



Foothill College Curriculum Committee Working Topics for 2010-2011

Topic	Summary/Content	Possible Action	Priority / Deadlines	Status
Transfer Bill: SB 1440 (and related bill AB 2302)	<p>SB 1440 requires CCCs to offer associate degrees for transfer. These degrees would require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college would be prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees would receive automatic admission to a CSU at junior level status.</p> <p>AB 2302 requests UCs to accept students with transfer degrees, and cooperate with CSU and CCCs and requires the CO to establish a process to identify courses that satisfy lower division preparation requirements (C-ID).</p>	<p>Bill has passed the CA state legislature and was signed by the Governor on 9/29/10. The Chancellor's Office has explicitly directed CCCs to wait for further guidance before beginning development of transfer degrees.</p>	High	Awaiting direction from CO

Learning Outcomes Resolutions	<p>The Accreditation Commission (ACJCC) requires that faculty use Student Learning Outcomes at the course, program, GE, and institutional level (II. A. 1. c.). In response, in its 2004 publication, "The 2002 Accreditation Standards: Implementation," the ASCCC recommended that "local senates are encouraged to adopt a statement of philosophy about the nature and use of assessment mechanisms and SLOs prior to their being implemented." Foothill's academic senate referred this to the CCC. Review of several ACJCC site visit reports indicates that the accreditation team does note whether or not such a policy(s) are in place.</p>	<p>Three resolutions written and presented to CCC on 6/5/10. Returned on 10/5/10 for constituent feedback & discussion. Vote tentatively scheduled for 10/19/10 CCC meeting</p>	High	In progress
Prerequisites/Content Review Process	<p>The ASCCC is currently working with the State Chancellor's Office to revise Title 5 with the goal of removing the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. Accordingly, the ASCCC is revising its 1993 paper describing best practices in establishing prerequisites. For more info:</p> <ul style="list-style-type: none"> • ASCCC resource: Putting Prereqs into Context • ASCCC resolution: Ensuring Rigorous Content Review to Establish Prerequisites 	<p>Once the Title 5 change takes effect and the revised ASCCC guidelines become available, the FH CCC should reexamine its content review process as this has not been done in many years.</p>	Med	On hold pending Title 5 change and recommendations from the CO/ASCCC

Statewide Career Pathways (High School and Regional Occupational Program (ROP) Articulation Process)	<p>There is a steadily increasing demand for colleges to articulate with appropriate high school and Regional Occupational Program courses. As this is a matter of faculty primacy, it falls upon us to develop a formal process for such articulation.</p>	<p>Denise Swett and her staff have conducted extensive research re: best practices in this area and have drafted a proposal for a formal articulation process, to be presented at the 10/19 CCC meeting.</p>	<p>Med</p>	<p>In process</p>
C-ID (Course Identification Numbering System)	<p>This goal of this project is to assign a specific number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH has already submitted 30 courses for review and faculty are strongly encouraged to participate in the development of descriptors for courses in their disciplines.</p>	<p>Intersegmental faculty will meet in Sacramento on October 7. Discipline-specific list serve available at http://www.c-id.net/listserv.html</p>	<p>High</p>	<p>In process</p>

Course Outlines of Record (CORs)	<p>The COR is important not only because it is required by law, but also because it is a primary mechanism by which our curriculum quality is communicated to CSUs, UCs and the State Chancellor's Office. Foothill reviews CORs for Title 5 compliance on a three-year cycle (schedule maintained by division deans). Extensive guidelines are available in the ASCCC paper "The Course Outline of Record: A Curriculum Reference Guide." Guides and examples also available via the "Help Me" buttons in C3MS. Last year, Holcroft & Nuñez visited the BHS, AL, and LA divisions to do COR Title 5 compliance training.</p>	<p>COR compliance presentation scheduled for the 10/19/10 CCC meeting. Hands-on workshops for PGA credit will also be offered several times in October 2010.</p>	High	<p>Ongoing. Deadline for this academic year is 12/3/10</p>
Foothill GE Pattern	<p>Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC members subsequently began evaluating courses for inclusion under these new guidelines. Unfortunately many of the reviewers found the process to be extremely cumbersome and it was agreed that while the patterns themselves are useful, the evaluation process needs revision. HOWEVER, given the passage of SB 1440, the CCC agreed on 10/5/10 to extend the grandfathering of previously approved courses for one additional year (through '11-'12).</p>	<p>CCC will revisit after receiving direction from the Chancellor's Office re: implementation of SB 1440. At present, encourage faculty to focus efforts on submitting courses for CSU Breadth and/or IGETC approval.</p>	Medium	<p>In progress</p>

College-Level Examination Program (CLEP) policy	<p>Administered by the College Board, the program is intended to allowing students to earn college credit for satisfactory completion of a discipline-specific examination rather than by completing an actual college course. The Academic Senate of the CSU now supports the granting of credit for CLEP exams toward meeting GE requirements. Intersegmental faculty are also working to propose a policy about accepting CLEP credit toward Associate Degrees as well as IGETC. Foothill has not reviewed its CLEP policy in almost ten years. For more info: CLEP Exam descriptions ASCSU resolution on CLEP credit for GE</p>	<p>Review CLEP policy, and publish policy in College Catalog for transparency to students.</p>	<p>Medium</p>	<p>Not started</p>
<p>Noncredit Curriculum Process</p>	<p>Title 5 §55002 specifies that the process for development of curriculum must be mutually agreed upon between college administration and the academic senate. Because of concern from faculty teaching credit curriculum, it was mutually agreed that for at least the first year (2008-2009) noncredit curriculum would go first to the noncredit CC and then come to the CCC for final approval. However, the noncredit division would ultimately like to be able to develop and pass noncredit curriculum without having to gain approval from the CCC. For more info: Noncredit at a Glance</p>	<p>Review/revise current process as agreed upon</p>	<p>Low</p>	<p>In process</p>
<p>General Education Learning Outcomes (GELOs)</p>	<p>At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision in 2010-2011.</p>	<p>Review GELOs and make changes as needed</p>	<p>High</p>	<p>In process</p>

Process for Developing and Revising Interdisciplinary Courses	At Foothill, individual course development and approval takes place at the division level. Consequently, there is no easy system for interdisciplinary faculty to remain apprised of, and collaborate on, new courses being developed by faculty in another division. This has historically created difficulty when a course is developed that might be cross-listed or that could significantly affect enrollment in another division.	Devise process by which interdisciplinary courses are created and maintained with collaboration and transparency across divisions	Medium	In progress
International Baccalaureate Exam/Diploma Policy	This program is administered by the International Baccalaureate Organization (IBO). Students can earn either a diploma or certificate for completion of individual IB exams. As with CLEP, there are increasing numbers of requests for CCCs to accept IB exams and/or the IB diploma for college credit. Many CA colleges currently award credit for IB, and UCs and CSUs currently award IB credit for IGETC and CSU GE. Foothill does not have an IB policy in place.	Develop IB policy, and publish in College Catalog	Medium	Not started
Process for changing department titles/ four-letter indicators	Changing department titles and/or four-letter department indicators has the potential to impact courses and programs in other departments/divisions. CCC should discuss how best to enact and impart such changes across campus so that any potentially negative impact is avoided.	Develop formal process for changing titles and indicators	Med	Not started