- Foothill General Education (attachments #4/23/19-11—12)  
*Area III—Natural Sciences: ANTH 13, 13L*
- Foothill GE Removal Request (attachment #4/23/19-13)  
*Area III—Natural Sciences: HORT 10*

**Attachments:**

- #4/23/19-1 Draft Minutes: March 19, 2019
- #4/23/19-2 New Course Proposal: ESLL 201A
- #4/23/19-3 New Course Proposal: NCEL 426

- #4/23/19-4 New Course Proposal: NCEL 427
- #4/23/19-5 New Course Proposal: NCEL 435
- #4/23/19-6 New Course Proposal: NCEL 436
- #4/23/19-7 New Course Proposal: NCEL 437
- #4/23/19-8 CCC Notification of Proposed Requisites
- #4/23/19-9 Foothill General Education 2019-20
- #4/23/19-10 Foothill GE Changes for 2019-20
- #4/23/19-14 Stand Alone Course Approval Request: R T 70A
- #4/23/19-15 Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement
- #4/23/19-16 Program Deactivation: Nanoscience Certificate of Achievement
- #4/23/19-17 PSME Request to Update Minimum Proficiency in Mathematics
- #4/23/19-18 Course Deactivation Exemption Request: NCEL 403B
- #4/23/19-19 Feedback Form for New Programs—draft
- #4/23/19-20 Process to List a Course as Available for Credit by Examination—draft (updated)
- #4/23/19-21 CCC Resolution re: Auto-Informing/Alerting Students for Degrees and Certificates—draft (updated)

**2018-2019 Curriculum Committee Meetings:**

<u>Fall 2018 Quarter</u>	<u>Winter 2019 Quarter</u>	<u>Spring 2019 Quarter</u>
<del>10/2/18</del>	1/22/19	4/23/19
<del>10/16/18</del>	2/5/19	5/7/19
<del>10/30/18</del>	2/19/19	5/21/19
<del>11/13/18</del>	3/5/19	6/4/19
<del>11/27/18</del>	3/19/19	6/18/19

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

**2018-2019 Curriculum Deadlines:**

- ~~12/1/18~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/18~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/15/19~~ Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).
- ~~3/1/19~~ Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).
- 6/1/19 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/21/19 COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

**Distribution:**

Ben Armerding (Faculty Co-Chair), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Rosa Nguyen (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Anh Tran (SRC), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2018-19

Meeting Date: 4/23/19Co-Chairs (2)

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only)	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Eric Kuehn	7479	FA	kuehnleric@fhda.edu
<input type="checkbox"/>	Rosa Nguyen	7421	PSME	nguyenrosa@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>			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

Ron Painter, Debbie Lee, Gail Fulloda, Voltaire Villanueva

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**College Curriculum Committee  
Meeting Minutes  
Tuesday, March 19, 2019  
2:00 p.m. – 3:30 p.m.  
Room 8330**

Item	Discussion
1. Minutes: March 5, 2019	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b>            Bio Health: Planning to remove HORT 10 from Foothill GE list; working on Title 5 list.</p> <p>Counseling: Working on Title 5 list; continuing work to condense curriculum overlap.</p> <p>Language Arts: Creating new noncredit courses related to AB 705.</p> <p>Library: No updates to report.</p> <p>PSME: Computer Science dept. working on eight new certificates of achievement.</p> <p>BSS: Creating new courses; planning to work on certificates of achievement during spring quarter.</p> <p>Kinesiology: Working on Title 5 list.</p> <p>Fine Arts: Kristin Tripp-Caldwell filling in as rep; Media Studies dept. working on two-year plan for curriculum related to newly-approved ADT.</p> <p>SRC: Working on Title 5 list.</p>
3. Announcements a. New Course Proposals  b. CORs for Update 2020-21 (Title 5 list)  c. Spring Plenary Resolutions  d. Library OER Workshops  e. Mandated OER Reporting	<p><b>Speakers: Ben Armerding, Paul Starer</b>            The following proposals were presented: NCEL 401B, 401C, 410; POLI 4. Please share with your constituents. Day asked for more information regarding POLI 4, including intention to satisfy IGETC &amp; CSU requirements; noted that similar courses listed on form are senior level, and noted potential for lengthy articulation process. BSS rep will bring feedback for further discussion at division CC.</p> <p>Vanatta compiled list of courses that need to be reviewed/updated for the 2020-21 catalog; list was emailed to reps and deans on March 13th. The deadline for the 2020-21 catalog, including Title 5 courses, will be June 21st. CCC Team will be holding two workshops targeted toward faculty with Title 5 courses—April 30th from 2-3 and May 1st from 9-10, both in room 6403.</p> <p>Draft of resolutions to be considered at ASCCC Spring Plenary. Armerding encouraged reps to contact their Academic Senate rep(s) with any feedback or questions; may also contact him, if preferred. Area meeting is this coming Friday; plenary is in April.</p> <p>Library providing Open Educational Resources workshops for faculty interested in learning more about integrating OER materials into their courses; will include details in Communiqué.</p> <p>Starer presented announcement. Legislative mandate to identify</p>

	<p>courses that use OER materials or low-cost textbooks; we indicate this on the class schedule. Low-cost means \$40 or under— benchmark set by De Anza. Starer will be emailing faculty to gather information regarding which classes should be identified as OER on schedule. PSME rep asked how low-cost is determined for sequential courses, when the same book used for multiple courses in sequence—Starer suggested taking cost of book and dividing it by number of courses in sequence; noted that this wouldn't apply to students who aren't taking full sequence (but still suggested doing so). BSS rep mentioned one publisher offering to students a program to subscribe to suite of textbooks via the publisher's website. Starer noted importance of workshops around OER, to share information such as these programs.</p>
<p>4. New Subject Code: ITSC</p>	<p><b>Speaker: Ben Armerding</b>          Apprenticeship has approved the creation of a new subject code of ITSC (Installer Technician Sound and Communication). This code will go into effect for the 2019-20 catalog.</p>
<p>5. Program Deactivation: Nanoscience Certificate of Achievement</p>	<p><b>Speaker: Ben Armerding</b>          First read of deactivation of Nanoscience Certificate of Achievement. The AS degree will continue to be offered. PSME rep mentioned recent work in division to assess interest in programs; has resulted in deactivation of some certificates.           Second read and possible action will occur at next meeting.</p>
<p>6. Request to Update AA/AS Degree Minimum Proficiency List for Mathematics</p>	<p><b>Speaker: Ben Armerding</b>          First read of request by PSME division to update the list of courses meeting minimum proficiency in math, for Foothill AA/AS degrees. If approved, updated list will be, "MATH 105 or 180 or any MATH course approved for Foothill GE Area V, Communication &amp; Analytical Thinking." Would be effective for the 2019-20 catalog. PSME rep noted issue of placement test previously being used to indicate proficiency, and asked how to handle students who are self-placing, now that we no longer use placement test; do we require them to take a course? Counseling rep noted recent example of student using placement test—other Counseling rep clarified that placement test will soon no longer be used for math or English. Armerding asked group if anyone knows percentage of students who don't have HS transcript—no. PSME rep noted that even with GPA info from HS math course(s), placement can be difficult. Noted possibility of adopting practice used by English dept. to require a course to satisfy proficiency. Counseling rep noted it has become tricky to work with students regarding placement; usually advises students to take a math course to satisfy proficiency (if they haven't already, or don't have AP credit, etc.). Vanatta noted she and Armerding attended ASCCC meeting last week during which topic of minimum requirements was discussed; will follow up with PSME reps after reviewing notes.           Second read and possible action will occur at next meeting.</p>
<p>7. Course Deactivation Exemption Requests</p>	<p><b>Speaker: Ben Armerding</b>          List of courses not taught in four years was distributed via email on Jan. 30th; divisions submitted requests to exempt courses, per Policy on Course Currency. Requests for the following courses were reviewed individually and voted on as a group, with the option to pull any course for an individual vote: ALCB 223, 413; ALLD 206, 210; ANTH 67B; APPR 166; APPT 121, 122, 123, 124, 125, 126, 127, 128; APSM 130, 134; ATHL 11E, 12E, 42A, 42B, 42E; C S 84A; ESLL 246; GEOG 11, 12; HIST 19, 54H; HORT</p>

	<p>90E, 90K, 90L; KINS 82, 84; MATH 42; MUS 2F; PHOT 78A; POLI 54H; R T 71.</p> <p>No specific discussion occurred regarding any individual course.</p> <p>BSS rep requested to discuss idea of revisiting policy on course currency, specifically CCC's authority to deactivate a course outside of division CC purview. Shared belief that the intent of the policy was to provide accurate info to counselors and others regarding whether a course will be offered. Armerding agreed that this is an important topic and would like to bring it for discussion in spring quarter. Starer noted opinion that the number of exemption requests belies the intent of the policy.</p> <p>Group declined to pull any courses to not include in vote. Motion to approve <b>M/S</b> (Venkataraman, Cembellin). <b>Approved.</b></p>
<p>8. Temporary Program Creation Process</p>	<p><b>Speaker: Ben Armerding</b></p> <p>Second read of temporary process and accompanying Feedback Form for New Programs. Process Steps document has been updated since first read, to add a notation in Step 1 regarding involving deans from all divisions associated with program. Armerding followed up with the governance groups listed in Step 2 regarding the feedback process (re: suggestion to use workgroups/subcommittees) and has yet to hear back—would like to wait for their responses before changing feedback aspect of the process, but CCC may move forward in approving policy, as is.</p> <p>Motion to approve <b>M/S</b> (Nguyen, Thomas). <b>Approved.</b></p> <p>Vanatta asked how to handle programs that have already been approved by division CC and are ready to go to CCC; must they retroactively complete Step 2? Armerding asked group for thoughts. Starer mentioned recent discussion on this subject; suggested programs be sent to groups for feedback, but should not prevent their moving forward to CCC; if feedback received in time for CCC, it will be shared. PSME rep stated that, out of fairness, this principle should be applied to all new programs—Armerding agreed and noted that process indicates that not receiving feedback from governance group(s) would not prevent program from being sent to CCC. Counseling rep asked about deadline(s) for submitting program to governance groups to be included on agenda—Armerding will follow up for details. PSME rep asked if governance groups each have a point-person for submitting agenda items—Armerding noted this has been discussed and that the groups are supposed to post on their website membership lists and meeting schedule for the year. Intent is for agenda deadlines to be posted there, as well.</p>
<p>9. Credit by Exam Policy</p>	<p><b>Speaker: Ben Armerding</b></p> <p>Second read of proposed process for faculty to use when making a course available for Credit by Exam. Armerding followed up with Faculty Association regarding process, including issue of part-time instructors. FA recommends depts. create a standard exam, but allow individuals to create their own exam if they wish. FA asked about compensation for part-time instructors related to hours spent administering exam for CBE students—Armerding noted that instructor compensated for student via load, even though student will not attend class. Armerding asked group for thoughts regarding whether to keep note about instructor approval/denial of request—response leaned negative. Language Arts rep asked if</p>

	<p>Testing Center may be used for CBE—general consensus is no. Counseling reps expressed strong opinion that if a course listed in catalog as available for CBE, it should be offered as CBE by any instructor teaching it. Armerding suggested updating language on process to make these points very clear. Day noted concern that no deadlines regarding catalog listed on process; Armerding mentioned follow-up with Marketing about 2019-20 catalog and was told that a list of courses needs to be submitted in April to be included. Counseling rep noted language on process to notify Admissions &amp; Records to make updates to CBE list and asked who that person is; Day suggested adding to process to notify Instruction Office, as well. Vanatta mentioned that A&amp;R “owns” section of the catalog that includes CBE info; expressed concern that reps might send updates to her and forget to send to A&amp;R, which would result in list not being updated.</p> <p>Armerding mentioned discussion with Marketing regarding adding Spanish courses to CBE list for spring 2019 quarter—Marketing indicated can quickly set up website for list of CBE courses, but would need approval of VPI Kristy Lisle to publish catalog addendum. Armerding noted unsure if website is sufficient to satisfy legal requirement to publish CBE list in catalog, but it would satisfy the intent of the law which is to clearly communicate to students which courses are available for CBE.</p> <p>Group agreed to bring process back for a third read before considering for approval. Will be discussed further during spring quarter.</p>
<p>10. Auto-awarding Degrees/Certificates</p>	<p><b>Speaker: Ben Armerding</b>          Second read of resolution re: Auto-Awarding Degrees and Certificates. Document has been updated since first read. Armerding noted significant shift in CA governor’s budget, regarding potential funding benefits of awarding degrees/certificates. Additionally, state having difficulty tracking awards for allocation of funds. Followed up with colleges who have already adopted auto-awarding processes but hasn’t heard back yet. However, noted that this is a resolution to indicate support, so these considerations should not necessarily put a stop to passing resolution. BSS rep asked for specifics on concerns—some groups may be impacted (e.g., international students), which is addressed on document; level of work needed to implement any auto-awarding process.</p> <p>Starer shared opinion in opposition to auto-awarding, including sense of “cheapening” of degrees/certificates, and potential risk of mistakes; shared fear that main motivation is funding. Armerding shared hope that process would not cheapen our degrees/certificates and noted that process could be an opt-in for the student—Starer noted that “auto-awarding” does not indicate an opt-in process. Armerding clarified that auto-awarding could mean an auto-generated email to the student, when requirements completed; noted that funding formula is “student-centered,” so even if awarding more degrees/certificates does result in increase in funding, is achieved via “student-centered” model. Language Arts rep noted recent project resulting in identifying 120 students who were eligible for completion but needed one or two more courses; made effort to contact students and received positive response. Armerding noted importance of student perspective; did contact ASFC president but other than initial positive response</p>

	<p>has not received specific feedback. BSS rep noted importance of encouragement being at the heart of student success; agreed that we should not implement something strictly because of funding impacts, especially considering state budget in flux.</p> <p>Bio Health rep suggested using “auto-informing” language, as “auto-awarding” suggests the degree/certificate would be awarded without necessarily notifying the student. PSME rep asked who would be notifying the student—Armerding noted this is up for discussion; could simply mean a more streamlined process, or student contacted by counselor, etc. Bio Health rep noted would be very helpful to know when a student in her program is close to completing, so she could work with them to finish. BSS rep asked if counselors use DegreeWorks; noted that at previous school as counselor he received notifications there—Counseling rep stated it is used, but students don’t always read emails or other notifications. Noted that DegreeWorks is not always accurate, and lots of manual work is necessary to verify information. Armerding asked who best to contact regarding notifications to students—Counseling rep suggested Kent McGee in Evaluations.</p> <p>Language Arts rep noted importance of including students related to this topic, beyond simply creating a process, including mentorship and engaging students. Counseling rep agreed and noted possible lack of understanding among students regarding what programs we even offer, differences between degree types, etc. Noted unfortunate situation of no longer being allowed to require students take CNSL 5, which provided so much helpful information to students.</p> <p>Group agreed to bring process back for a third read before considering for approval. Will be discussed further during spring quarter.</p>
11. Notification of Course Deactivations	<p><b>Speaker: Ben Armerding</b></p> <p>Armerding noted his recent suggestions for divisions to report out course deactivations; helpful for whole campus to know about deactivations in addition to new courses. Asked group for feedback regarding process for deactivations, particularly when a course listed on programs outside of dept./division. Would like to improve lines of communication. PSME rep suggested monthly notification newsletter. BSS rep noted helpful when announced during report out at CCC—Armerding noted that sometimes report out occurs late in the process; might be helpful to report earlier, to receive feedback. Noted lengthy process of deactivating ESLL 26, including lots of feedback received. Starer stated opinion that it’s reasonable to spend as much time discussing deactivation as a new course, especially as another dept. may have spent time incorporating a course into their program. Day agreed and noted she thinks many depts. don’t realize a course is included on other programs when deactivating. Language Arts rep asked how dept. could find out which programs a course is listed on—Vanatta replied that, unfortunately, there is no easy way; she runs report in C3MS and uses the Find function within browser to search course number. CourseLeaf should make this much easier.</p> <p>PSME rep noted that recently division has only deactivated courses due to lack of enrollment/interest, in which courses had not been taught in many years. Asked how often courses deactivated that are regularly offered—only recent example of</p>

	<p>ESLL 26 came to mind. PSME rep noted concern of implementing onerous process for a situation like recent deactivations due to AB 705, when deactivations are beyond control of the division. Armerding clarified not suggesting creation of a form, but more of a report-out process, such as via the Communiqué.</p> <p>Day noted our unique curriculum process; shared opinion that even if dept. doesn't think others across campus might be interested in learning of a deactivation, there is value in such open communication. Language Arts rep agreed with open communication, in general, especially when a dept. mentions another dept./division on a form/paperwork they've submitted.</p>
12. Good of the Order	
13. Adjournment	<b>3:31 PM</b>

**Attendees:** Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Rosa Nguyen (PSME), Ron Painter (guest—PSME), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Kristin Tripp-Caldwell (FA), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**Minutes Recorded by:** M. Vanatta

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

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

**Faculty Author:** David McCormick

**Proposed Number:** ESLL 201A

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture

**Proposed Transferability:** Non-transferable

**Proposed Title:** Composition & Reading Supplemental Instruction for English Language Learners

**Proposed Catalog Description & Requisites:**

Reviews and reinforces reading and writing strategies aligned with ENGL 1A coursework. Specifically addresses the needs of non-native English speaking learners by providing tailored support in critical thinking, reading, and composition strategies, as well as linguistic and socio-cultural scaffolding for success in ENGL 1A.

Co-requisite: ENGL 1A.

**Proposed Disciplines:** Both ESL and English

(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?**

None

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

Not that we know of

**Comments & Other Relevant Information for Discussion:** This ESL version of the new co-requisite course to be offered with ENGL 1A is meant to address the needs of non-native English speaking students who, potentially against the advice of our AB 705-mandated guided self-placement mechanism, choose to place themselves directly into transfer-level English. Without this enhanced, ESL version of the co-requisite, we believe many of such students and their ENGL 1A teachers will face otherwise avoidable barriers to success. This corequisite model aligns with recommendations from the state Chancellor's Office, as well as the California Acceleration Project.

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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:** Amy Sarver

**Proposed Number:** NCEL 426

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** HIGH-INTERMEDIATE GRAMMAR

**Proposed Catalog Description & Requisites:**

A high-intermediate English course focusing on verb tenses, gerunds, infinitives, modal verbs in present, past, real present and future conditionals.

**Proposed Discipline:** English as a Second Language (ESL): 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?**

None

**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:**

ESLL 226 has been offered for many years as a credit course, and the ESL Department would like the course to have an NCEL version that can be offered simultaneously as a mirrored course. In this format, NCEL students will have the chance to take a class that may be financially out of reach otherwise. Offering it as a mirrored class may also help transfer rates by acting as a bridge for students who are capable of succeeding in a credit class but lack the confidence or familiarity with academia to make the leap. This course could also be taken by credit students as a low-stakes support or review course.

The included objectives will be the same for both the non-credit and the credit version of the course and offer a better understanding of the skills the students would learn.

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

### **Course Objectives**

The student will be able to:

1. Correctly identify and use the following structures: verb tenses, gerunds, infinitives, modal verbs in present, past, real present and future conditionals
2. Write original sentences, dialogues, and short paragraphs using the above-mentioned structures
3. Recognize and edit for common sentence-level errors with the above-mentioned structures

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Faculty Author:** Amy Sarver

**Proposed Number:** NCEL 427

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** HIGH-INTERMEDIATE READING SKILLS

**Proposed Catalog Description & Requisites:**

An upper intermediate-level reading course focusing on developing comprehension skills and strategies for processing pre-college-level readings. In addition to developing vocabulary, students will demonstrate understanding of main ideas of texts by composing single- and multi-sentence writings in response to questions about the given texts.

**Proposed Discipline:** English as a Second Language (ESL): 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?**

None

**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:**

ESLL 227 has been offered for many years as a credit course, and the ESL Department would like the course to have an NCEL version that can be offered simultaneously as a mirrored course. In this format, NCEL students will have the chance to take a class that may be financially out of reach otherwise. Offering it as a mirrored class may also help transfer rates by acting as a bridge for students who are capable of succeeding in a credit class but lack the confidence or familiarity with academia to make the leap. This course could also be taken by credit students as a low-stakes support or review course.

The included objectives will be the same for both the non-credit and the credit version of the course and offer a better understanding of the skills the students would learn.

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### **Course Objectives**

The student will be able to:

1. Apply reading skills appropriate for comprehending structure and meaning
2. Apply active pre- and during-reading strategies to reinforce reading skills
3. Compose single- and multi-sentence writings in response to readings discussed in class
4. Demonstrate both active and passive vocabulary development

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**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:** Amy Sarver

**Proposed Number:** NCEL 435

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** LISTENING/SPEAKING FOR ACADEMIC PURPOSES

**Proposed Catalog Description & Requisites:**

A listening/speaking course focusing on preparing students for listening to authentic lectures and participating in classroom discussions and presentations.

**Proposed Discipline:** English as a Second Language (ESL): 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?**

None

**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:**

ESLL 235 has been offered for many years as a credit course, and the ESL Department would like the course to have an NCEL version that can be offered simultaneously as a mirrored course. In this format, NCEL students will have the chance to take a class that may be financially out of reach otherwise. Offering it as a mirrored class may also help transfer rates by acting as a bridge for students who are capable of succeeding in a credit class but lack the confidence or familiarity with academia to make the leap. This course could also be taken by credit students as a low-stakes support or review course.

The included objectives will be the same for both the non-credit and the credit version of the course and offer a better understanding of the skills the students would learn.

**Course Objectives**

The student will be able to:

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1. Listen for different purposes
2. Respond to listening tasks in different ways
3. Recognize the basic features of spoken English in academic discourse
4. Make connections between speech and writing
5. Participate in conversations in class and in groups
6. Participate in class and group activities
7. Participate in multicultural group activities
8. Speak with relative intelligibility in an academic context
9. Give oral presentations on academic and personal subjects
10. Develop an effective understanding of how thought groups and focus words facilitate the understanding of spoken English
11. Demonstrate the use of thought groups with emphasis on focus words to facilitate better understand of spoken communication

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**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:** Melissa Jaquish

**Proposed Number:** NCEL 436

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** ADVANCED GRAMMAR

**Proposed Catalog Description & Requisites:**

Continuation of NCEL 426. An advanced English grammar course focusing on clause and phrase structures.

**Proposed Discipline:** English as a Second Language (ESL): 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?**

None

**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:**

ESLL 236 has been offered for many years as a credit course, and the ESL Department would like the course to have an NCEL version that can be offered simultaneously as a mirrored course. In this format, NCEL students will have the chance to take a class that may be financially out of reach otherwise. Offering it as a mirrored class may also help transfer rates by acting as a bridge for students who are capable of succeeding in a credit class but lack the confidence or familiarity with academia to make the leap. This course could also be taken by credit students as a low-stakes support or review course.

The included objectives will be the same for both the non-credit and the credit version of the course and offer a better understanding of the skills the students would learn.

**Course Objectives**

The student will be able to:

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1. Identify and correctly use a variety of clauses and phrases in order to describe concrete and abstract ideas.
2. Identify and correctly use all tenses and aspects.
3. Write original sentences and paragraphs using the targeted structures in a variety of contexts.
4. Recognize and edit for common sentence-level errors in regard to clauses and phrases and for broader paragraph-level errors.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**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:** Melissa Jaquish

**Proposed Number:** NCEL 437

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 60 hours total per quarter

**Proposed Transferability:** N/A

**Proposed Title:** BASIC COMPOSITION SKILLS

**Proposed Catalog Description & Requisites:**

A basic course for non-native speakers focusing on college-level reading and writing skills. Development of readings skills through analysis of assigned readings. Production of short multi-paragraph compositions that develop focused main ideas using a variety of standard English sentences.

**Proposed Discipline:** English as a Second Language (ESL): 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?**

None

**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:**

ESLL 237 has been offered for many years as a credit course, and the ESL Department would like the course to have an NCEL version that can be offered simultaneously as a mirrored course. In this format, NCEL students will have the chance to take a class that may be financially out of reach otherwise. Offering it as a mirrored class may also help transfer rates by acting as a bridge for students who are capable of succeeding in a credit class but lack the confidence or familiarity with academia to make the leap. This course could also be taken by credit students as a low-stakes support or review course.

The included objectives will be the same for both the non-credit and the credit version of the course and offer a better understanding of the skills the students would learn.

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

### **Course Objectives**

The student will be able to:

1. Analyze the rhetorical features of authentic reading selections.
2. Respond to readings by making connections to personal schema.
3. Write multi-paragraph compositions with a clear purpose and audience using focused, organized, and appropriately developed paragraphs.
4. Use a variety of grammatically correct sentence structures appropriate to meaningful expression within the context of essay development.
5. Revise and edit writing assignments.
6. Write and edit a complete essay in class.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

### CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
R T 70A: Advanced Clinical Experience: Interventional Radiography	R. Campbell	Prereqs: R T 62B (Special Procedures & Equipment) and R T 62C (Professional Development in Radiography)	New, eff. fall 2019 quarter (R T 70A being reactivated)

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**FOOTHILL COLLEGE  
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2019-2020**

**Area I - Humanities**

ART 1, 2A, 2AH, 2B, 2BH, 2C, 2E, 2F, 2J, 4A, 4G, 5A, 5B, 20B, 36, 45B; CRWR 6, 25A, 39A, 41A; DANC 10; ENGL 5, 7, 12, 14, 16, 17, 18A, 22, 24, 31, 34C, 37, 38, 40, 41, 43A, 43AH, 43B, 43BH, 45A, 45AH, 45B, 45BH, 47A, 47AH, 47B, 47BH, 49; GID 1; HUMN 1, 2, 3, 3H, 4, 4H, 5, 6, 7, 7H, 8, 9; JAPN 14A, 14B; MDIA 1, 1H, 2A, 2B, 2C, 4, 7, 11, 11H, 13; MUS 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2F, 7, 7D, 7F, 8, 8H, 11D, 11E, 11F; PHIL 2, 4, 11, 12, 20A, 20B, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

**Area II - English**

ENGL 1A, 1AH, 1S & 1T.

**Area III - Natural Sciences (with laboratory)\***

ANTH 1 w/1L, 1H w/1HL, 13 w/13L\*\*; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; CHEM 1A, 1AH, 9, 20, 25, 30A; GEOG 1; PHYS 2A, 4A; PSE 20. Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area III.

*\*Note that a request to remove HORT 10 from Foothill GE is included on the 4/23/19 CCC agenda for approval. If it is not approved, the course will remain listed for 2019-20.*

*\*\*Note that the GE applications for ANTH 13 & 13L are included on the 4/23/19 CCC agenda for approval. If they are not approved, they will not be included on the 2019-20 GE list.*

**Area IV - Social & Behavioral Sciences**

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 22H, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 3A, 3B, 3C, 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 17A, 17B, 17C, 17CH, 18, 20; KINS 2, 10, 51; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 1H, 4, 9, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 28, 30, 40; SPED 2; WMN 5, 21.

**Area V - Communication & Analytical Thinking**

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 55; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1BH, 1C, 10, 12, 17, 22, 44, 48A, 48B, 48C; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

**Area VI - United States Cultures & Communities**

CHLD 51A; COMM 10, 12; ENGL 7, 12, 40, 45A, 45AH, 45B, 45BH; HIST 10; MDIA 8A, 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPED 1; THTR 8; WMN 5.

**Area VII - Lifelong Learning**

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

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11E, 12, 12A, 12B, 12E, 21, 21A, 21B, 21C, 21F, 22, 22A, 22B, 22C, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32C, 32F, 33, 33A, 33B, 33C, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44F, 45, 45A, 45B, 45C, 45F; BIOL 8, 9, 12, 81; CNSL 1, 52,

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56, 72, 90; COMM 2, 10, 12, 55; CRLP 7, 73, 74; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, 13A, 13B, 14, 18A, 18B; HLTH 20, 21, 22, 23; KINS 4; LIBR 10, 10H; PHDA 15A, 15B, 15C, 16, 17, 18, 19, 20, 21A, 21B, 23, 24, 25; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13C, 14, 15A, 15B, 15C, 17A, 17B, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, 24, 24A, 24C, 24D, 25A, 25B, 26, 26A, 26C, 27, 27A, 27B, 27C, 31A, 31B, 31C, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 40, 40A, 40C, 41, 41A, 41B, 42, 43A, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 1.

**Minimum proficiency: ENGL 1A or 1AH or 1S & 1T; MATH 17 or 105 or 180\* completed with a letter grade of "C" or better.\*\***

*\*Intermediate Algebra or equivalent means MATH 17 or 105 or 180, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.\*\**

*\*\* Note that the mathematics proficiency statement and accompanying notation may be updated based on the results of CCC's vote on the PSME division's proposed changes.*

**FOOTHILL COLLEGE  
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2019-2020**

- ~~Crossed-out courses in red~~ are inactive and will be removed from the 2019-20 GE list.
- Courses highlighted in yellow are new additions for 2019-20.
- Courses highlighted in green are being renumbered for 2019-20 (not new additions).

**Area I - Humanities**

ART 1, 2A, 2AH, 2B, 2BH, 2C, 2E, 2F, 2J, 4A, 4G, 5A, 5B, 20B, 36, 45B; CRWR 6, 25A, 39A, 41A; DANC 10; ENGL 5, 7, 12, 14, 16, 17, 18A, 22, 24, 31, 34C, 37, 38, 40, 41, 43A, 43AH, 43B, 43BH, 45A, 45AH, 45B, 45BH, 47A, 47AH, 47B, 47BH, 49; GID 1; HUMN 1, 2, 3, 3H, 4, 4H, 5, 6, 7, 7H, 8 (re# HUMN 58), 9; JAPN 14A, 14B; MDIA 1, 1H, 2A, 2B, 2C, 4, 7, 11, 11H, 13; MUS 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2F, 7, 7D, 7E, 7F, 8, 8H, 11D, 11E, 11F; PHIL 2, 4, 11, 12, 20A, 20B, 20C, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

**Area II - English**

ENGL 1A, 1AH, 1S & 1T.

**Area III - Natural Sciences (with laboratory)**

ANTH 1 w/1L, 1H w/1HL, 13 w/13L\*; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; CHEM 1A, 1AH, 9, 20, 25, 30A; GEOG 1; ~~HORT 10\*\*~~; PHYS 2A, 4A; PSE 20. Additionally, students who complete the major requirements for the Apprenticeship - Plumbing Technology program will satisfy Area III.

*\*Note that the GE applications for ANTH 13 & 13L are included on the 4/23/19 CCC agenda for approval. If they are not approved, they will not be included on the 2019-20 GE list.*

*\*\*Note that a request to remove HORT 10 from Foothill GE is included on the 4/23/19 CCC agenda for approval. If it is not approved, the course will remain listed for 2019-20.*

**Area IV - Social & Behavioral Sciences**

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 22H, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 3A, 3B, 3C, 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 17CH, 18, 20; KINS 2, 10, 51; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 1H, 4, 9, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 28, 30, 40; SPED 2; WMN 5, 21.

**Area V - Communication & Analytical Thinking**

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1BH, 1C, 10, 11, 12, 17, 22, 44, 48A, 48B, 48C; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

**Area VI - United States Cultures & Communities**

CHLD 51A; COMM 10, 12; ENGL 7, 12, 40, 45A, 45AH, 45B, 45BH; HIST 10; MDIA 8A, 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; ~~SPAN 10A~~; SPED 1; THTR 8; WMN 5.

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## **Area VII - Lifelong Learning**

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

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, ~~11C~~, 11E, ~~11F~~, 12, 12A, 12B, ~~12C~~, 12E, ~~12F~~, 21, 21A, 21B, 21C, ~~21E~~, 21F, 22, 22A, 22B, 22C, ~~22E~~, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, ~~32B~~, 32C, ~~32E~~, 32F, 33, 33A, 33B, 33C, ~~33E~~, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, ~~44E~~, 44F, 45, 45A, 45B, 45C, ~~45E~~, 45F; BIOL 8, 9, 12, ~~81~~; CNSL 1, 52, ~~56 (re# CRLP 55)~~, 72, 90; COMM 2, 10, 12, 55; CRLP 7, 73, 74; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, ~~8~~, 13A, 13B, 14, 18A, 18B; HLTH 20, 21, 22, 23; KINS 4; LIBR 10, 10H; PHDA ~~15A~~, ~~15B~~, ~~15C~~, 16, 17, 18, 19, 20, 21A, 21B, ~~22~~, 23, 24, 25; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, ~~13B~~, 13C, 14, 15A, 15B, 15C, 17A, 17B, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, 24, 24A, ~~24B~~, 24C, 24D, 25A, 25B, 26, 26A, 26C, ~~26D~~, ~~26E~~, ~~26F~~, 27, 27A, 27B, 27C, 31A, 31B, 31C, ~~31D~~, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, ~~38D~~, ~~38E~~, 40, 40A, ~~40B~~, 40C, 41, 41A, 41B, ~~41C~~, 42, 43A, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 1.

**Minimum proficiency: ENGL 1A or 1AH or 1S & 1T; MATH 17 or 105 ~~or 108~~ or 180\* completed with a letter grade of "C" or better.\*\***

*\*Intermediate Algebra or equivalent means MATH 17 or 105 ~~or 108~~ or 180, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.\*\**

*\*\* Note that the mathematics proficiency statement and accompanying notation may be updated based on the results of CCC's vote on the PSME division's proposed changes.*

# General Education Review Request

## AREA III - NATURAL SCIENCES

Course Number & Title: ANTH 13 Introduction to Forensic Anthropology

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.\*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

*“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived*

## General Education Review Request AREA III - NATURAL SCIENCES

*directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."*

\* To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

### **Course Number & Title: ANTH 13 Introduction to Forensic Anthropology**

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

### **Depth Map: Must include the following:**

**N1.** An understanding of the scientific method, including its attributes and limitations;

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

The introductory sessions will cover the scientific method, including an emphasis on the public perception of science and how it has changed with increasing awareness of gender and racial discrimination.

#### Course Content:

- A. Introduction to forensic anthropology
  - 1. Historical background, theory, and methodology of anthropology and forensic sciences.
    - a. Data gathering and analysis
    - b. Laboratory equipment
    - c. Scientific method
    - d. History of science and anthropology

**N2.** The ability to make judgments regarding the validity of scientific evidence;

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

With the introductory week sessions (see above) this will be covered, and within forensics specifically there are issues of accountability and recently the American Academy of Sciences has invalidated many of the methods used by some forensic specialists (especially with regard to racial categorizations) and this will be covered in detail. Lastly, work in humanitarian situations emphasizes the applied aspect of this science, an important development in anthropology in recent decades.

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Course Content:

- A. Introduction to forensic anthropology
  - 1. Historical background, theory, and methodology of anthropology and forensic sciences.
    - a. Data gathering and analysis
    - b. Laboratory equipment
    - c. Scientific method
    - d. History of science and anthropology
- O. Forensic Anthropology in Practice
  - 1. Ethical Responsibilities
  - 2. Final Report Writing
  - 3. Expert Witness Testimony
  - 4. Humanitarian/Human Rights investigations
  - 5. Standardization/UN Protocols/Professional Associations
  - 6. Trends in Forensic Anthropology

**N3.** An understanding of the relationship between hypothesis, experiment, fact, theory and law;

**Matching course component(s):**

Forensic anthropology means the applicability of anthropology to the law. Although this is not the same sort of law mentioned here, it is important to emphasize what we are teaching here. In terms of the scientific method, these steps are made clear as various sets of data are analyzed in the context of forensic anthropology.

Course Content:

- A. Introduction to forensic anthropology
  - 1. Historical background, theory, and methodology of anthropology and forensic sciences.
    - a. Data gathering and analysis
    - b. Laboratory equipment
    - c. Scientific method
    - d. History of science and anthropology
- O. Forensic Anthropology in Practice
  - 1. Ethical Responsibilities
  - 2. Final Report Writing
  - 3. Expert Witness Testimony
  - 4. Humanitarian/Human Rights investigations
  - 5. Standardization/UN Protocols/Professional Associations
  - 6. Trends in Forensic Anthropology

**N4.** The ability to use inductive and deductive reasoning;

**Matching course component(s):**

Forensic anthropology employs both sorts of reasoning when using data sets. Several forensic scenarios are also covered in which both types of reasoning are employed. For example, determining age and sex use both types.

Course Content:

- H. Determining sex
  - 1. Pelvis
  - 2. Skull
  - 3. Various bones

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- |   |
|---|
| 4. Subadults<br>I. Determining age at death<br>5. Adult<br>6. Subadult<br>7. Calculation of stature |
|---|

**N5.** The practice of thinking critically, including evaluating ideas and contrasting opinions;

**Matching course component(s):**

See N1-4, much of forensics employs competing methodologies to determine osteological characterizations. These are weighed in light of the evidence presented.

**N6.** The ability to evaluate, use and communicate scientific data;

**Matching course component(s):**

Students are asked to complete a final paper with focus on scientific investigation of human remains. They have to also communicate data in presentations to the class.

**N7.** An introduction to current scientific theories within the field of study;

**Matching course component(s):**

In order to place forensic anthropology students are applying natural selection and human evolution to the study of human osteology.

**N8.** Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

**Matching course component(s):**

Students are trained in how to operate in a lab environment and perform multiple studies of human remains in the laboratory.

**N9.** Experience applying recognized scientific methodology in laboratory activities.

**Matching course component(s):**

In the various class exercises the students determine the cause of death due to trauma by assessing different types of ante-, peri-, and postmortem changes to bone, including pathology, trauma, and natural anomalies. In addition, they determine the age, sex, stature, and handedness of human skeletal remains, as well as begin to understand taphonomic processes and archaeological protocols.

**Depth Map: Additionally, include any of the following:**

**N10.** An appreciation of the contributions of science to modern life;

**Matching course component(s):**

Forensic anthropology is part of the applied suite of anthropological skills, and in so doing the students develop an understanding of the theoretical basis for practice using both a medicolegal and anthropological perspective.

**N11.** An appreciation of the contributions to science of diverse people and cultures;

**Matching course component(s):**

We emphasize the issues surrounding creating racial categories in forensic anthropology. On the one hand, cultural anthropology has determined that race is purely a cultural construct, but on the other hand forensic experts are asked by the legal profession and culture as a whole to apply scientific bases to racial classification – it is a paradox that the students will explore and debate.

**N12.** An understanding of the interdependence of humans and their environment;

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**Matching course component(s):**

There will be a section on taphonomy, which is the analysis of bone in the environment, as it is exposed to processes of deterioration over time.

**N13.** A recognition of how human behavior has altered the environment;

**Matching course component(s):**

**N14.** A sense of the history of science and the ideas and experiments that have led to our present understanding.

**Matching course component(s):**

Forensic anthropology is a new science and as such is in the process of inventing itself. This is an exciting but precarious time for forensic anthropology and this is important for students to understand.

**Depth Map: Additionally, must emphasize the following:**

**N15.** Observation and collection of data through direct interaction with the material world;

**Matching course component(s):**

Students are using extensive osteological collections provided by the department of anthropology. These include actual human remains donated many years ago, as well as prototypes purchased from suppliers. The lab environment provides students with hands on experience in the field.

**N16.** Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

**Matching course component(s):**

The students employ all of the most current methods to determine osteological profiles and learn about the processes of bone growth and degradation over time.

**N17.** Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

**Matching course component(s):**

In both the ANTH 13 lecture class and the ANTH 13L class real life examples of human remains are used to understand how to create an osteological profile. Beyond simply learning about all of the various bones in the human body, students are asked to learn how to measure the remains to determine age, sex, ancestry, life history of individuals and cause of death. Students are taught to employ a program called Fordisc which contains osteological data from thousands of individuals and was purchased from the Smithsonian Institute.

**N18.** Analysis and interpretation of data;

**Matching course component(s):**

In order to determine the age, sex, stature, and handedness of human skeletal remains we access our extensive osteological collection here on campus. These data are then used as part of the ANTH 13 lecture class and the ANTH 13L lab class.

**N19.** Formulation and testing of hypotheses;

**Matching course component(s):**

Students will apply the data collected in class using our collections to formulate and then test hypotheses about the life history of individuals, as well as age, sex and ancestry.

**N20.** Communicating effectively through oral and/or written work;

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**Matching course component(s):**

Students are assessed in multiple ways, to include a final paper, oral presentations with PPTs, and specific lab projects and written reports. The final project includes a mock forensic scene in which students map and collect data before doing a formal analysis and write up.

**N21.** A minimum of one collaborative activity;

**Matching course component(s):**

All students are working in groups to conduct much of the analysis.

**N22.** A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

**Matching course component(s):**

There is an accompanying ANTH 13L lab class that most students take in conjunction with the ANTH 13 lecture course.

**Depth Map: Additionally, include any of the following:**

**N23.** Keep accurate and complete experimental records;

**Matching course component(s):**

Students are asked to use the lab's osteology recording forms which are the same as typically used by law enforcement agencies. These were brought here from the Central Identification Lab in Hawaii where one of the campus instructors previously worked.

**N24.** Perform quantitative and qualitative measurements;

**Matching course component(s):**

Much of the osteological analysis taught and performed requires detailed measurements be conducted by the students using standard tools. The difference between quantitative and qualitative data is emphasized here.

**N25.** Interpret experimental results and draw reasonable conclusions;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data.

**N26.** Analyze data statistically and assess the reliability of results;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data.

**N27.** Critically evaluate the design of an experiment;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data. It is important that students critically evaluate how they arrived at their conclusions.

**N28.** Design experiments to test hypotheses;

**Matching course component(s):**

Students are asked to design the best methodology to test their hypotheses, in this case determinations of the osteological record.

**N29.** Work effectively in small groups and teams.

**Matching course component(s):**

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All students work in groups in performing experiments in the class. The osteological profiles are conducted as teams.

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

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

**Matching course component(s):**

Students are asked to publicly communicate to the class their results, both in written and speaking formats.

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

**Matching course component(s):**

Much of the forensic work involves computation, especially when determining an osteological profile of an individual.

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

**Matching course component(s):**

All of the reports and presentations will use discipline appropriate language that has been taught during the lecture class and derived from readings.

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

**Matching course component(s):**

The class focuses on the varying applications of science in the modern world in which forensic anthropology is utilized ranging from crime scene investigation, missing person identification, human rights, and humanitarian investigations.

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

**Matching course component(s):**

Students will be able to utilize basic spreadsheets to input data and analyze data derived from the experiments.

Requesting Faculty: Samuel Connell

Date: 2-21-2-19

Division Curriculum Rep: Bill Ziegenhorn

Date: 2-21-2019

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Kathleen Armstrong, Patrick Morriss

Recommended for Approval: X Not Recommended for Approval:        Date: 4/15/2019

In the box below, please provide rationale regarding the subcommittee's recommendation:

Analysis of real data and quantitative measurements are in keeping with requirements of FH GE Science Area III course- this should be a novel and interesting experience for students.

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**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA III - NATURAL SCIENCES

Course Number & Title: ANTH 13L FORENSIC ANTHROPOLOGY LABORATORY

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.\*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

*“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived*

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*directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."*

- \* To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

### Course Number & Title: ANTH 13L FORENSIC ANTHROPOLOGY LABORATORY

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

#### Depth Map: **Must** include the following:

- N1.** An understanding of the scientific method, including its attributes and limitations;

##### Matching course component(s):

This is an introductory laboratory course focusing on scientific methodology to reinforce topics from Forensic Anthropology lecture sections using hands-on technical training. The students will conduct a series of labs that use the scientific method and also recognize its limitations. In particular, forensic anthropology has had some difficulty over the years becoming an established scientific field, primarily because scholars have used hunches rather than solid methods.

- N2.** The ability to make judgments regarding the validity of scientific evidence;

##### Matching course component(s):

We analyze other data sets as well as ones provided from the lab collections that allow use to discuss the validity of evidence. For example, racial categories are used to show that often this is an invalid category although law enforcement and culture in general believes it to be a biological fact.

- N3.** An understanding of the relationship between hypothesis, experiment, fact, theory and law;

##### Matching course component(s):

The labs build experiments based upon hypotheses. Students are asked to create osteological profiles of individuals using the collections in the laboratory. Again, the class focuses on the relationship between biology and forensic anthropology, general anthropological method and theory, and specifically in this case on the medico-legal process utilized in forensics with an emphasis on the identification of human skeletal remains and evidence description.

- N4.** The ability to use inductive and deductive reasoning;

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**Matching course component(s):**

This is particularly important in forensic anthropology as a combination of both is necessary in terms of creating osteological profiles, and understanding factors such as age or sex determination using bones.

**N5.** The practice of thinking critically, including evaluating ideas and contrasting opinions;

**Matching course component(s):**

Much of forensics employs competing methodologies to determine osteological characterizations. These are weighed in light of the evidence presented. The ability of students to critically assess the validity of the data and models is essential.

**N6.** The ability to evaluate, use and communicate scientific data;

**Matching course component(s):**

Students are asked to complete a final paper with focus on scientific investigation of human remains. They have to also communicate data in presentations to the class based on the lab reports that they produce.

**N7.** An introduction to current scientific theories within the field of study;

**Matching course component(s):**

In order to place forensic anthropology students are applying natural selection and human evolution to the study of human osteology.

**N8.** Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

**Matching course component(s):**

Students are trained in how to operate in a lab environment and perform multiple studies of human remains in the laboratory. For example,

Course Content:

B. Students conducting laboratory research will gain proficiency in the following areas.

1. Use of instrumentation such as microscopes, spreading and sliding calipers.
2. The appropriate handling of human remains.
3. Crime scene investigation techniques.
4. Data gathering and analysis using current statistical and mapping programs.
5. Graphing and interpretation of data using scientific methodology.

**N9.** Experience applying recognized scientific methodology in laboratory activities.

**Matching course component(s):**

In the various class exercises the students determine the cause of death due to trauma by assessing different types of ante-, peri-, and postmortem changes to bone, including pathology, trauma, and natural anomalies. In addition, they determine the age, sex, stature, and handedness of human skeletal remains, as well as begin to understand taphonomic processes and archaeological protocols.

**Depth Map: Additionally, include any of the following:**

**N10.** An appreciation of the contributions of science to modern life;

**Matching course component(s):**

Forensic anthropology is part of the applied suite of anthropological skills, and in so doing the students develop an understanding of the theoretical basis for practice using both a medicolegal and anthropological perspective.

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**N11.** An appreciation of the contributions to science of diverse people and cultures;

**Matching course component(s):**

We emphasize the issues surrounding creating racial categories in forensic anthropology. On the one hand cultural anthropology has determined that race is purely a cultural construct, but on the other hand forensic experts are asked by the legal profession and culture as a whole to apply scientific bases to racial classification – it is a paradox that the students will explore and debate.

**N12.** An understanding of the interdependence of humans and their environment;

**Matching course component(s):**

There will be a section on taphonomy, which is the analysis of bone in the environment, as it is exposed to processes of deterioration over time.

**N13.** A recognition of how human behavior has altered the environment;

**Matching course component(s):**

**N14.** A sense of the history of science and the ideas and experiments that have led to our present understanding.

**Matching course component(s):**

Forensic anthropology is a new science and as such is in the process of inventing itself. This is an exciting but precarious time for forensic anthropology and this is important for students to understand.

**Depth Map: Additionally, must emphasize the following:**

**N15.** Observation and collection of data through direct interaction with the material world;

**Matching course component(s):**

Students are using extensive osteological collections provided by the department of anthropology. These include actual human remains donated many years ago, as well as prototypes purchased from suppliers. The lab environment provides students with hands on experience in the field.

**N16.** Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

**Matching course component(s):**

The students employ all of the most current methods to determine osteological profiles and learn about the processes of bone growth and degradation over time. For example,

Course Content:

B. Students conducting laboratory research will gain proficiency in the following areas.

1. Use of instrumentation such as microscopes, spreading and sliding calipers.
2. The appropriate handling of human remains.
3. Crime scene investigation techniques.
4. Data gathering and analysis using current statistical and mapping programs.
5. Graphing and interpretation of data using scientific methodology.

**N17.** Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

**Matching course component(s):**

In both the ANTH 13 lecture class and the ANTH 13L class real life examples of human remains are used to understand how to create an osteological profile. Beyond simply learning about all of the various bones in the human body, students are asked to learn how to measure the remains to determine

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age, sex, ancestry, life history of individuals and cause of death. Students are taught to employ a program called Fordisc which contains osteological data from thousands of individuals and was purchased from the Smithsonian Institute.

**N18.** Analysis and interpretation of data;

**Matching course component(s):**

In order to determine the age, sex, stature, and handedness of human skeletal remains we access our extensive osteological collection here on campus. These data are then used as part of the ANTH 13 lecture class and the ANTH 13L lab class. Students also participate in data gathering and analysis using current statistical and mapping programs.

**N19.** Formulation and testing of hypotheses;

**Matching course component(s):**

Students will apply the data collected in class using our collections to formulate and then test hypotheses about the life history of individuals, as well as age, sex and ancestry.

**N20.** Communicating effectively through oral and/or written work;

**Matching course component(s):**

Students are assessed in multiple ways, to include a final paper, oral presentations with PPTs, and specific lab projects and written reports. The final project includes a mock forensic scene in which students map and collect data before doing a formal analysis and write up.

**N21.** A minimum of one collaborative activity;

**Matching course component(s):**

All students are working in groups to conduct much of the analysis. Their teams practice evidence presentation in a mock-judicial setting.

**N22.** A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

**Matching course component(s):**

This is a lab class that meets for 3 hours per week for 11 weeks which is 33 hours.

**Depth Map: Additionally, include any of the following:**

**N23.** Keep accurate and complete experimental records;

**Matching course component(s):**

Students are asked to use the lab's osteology recording forms which are the same as typically used by law enforcement agencies. These were brought here from the Central Identification Lab in Hawaii where one of the campus instructors previously worked.

**N24.** Perform quantitative and qualitative measurements;

**Matching course component(s):**

Much of the osteological analysis taught and performed requires detailed measurements be conducted by the students using standard tools. The difference between quantitative and qualitative data is emphasized here.

**N25.** Interpret experimental results and draw reasonable conclusions;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data.

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**N26.** Analyze data statistically and assess the reliability of results;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data. We will have access to the program SPSS which helps with analysis of statistical data in social sciences.

**N27.** Critically evaluate the design of an experiment;

**Matching course component(s):**

An emphasis on critical analysis with regards to the data collected to create osteological profiles in paramount. Most analysis is done using statistically significant data. It is important that students critically evaluate how they arrived at their conclusions.

**N28.** Design experiments to test hypotheses;

**Matching course component(s):**

Students are asked to design the best methodology to test their hypotheses, in this case determinations of the osteological record.

**N29.** Work effectively in small groups and teams.

**Matching course component(s):**

All students work in groups in performing experiments in the class. The osteological profiles are conducted as teams.

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

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

**Matching course component(s):**

Students are asked to publicly communicate to the class their results, both in written and speaking formats. They will also practice evidence presentation in a mock-judicial setting.

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

**Matching course component(s):**

Much of the forensic work involves computation, especially when determining an osteological profile of an individual.

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

**Matching course component(s):**

All of the reports and presentations will use discipline appropriate language that has been taught during the lecture class and derived from readings.

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

**Matching course component(s):**

The class focuses on the varying applications of science in the modern world in which forensic anthropology is utilized ranging from crime scene investigation, missing person identification, human rights, and humanitarian investigations.

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

**Matching course component(s):**

Students will be able to utilize basic spreadsheets to input data and analyze data derived from the experiments.

Requesting Faculty: Samuel Connell

Date: 4-18-2018

Division Curriculum Rep: Bill Ziegenhorn

Date: 4-20-2018

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Kathleen Armstrong, Patrick Morriss

Recommended for Approval:  Not Recommended for Approval:  Date: 4/15/2019

In the box below, please provide rationale regarding the subcommittee's recommendation:

This course meets criterion outlined here for FH Area III GE application.

**FOR USE BY CURRICULUM OFFICE:**

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

## **Bio Health Division Request to Remove Course from Foothill GE**

At the request of the Environmental Horticulture program, the Bio Health division has approved the removal of the following course from Foothill GE Area III, Natural Sciences:

- HORT 10 Environmental Horticulture & the Urban Landscape

Division CC approval 3/1/19

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

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:**   R T 70A  

**Course Title:**   ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY  

**Credit Status:**

- Credit course  
 Noncredit course

**Catalog Description:**

Designed as a practicum in a special procedures department. Practical experience is implemented to expose the student to the principles of angiography with emphasis on mastery of the knowledge, insight, and skills required to perform angiographic procedures.

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
- The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

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

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

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

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer  
 Workforce/CTE

\_\_\_\_\_ Basic Skills

**Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course was originally designed to meet the needs of the clinical affiliates of the Radiologic Technology Program. It creates a pathway for licensed technologists who graduated from the Foothill Radiologic Technology Program to acquire advanced clinical education in the area of Angiography. This experience could result in attainment of advanced certification from ARRT as well as broaden job opportunities in the field of Radiologic Technology.

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

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

**Faculty Requestor:** Rachelle Campbell **Date:** 3/1/19

**Division Curriculum Representative:** Lisa Schultheis **Date:** 3/7/19

**Date of Approval by Division Curriculum Committee:** 3/15/19

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



## **Need/Justification -**

This course is an opportunity for graduates of the Radiologic Technology program to gain focused clinical experience in interventional radiology necessary for the pursuit of an additional credential.

## **1. Description -**

Designed as a practicum in a special procedures department. Practical experience is implemented to expose the student to the principles of angiography with emphasis on mastery of the knowledge, insight, and skills required to perform angiographic procedures.

Prerequisites: Current ARRT and CRT certification as a Radiologic Technologist; R T 62B and 62C.

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. demonstrate understanding of radiation protection for the patient, personnel, and self.
- B. exhibit knowledge in the proper use of the angiography equipment.
- C. adhere to standards of attendance, punctuality and dependability.
- D. conduct self in a professional manner.
- E. apply theory to practice by exhibiting ongoing, satisfactory job performance skills.
- F. select appropriate equipment, devices and patient positioning as outlined by the department protocols.
- G. demonstrate knowledge and application of various patient care techniques.
- H. differentiate anatomy and pathophysiology as it relates to various diagnostic, interventional, and nonvascular procedures.
- I. prepare a case study presentation based on literature search and clinical experience.

## **3. Special Facilities and/or Equipment -**

Clinical setting: interventional radiology procedures equipment.

## **4. Course Content (Body of knowledge) -**

- A. Radiation Protection
  1. Patients
  2. Personnel
- B. Angiography Equipment
  1. Fluoroscopy
  2. Digital angiography
  3. Automatic injectors
- C. Punctuality and Dependability
  1. Clinic time reporting
  2. Absenteeism
  3. Communicating whereabouts appropriately
- D. Professional Conduct
  1. Taking initiative
  2. Communicating effectively
  3. Conducting oneself in a professional manner
- E. Job Performance
  1. Effective procedural participation
  2. Planning and organizing work efficiently
  3. Being alert and interested in procedures
  4. Reading and understanding requisitions
  5. Communicating effectively
- F. Procedures
  1. Patient positioning
  2. Tray set-up
  3. Guidewires
  4. Catheters
  5. Sheaths
  6. Needles
  7. Vessel access
- G. Patient Care
  1. Patient communication
  2. Patient assessment and monitoring
  3. Contrast administration

4. Asepsis and sterile technique
  5. Patient discharge/post-procedure instructions
  6. Emergency care
- H. Diagnostic, Interventional and Nonvascular Procedures
1. Neurologic angiography
  2. Thoracic angiography
  3. Abdominal angiography
  4. Peripheral angiography
  5. Venography
  6. Angioplasty
  7. Stent placement
  8. Embolization
  9. Nephrostomy
  10. Drainage procedures
  11. Anatomy identification
- I. Case Study Presentation
1. Topic selection
  2. Presentation development
  3. Oral presentation

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation -**

- A. Presentation project: case study
- B. Clinical performance evaluation

**7. Representative Text(s) -**

Kessel, D., and I. Robertson. Interventional Radiology: A Survival Guide. 4th ed. Elsevier, 2017. ISBN 9780702067303.

**8. Disciplines -**

Radiological Technology

**9. Method of Instruction -**

Discussion, demonstration, clinical practice.

**10. Lab Content -**

- A. Radiologic Technology clinical practice
  1. Radiation protection
  2. Equipment operation
  3. Image production
  4. Image evaluation
  5. Vascular-interventional procedures
  6. Patient care in a clinical setting

**11. Honors Description** - No longer used. Integrated into main description section.

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

Reading assignments as required by the Interventional Radiology department. Development of a case study presentation.

## Program Deactivations:

- Certificate of Achievement in Traditional Photography
- Certificate of Achievement in Digital Photography

As of February 2019, the **Certificate of Achievement in Traditional Photography** is no longer offered at Foothill College. This deactivation occurred because traditional wet darkroom courses are no longer being offered at Foothill College due to weak student demand and the industry's emphasis on digital technology and techniques.

The discontinuation of the Certificate of Achievement in Traditional Photography was approved by the FAC Division Curriculum Committee, and presented to the Advisory Council 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.

Fine Arts & Communication Division Curriculum Committee approval: 2/12/19

As of March 2019, the **Certificate of Achievement in Digital Photography** is no longer offered at Foothill College. This deactivation occurred because the industry no longer separates traditional and digital photography. This industry change is already reflected by our current Certificate of Achievement in Photography.

The discontinuation of the Certificate of Achievement in Digital Photography was approved by the FAC Division Curriculum Committee, and presented to the Advisory Council 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.

Fine Arts & Communication Division Curriculum Committee approval: 3/12/19

# Program Deactivation: Certificate of Achievement in Nanoscience

Due to insufficient demand, the PSME division has decided to deactivate this certificate.

PSME Division Curriculum Committee Approval: 2/7/19

To: CCC  
From: PSME CC  
Date: 3/13/19

**The PSME curriculum committee respectfully requests that the language for the minimum proficiency in mathematics for the AA/AS degree be changed.**

Given below is the Title V requirement for mathematics courses applicable to the AA/AS degree:

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

Current Language:

Minimum proficiency: MATH 17 or 105 or 108 or 180 completed with a letter grade of C or better.

MATH 17 has recently been granted C-ID approval for C-ID MATH 110: Introduction to Statistics.

So the current language no longer makes sense. We suggest the following language:

**Minimum proficiency: MATH 105 or 180 or any MATH course approved for Foothill GE Area V, Communication & Analytical Thinking.**

*Note: MATH 108 has been deactivated, which is why it has been removed from the statement.*

**Foothill College**  
**College Curriculum Committee**  
**Course Deactivation Exemption Request**

*Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.*

**Division:** Language Arts

**Course Number:** NCEL 403B

**Course Title:** TRANSITIONING TO COLLEGE ESL PART II

**Justification for retaining the course (please include information as to why the course was not taught in four years):**

We would like to offer this class and had planned to offer it last summer but did not have the funding to run numerous NCEL summer courses, so we chose NCEL 400 Bridge to College in lieu of NCEL 403B Transitioning to College. NCEL 400 is focused more on academic life and behaviors, such as signing up for classes, the campus support system, using the LMS. NCEL 403B deals with the academic skills students will need in college. After recently talking with the adult schools in our area, we have realized that they would like us to offer a course that teaches the academic skills students will need to bridge from the adult school system to the community college system and NCEL 403B fills this need.

**Next quarter(s) in which the course will be scheduled:**

Summer 2019

**Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:**

This is a course that we should offer every summer to help students and in particular adult school students prepare for college classes at Foothill in the fall.

**Comments & other relevant information for discussion:**

Paul Starer approved late submission of CDE request form.

Division Dean: Valerie Fong

Date: 3/20/19

Division Curriculum Representative: Allison Herman

Date: 3/20/19

Date of Approval by Division Curriculum Committee: 3/20/19

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

**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below. ~~Following each meeting, please include any comments received by the committee.~~ **Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.**

~~Once~~ **After a two-week period, regardless of whether** feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):**

**Division:**

**Program Title:**

**Program Units:**

**Workforce/CTE Program (Y/N):**

*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

Non-transcriptable credit certificate

AA/AS Degree (local)

Certificate of Achievement

AA-T/AS-T Degree (ADT)

Noncredit certificate

**EQUITY & EDUCATION**

**Date of meeting:**

***The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?***

**Comments:**

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

**REVENUE & RESOURCES**

**Date of meeting:**

*The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?*

**Comments:**

**ADVISORY COUNCIL**

**Date of meeting:**

*The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?*

**Comments:**

**Division Curriculum Committee Approval Date:**

**Division CC Representative:**

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Process to List a Course as Available for Credit by Examination**

Background

Although Foothill College already has an [established policy to offer courses for Credit by Exam](#), there exists no process for faculty and Divisions to approve a new course to be added to the list maintained by Admissions & Records, and published in the college catalog.

Process

The following process should be followed to list a course as available for Credit by Exam:

- A. The faculty member must discuss the implications with the division dean and the articulation officer. There may be compelling reasons for not making a course available for Credit by Exam.
  - a. If the course is listed on any program sheet(s) outside the department, it's best practice to contact faculty from that program to discuss implications.
- B. Determine with discipline faculty the parameters of the exam that will be administered during the first two weeks of the quarter (e.g., oral, written, skills test, etc.).
  - a. Decide whether to design a comprehensive exam or whether the instructor of record will administer their own comprehensive exam.
- C. Submit the request to the Division Curriculum Committee for approval.
- D. If approved, the Division Curriculum Committee will include the approval in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.
- E. The Division Curriculum Reps will notify Admissions & Records of the approval, so that the course may be added to the Credit by Exam course list in the next available edition of the college catalog.
- F. The Division Curriculum Reps will notify the Instruction Office of the approval, so that the course may be forwarded to CCC as an information item.

Once the course is listed in the catalog as available for Credit by Exam, students may choose to enroll in the course and submit a Credit by Exam petition within the first two weeks of the quarter.

In the event that a department determines that a course is no longer appropriate to offer for Credit by Exam, the following process should be followed to remove the course from the Credit by Exam course list:

- A. Submit the removal request to the Division Curriculum Committee for approval.
- B. Upon approval, the Division Curriculum Committee will include the removal in the meeting minutes, noting the course number and title, and the name(s) of the faculty member(s) who submitted the request.
- C. The Division Curriculum Reps will notify Admissions & Records of the removal, so that the course will be removed from the Credit by Exam course list in the next available edition of the college catalog.

- D. The Division Curriculum Reps will notify the Instruction Office, so that the removal of the course may be forwarded to CCC as an information item.

~~Note that although the course will remain listed as available for Credit by Exam until the next catalog is published, the instructor of record always has the option of not approving a student's request for Credit by Exam.~~

#### Credit by Exam considerations:

1. If a course is primarily taught by adjunct faculty, keep in mind that requiring a part-time instructor to set aside two hours to administer an exam for a student during the first two weeks of the quarter could constitute an undue burden. Departments are encouraged to be cautious about listing such courses as available for credit by exam.
2. If a course is sometimes taught by adjunct faculty, departments are encouraged to provide a comprehensive exam. Requiring a part-time instructor to write a comprehensive exam for a student during the first two weeks of the quarter could constitute an undue burden.
3. All Foothill faculty want to help students reach their educational goals. Given the potential for Credit by Exam to assist in this effort, our institution has the opportunity and obligation to foster discussion about whether Credit by Exam will be used, and if so, how. The CCC sets policy and specifies procedures for proposing and reviewing courses for which Credit by Exam will be available. The final approval regarding which courses to include on the Credit by Exam list is the purview of discipline faculty.
4. In determining which courses discipline faculty might choose to offer Credit by Exam, the faculty should also consider criteria or instances when Credit by Exam might not be appropriate for certain courses. For instance, if the course structure is an inherent aspect of assessment, then Credit by Exam might be inappropriate. Courses with both lecture and lab would need serious discussion as to the means of assessment if discipline faculty chooses to offer Credit by Exam.
5. Students should also be made aware of possible negative consequences of Credit by Exam, such as the accumulation of too many units or the possibility of earning a less than satisfactory grade in the course based on the Credit by Exam results. Note: Title 5 §55050 (f) implies that the Credit by Exam grade will be part of the student's grade point average.

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Resolution Regarding ~~Auto-Awarding~~ Auto-Informing/Alerting Students for**  
**Degrees and Certificates**

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students who earn a degree or certificate from a California community college nearly double their wage earnings within three years, [according to CCCCCO data](#);

Whereas students must navigate the process of **identifying, tracking their progress through, and** applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee encourages Foothill College to adopt ~~an automatic awarding of degrees and certificates policy~~ **a policy of automatically informing/alerting students regarding degrees and certificates**;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic awarding **informing/alerting of** degrees and certificates policy.

~~Resolved, the College Curriculum Committee cautions Foothill College to consider an alternate "opt-in" process for international students and EOPS students who might be adversely affected if awarded an unexpected degree or certificate.~~