

College Curriculum Committee Meeting Agenda
Tuesday, March 21, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: March 7, 2017	Action	#3/21/17-1	Escoto
2. Announcements a. New Course Proposal b. CORs for Update 2018-19 (Title 5 list) c. Dental Hygiene Resolution d. Academic Senate Structure Resolution e. Spring Plenary Resolutions	Information	#3/21/17-2 #3/21/17-3 #3/21/17-4 #3/21/17-5 #3/21/17-6—7	Escoto
3. Honors Courses	Discussion		Escoto
4. New Program Application: Global Studies ADT	2nd Read/ Action	#3/21/17-8—9	Escoto
5. New Program Application: Bridge to College ESL Pathway Certificate of Completion (noncredit)	2nd Read/ Action	#3/21/17-10	Escoto
6. New Program Application: English as a Second Language-Beginning Certificate of Completion (noncredit)	2nd Read/ Action	#3/21/17-11	Escoto
7. New Program Application: English as a Second Language-Intermediate Certificate of Completion (noncredit)	2nd Read/ Action	#3/21/17-12	Escoto
8. New Program Application: Language Arts Foundations Certificate of Completion (noncredit)	2nd Read/ Action	#3/21/17-13	Escoto
9. Course Deactivation Exemption Requests	Action	#3/21/17-14—72	Escoto
10. Report Out from Division Reps	Discussion		All
11. Good of the Order			Escoto
12. Adjournment			Escoto

Attachments:

- #3/21/17-1 Draft Minutes: March 7, 2017
- #3/21/17-2 New Course Proposal: ENGL 37
- #3/21/17-3 COR Requiring Updates for 2018-19
- #3/21/17-4 S17 Resolution: Credit for Licensure for Associate's Degree Holders in Dental Hygiene Completion Programs (draft)
- #3/21/17-5 Foothill College Academic Senate Resolution on Senate Composition (draft)
- #3/21/17-6 SP17 Resolutions Packet v.5
- #3/21/17-7 Appendix A— The Course Outline of Record: A Curriculum Reference Guide Revisited
- #3/21/17-8 Global Studies ADT Narrative
- #3/21/17-9 Global Studies ADT TMC
- #3/21/17-10 Bridge to College ESL Pathway Certificate of Completion Narrative
- #3/21/17-11 English as a Second Language-Beginning Certificate of Completion Narrative
- #3/21/17-12 English as a Second Language-Intermediate Certificate of Completion Narrative

- #3/21/17-13 Language Arts Foundations Certificate of Completion Narrative
- #3/21/17-14 Course Deactivation Exemption Requests: APPT 121, 122, 123, 124, 125, 126, 127, 128; APRT 144B, 151A, 155A, 155B, 156A, 156B; COMM 54A; ENGL 7; HIST 19, 54H; JRYM 101A, 101B, 102B, 103A, 103B, 152A, 154, 155A, 157, 158, 165, 166A, 166B, 168A, 168B, 169A, 170A, 170B, 171C, 171D, 172A, 172B, 173A, 173B; LINC 72B, 79, 80A, 85A, 86; MDIA 81B; MTEC 86A; MUS 7E, 41; NCEL 400, 402; PHOT 22, 68C; POLI 54H; SPAN 10A, 111; THTR 26

2016-2017 Curriculum Committee Meetings:

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

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

2016-2017 Curriculum Deadlines:

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

2016-2017 Professional Development Opportunities & Conferences of Interest:

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

Distribution:

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

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2016-17

Meeting Date: 3/21/17Co-Chairs (2)

_____	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
✓	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Mark Anderson	7156	F A	andersonmark@fhda.edu
_____	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
_____	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
✓	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
✓	Sara Cooper		BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
_____	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
✓	Valerie Fong	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
_____	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@fhda.edu
✓	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
_____	Don MacNeil	6967	K A	macneildon@fhda.edu
✓	Tiffany Rideaux (W)		BSS	rideauxtiffany@fhda.edu
_____	Katy Ripp	7355	K A	rippkaty@fhda.edu
_____	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
_____	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
_____	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
_____	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

✓	Basil Farooq	7231	ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
_____			SLO Coordinator	

VisitorsBruce McLeod

**College Curriculum Committee
Meeting Minutes
Tuesday, March 7, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room**

Item	Discussion
1. Minutes: February 21, 2017	Approved by consensus.
2. Announcements a. New Course Proposal b. Succession Planning c. Humanities Certificate of Achievement Approval	<p>Speaker: Isaac Escoto The following proposal was presented: MATH 1CHP. No comments. Please share with your constituents.</p> <p>As mentioned at previous meetings, Escoto's current term as CCC co-chair ends at the end of this academic year. The Academic Senate secretary position will also be ending. Please contact him and/or refer your colleagues to him if interested or would like to discuss either position.</p> <p>The CCCCCO has approved the Humanities certificate of achievement. CCC had approved this certificate contingent on articulation agreement with USF, which is still being finalized. Day noted importance of formalizing articulation; clarified with Falk Cammin (Humanities faculty) that articulation will be valid for any student who takes these courses, not just those in this program.</p>
3. Consent Calendar a. GE Applications	<p>Speaker: Isaac Escoto The following GE applications were presented: Area I—ENGL 34C, 45A, 45B, 47A, 47B; HUMN 9; MUS 7F. No comments.</p> <p>Motion to approve M/S (Evans, Anderson). Approved.</p>
4. New Department Code: NCCS	<p>Speaker: Isaac Escoto Language Arts has approved the creation of a new department/subject code of NCCS (Non Credit College Skills). The new IDS 406 course will be moved to NCCS. This code will go into effect for the 2017-18 catalog.</p> <p>PSME rep noted concern from STEM Center and PSME dean, who were unaware of this new department. Question regarding intent and if existing supplemental instruction courses in other divisions will be moved into Language Arts. Katie Ha (Teaching and Learning Center faculty) noted that she has met with STEM Center director regarding this new department. Intent is not to replace existing codes or move existing courses under new code. Idea for new department came out of development of IDS 406 course, which does not fit within existing codes. Amy Sarver (ESLL faculty) noted new ESLL course being developed might be housed under NCCS. Question regarding if the college is interested in centralizing tutoring services—LaManque does not believe so. Ha noted that STEM Center and other resources will not be impacted.</p> <p>Question regarding if code is being created due to need to hire faculty within a specific discipline. Comment regarding recent addition of Accounting discipline to NCBS 405; concern that it is not appropriate for that course.</p>
5. New Program Application: Global Studies ADT	<p>Speakers: Isaac Escoto & Brian Evans First read of new Global Studies ADT. Evans noted that UC Berkeley is starting a Global Studies major. Day noted that this</p>

	<p>ADT is a good example of an interdisciplinary degree, pulling together faculty from different departments and divisions. Not only will this feed into Global Studies majors, it will also feed into other majors for which there currently exists no ADT. Day noted that admissions at CSUs are becoming even more competitive and that ADTs seem to be giving students an advantage at certain CSUs. Note that TMC attached to agenda does not contain unit counts (at bottom)—Day will add those when we submit to the state for approval.</p> <p>Second read and possible action will occur at next meeting.</p>
6. New Program Application: Bridge to College ESL Pathway Certificate of Completion (noncredit)	<p>Speaker: Isaac Escoto First read of new Bridge to College ESL Pathway certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
7. New Program Application: English as a Second Language-Beginning Certificate of Completion (noncredit)	<p>Speaker: Isaac Escoto First read of new English as a Second Language-Beginning certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
8. New Program Application: English as a Second Language-Intermediate Certificate of Completion (noncredit)	<p>Speaker: Isaac Escoto First read of new English as a Second Language-Intermediate certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
9. New Program Application: Language Arts Foundations Certificate of Completion (noncredit)	<p>Speaker: Isaac Escoto First read of new Language Arts Foundations certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
10. Stand Alone Approval Request: ALCB 400B	<p>Speaker: Isaac Escoto Second read of Stand Alone Approval Request for ALCB 400B. No comments.</p> <p>Motion to approve M/S (Francisco, Anderson). Approved.</p>
11. Stand Alone Approval Request: ALCB 400D	<p>Speaker: Isaac Escoto Second read of Stand Alone Approval Request for ALCB 400D. No comments.</p> <p>Motion to approve M/S (Francisco, Day). Approved.</p>
12. Stand Alone Approval Request: IDS 406	<p>Speakers: Isaac Escoto & Katie Ha Second read of Stand Alone Approval Request for IDS 406. The application has been updated, based on feedback at previous meeting; additionally, the discipline has been finalized on the COR.</p> <p>Ha noted that in order to collect apportionment for students to act as tutors, the director of the tutoring center must have a master's in education with a focus on adult learning theory (which Ha has), students must receive specific training (which they do), and a specific course must be offered—this is that course. Student tutors</p>

	<p>will enroll in this course during the time they tutor other students. Comment that the course description is still unclear, regarding who should enroll in this course. LaManque noted that Ha will be providing instruction to the student tutors. Note that course will now be housed under new department code of NCCS, not IDS.</p> <p>Question regarding students receiving credit for course—they do not, although peer tutors do get paid. Course will provide a more sustainable funding source for tutors, who are now paid under basic skills or equity. Ha noted that she based course description language on existing courses at other colleges; will revisit language to make clearer.</p> <p>Motion to approve M/S (Armerding, Cooper). Approved.</p>
<p>13. Non-transcriptable Certificates</p>	<p>Speaker: Isaac Escoto</p> <p>Continuation of discussion from previous meeting; Escoto had asked reps to follow up in divisions and report back regarding how many non-transcriptable certificates are awarded and how they are verified, tracked, etc. Guests present for discussion: Nazy Galoyan, Dean of Enrollment Services; Kent McGee, Graduation & Evaluation Coordinator; Lourdes Parent, Research Analyst.</p> <p>PSME: Division assistant created a form for each certificate, which the student fills out. Assistant verifies that student has taken courses; if student meets requirements, dean signs off. Assistant keeps file on student so that certificate can be replaced if necessary (e.g., if student loses it). Rep unable to get numbers of certificates awarded, as assistant is currently out of office. Presented example of certificate awarded to student. Day asked how pass-along courses are verified—rep unsure but assumes student would file a petition, as they would for any course substitution. Has not seen any instances of course substitution requests for these. Galoyan asked if there is a residency requirement for these certificates, as there is for a state-approved program—rep unsure, but it is not part of their forms. Group unsure if residency requirement applies to non-transcriptable certificates.</p> <p>FA: ETS created online form for students to submit. Submissions go to division assistant, who keeps information for tracking purposes. Also tracks numbers; e.g., last year awarded 90+ communication studies certificates of proficiency. Numbers provided to faculty to use in program review. Rep does not recall any students requesting course substitution during his tenure as division dean. Presented example of certificate awarded to student. Noted that for some programs students go on to receive certification from company via testing (e.g., Pro Tools), which is one reason division has not pursued state-approved certificate. Noted that division has contacted alumni to inquire how they used certificate.</p> <p>BH: Rep noted that division offers many additional non-transcriptable certificates than those listed on agenda attachment. Many of their certificates are driven by state law and cannot be altered without direction from the state. Many are required for a student to take state test to receive a state license (e.g., mammography, dental assisting).</p> <p>BSS: Decentralized process; department faculty award</p>

	<p>certificates. Concern within division that there is not institutional support for non-transcriptable certificates, so some are wary of creating them or marketing existing certificates. Accounting has popular certificates. PSME rep noted focus on ensuring that certificates are worthwhile or useful for students, especially when they are not connected to state licensure like BH certificates.</p> <p>LaManque posed question to Parent, regarding potential for centralized tracking of certificates and/or reporting to the state. Parent explained that, pre-Banner, non-transcriptable certificates were entered in the SIS system and the information was reported to the state. Although these don't count toward accountability numbers (e.g., the Community Colleges Chancellor's Office Scorecard), in the past these certificates were reported to IPEDS (US Department of Education). Certificates not in Banner, although Banner form was created due to request from previous administration to enter and track data. Request rescinded, so form not being used. If we decide to implement a process of verifying data and entering in Banner, data will then appear in Data Mart. IPEDS states that we should report every certificate we award; however, previous administration did not make it a priority. Galoyan noted that to enter certificate awards in Banner would first require all programs to be created in Banner, as well as ensuring they are not listed on the student's transcript. Question regarding why these cannot be listed on transcript—state restriction, financial aid restriction, and ACCJC restriction. Only certificates of achievement appear on the student's transcript (noncredit certificates do not, even though they are approved by the state—such approval is related to enhanced funding for courses). Galoyan noted that entering certificates in Banner would mean a change from current division process to more centralized process. Parent noted that, pre-Banner, the division assistants had access to the information in the system, so it wasn't a fully centralized process.</p> <p>BH rep noted example of student requesting copy of certificate awarded almost seven years ago—division response is that it will take 6-8 weeks and possibly incur a fee. Noted records are shredded beyond seven years. Would prefer division maintains control of certificates—stressed importance of their certificates for state licensure. Day noted that many of these certificates qualify to be submitted as certificates of achievement. FA rep noted that, as dean, topic was introduced and some departments did submit and receive state approval, whereas others uninterested. Noted purview of the faculty to decide whether to submit for state approval. BH rep noted that for certain certificates, the actual certificate is what the state licensing board wants to see, not the student's transcript.</p> <p>LaManque noted that these certificates have not gone through any local approval process, outside of the division. Escoto noted that form for course substitution mentions certificate of achievement only. Discussion will continue at future meeting.</p>
14. ESLL 26	<p>Speaker: Isaac Escoto</p> <p>Continuation of discussion from previous meeting. PSME rep asked if plan is to deactivate ESLL 26 when ESLL 126 active or if both courses will be active—LA rep noted that discussion is ongoing regarding this decision. LaManque noted that De Anza has two similar courses—McGee noted that both are UC</p>

	<p>transferable. Discussion regarding adding ESLL 26 to prerequisite list for ENGL 1A, to allow students to more easily take ENGL 1A after ESLL 26—Sarver noted that ESLL department cannot update prerequisites on an English course. Escoto noted that, in Banner, ESLL 26 and ENGL 1A are not listed as course equivalents. Day noted that the courses have the same C-ID approval; question from PSME rep regarding if that could be an issue, related to adding ESLL 26 as a prerequisite for ENGL 1A—Galoyan will follow up to see if Title 5 prevents this.</p> <p>Casie Wheat from Testing & Assessment Center present to address questions/concerns regarding placement testing. Noted separate placement tests for ESL and English, with faculty determining how placement scores map to courses. Recently heard concerns that score mapping for ESL test had been changed—they have not. Galoyan noted that the reason behind the two different tests/placements is that they are two different disciplines. Ha noted that she has seen many students take English test who probably should've taken ESL test, who then might not receive proper grammar support. LaManque noted that implementation of common assessment should assist students in determining which placement test to take.</p> <p>Galoyan noted difficulty, procedurally and in comments received from students and counselors, regarding recent change of ESLL 25 & 249 no longer being corequisites. Need for clear communication from ESLL department if changes are made to ESLL 26. Farooq spoke with international students who took ESLL 26 and then took ENGL 1A instead of jumping to ENGL 1B—they said that they did well in ENGL 1A and then ENGL 1B, after. Escoto shared comments from Counseling division meeting (reps could not attend CCC today): including upcoming change of ESLL 25 to ESLL 125, if ESLL 26 changes to ESLL 126 students will go from being able to take 10 UC-transferable credits to zero (ESLL 25 & 26 are UC transferable); question regarding if ESLL department is considering revising ESLL 26 to address concerns instead of deactivating it.</p> <p>Escoto noted that some programs list ESLL 26 on curriculum sheet (e.g., Allied Health programs list prerequisite of ENGL 1A or ESLL 26). Stressed need to ensure change will not negatively affect any specific group(s)—LA rep noted that faculty has followed up on data request. Sarver asked if ESLL 126 could be listed on curriculum sheet—Day noted that it cannot, as it would not be degree-applicable <i>[note: if the intent is for an ESLL course to meet English composition graduation requirements per Title 5, it would need to meet the depth/rigor of college level composition standards]</i>. Day noted difficulty of receiving UC transfer approval for ESLL 26 and worry that if course is deactivated and then department later wants to reactivate, could be difficult to get re-approved for transfer. Escoto noted that students might choose to attend different college if we don't offer transfer-level ESLL course.</p>
15. Honors Courses	<p>Speaker: Isaac Escoto Moved to next meeting, due to time constraint.</p>
16. Report Out from Division Reps	<p>Speaker: All LaManque provided announcement regarding TracDat system: Nuventive has updated the TracDat software to upgrade to a new version that has a much more user friendly interface, and they are discontinuing the old version currently in use at Foothill. The</p>

	conversion is scheduled for Thursday, Mar. 30—TracDat is only expected to be offline for a few hours. Office of Instruction will begin the setup and programming of the new version during the first week of April, at which point training sessions will be scheduled beginning spring quarter. Instruction is looking for any faculty interested in serving as a TracDat coordinator for spring quarter—coordinator would assist with TracDat setup and training.
17. Good of the Order	
18. Adjournment	3:32 PM

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Nazy Galoyan (guest—Admissions & Records), Marnie Francisco (PSME), Katie Ha (guest—Language Arts), Kay Jones (LIBR), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (guest—Evaluations), Lourdes Parent (guest—Institutional Research), Tiffany Rideaux (BSS), Amy Sarver (guest—Language Arts), Casie Wheat (guest—Assessment/Testing)

Minutes Recorded by: M. Vanatta

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

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

Faculty Author: Brian Lewis

Proposed Number: ENGL 37

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Science Fiction Literature: How Sci-Fi Reimagines Reality

Proposed Catalog Description & Requisites:

A survey of the rise of the genre of science fiction literature over time and place. The course traces how the rise of scientific discovery pushed artists to imagine a new type of literature: science fiction, looking into the various aspects of science fiction as these artistic features have arisen across the world from the beginning, but focusing on post Enlightenment literature and art.

Proposed Discipline:

English

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

This course will be part of the English Degree (AA/ADT); additionally, This course may have Humanities GE, because of the cross cultural, cross artistic medium, and cross temporal breadth.

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

No negative effect on any department is anticipated.

Comments & Other Relevant Information for Discussion:

The class would improve English majors' elective options for degree completion.

Instruction Office:

Date presented at CCC:

Number assigned:

COR Requiring Updates for 2018-19

The following courses must be reviewed/updated by the curriculum deadline of June 23, 2017. Courses in blue are currently in Review status in submissions.

SS	ACTG 52	ADVANCED ACCOUNTING	2013 Summer	navajose@foothill.edu
SS	ACTG 53	FINANCIAL STATEMENT ANALYSIS	2013 Summer	navajose@foothill.edu
SS	ACTG 68C	ADVANCED TAX ACCOUNTING III	2013 Summer	seyedinsara@foothill.edu
SS	ACTG 76	ETHICS IN ACCOUNTING	2013 Summer	drakelisa@foothill.edu
CN	ALCB 413	RELAXATION TECHNIQUES	2013 Summer	Unassigned
SS	ANTH 52	ARCHAEOLOGICAL FIELD METHODS	2013 Summer	connellsamuel@foothill.edu
SS	ANTH 67A	CULTURES OF THE WORLD: ECUADOR	2013 Summer	connellsamuel@foothill.edu
SS	ANTH 67B	CULTURES OF THE WORLD: BELIZE	2013 Summer	connellsamuel@foothill.edu
AP	APEL 112	RESIDENTIAL ELECTRICAL AIR CONDITIONING & REFRIGERATION; TELEPHONE SYSTEMS	2013 Summer	dromero@ejatc332.org
AP	APEL 113	RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION & LIFE SAFETY	2013 Summer	dromero@ejatc332.org
AP	APEL 120A	ORIENTATION TO THE ELECTRICAL TRADE, CPR & FIRST AID	2013 Summer	pchursin@sfjatc.com
AP	APEL 121A	ELECTRON THEORY; AC & DC ELECTRICAL THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION; PARALLEL & COMBINATION CIRCUITS	2013 Summer	pchursin@sfjatc.com
AP	APEL 122A	CODEOLOGY; NEC CODE; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS	2013 Summer	pchursin@sfjatc.com
AP	APEL 124A	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS; TRANSFORMERS, GROUNDING; ELECTRICAL SYSTEMS	2013 Summer	pchursin@sfjatc.com
AP	APEL 135	RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY & CODE INTRODUCTION	2013 Summer	dromero@ejatc332.org
AP	APEL 136	RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING	2013 Summer	dromero@ejatc332.org
AP	APEL 137	RESIDENTIAL ELECTRICAL A/C THEORY & CIRCUITRY	2013 Summer	dromero@ejatc332.org
AP	APEL 138	RESIDENTIAL WIRING LAYOUT & INSTALLATION	2013 Summer	dromero@ejatc332.org
AP	APIW 104	IRONWORKER HISTORY & TRADE SCIENCE	2013 Summer	jamesgay@ironworkerbenny.net
AP	APIW 107	WELDING II	2013 Summer	jamesgay@ironworkerbenny.net
AP	APIW 108	STRUCTURAL II	2013 Summer	jamesgay@ironworkerbenny.net
AP	APIW 109	POST-TENSIONING I	2013 Summer	jamesgay@ironworkerbenny.net
AP	APIW 112	LEAD HAZARD TRAINING	2013 Summer	jamesgay@ironworkerbenny.net
AP	APIW 117	GENERAL SAFETY/OSHA 30/COMET	2013 Summer	jamesgay@ironworkerbenny.net
AP	APPR 150	JOB SAFETY, OSHA, MATHEMATICS, HERITAGE & RIGGING I	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 151	OXY-ACC, ARC & PLASTIC WELDING, SOLDERING/BRAZING CERTIFICATION	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 152	BASIC ARC WELDING & BASIC DRAWING	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 153	PLUMBING FIXTURES, RIGGING & SCIENCE	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 154	GAS & WATER SUPPLY	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 155	UNIFORM PLUMBING CODE & MEDICAL GAS FOR APPRENTICES	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 156	DRAINAGE; ADVANCED DRAWING	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 157	STEAMFITTING & PIPEFITTING	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 159	ADVANCED ARC WELDING	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 160A	EPA, CUSTOMER SERVICE, REFRIGERATION & ELECTRICAL	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 161	AIR CONDITIONING, PNEUMATIC CONTROLS, INSTRUMENTATION & PROCESS CONTROLS	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 162A	ELECTRICAL TROUBLESHOOTING, REFRIGERATION CONTROLS	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 162B	COMPUTER LITERACY & PNEUMATIC CONTROLS	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 163	REFRIGERATION & HYDRONICS PIPING, UA STAR	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 166	JOB SUPERVISION	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 167	START, TEST & BALANCE	2013 Summer	boatmanrandy@fhda.edu
AP	APPR 168	SUPERMARKET REFRIGERATION	2013 Summer	Unassigned
AP	APPT 129	SPECIAL TOPICS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 130	REVIEW & TURNOUT	2014 Winter	likenessrussell@foothill.edu
AP	APPT 131	P-101 BASIC PLUMBING SKILLS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 132	P-102 APPLIED & RELATED THEORY	2014 Winter	likenessrussell@foothill.edu
AP	APPT 133	P-201 BEGINNING DRAWING & DESIGN	2014 Winter	likenessrussell@foothill.edu
AP	APPT 134A	P-202A RIGGING; LAYOUT	2014 Winter	likenessrussell@foothill.edu
AP	APPT 134B	INDUSTRIAL SAFETY	2014 Winter	likenessrussell@foothill.edu
AP	APPT 135A	P-301A PLUMBING FIXTURES	2014 Winter	likenessrussell@foothill.edu
AP	APPT 135B	P-301B PLUMBING CODES	2014 Winter	likenessrussell@foothill.edu
AP	APPT 136	P-302 ADVANCED TRADE MATH FOR PLUMBERS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 137A	P-401A WATER SYSTEMS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 137B	P-401B APPLIED WELDING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 138	P-402 ADVANCED DRAWING & BLUEPRINT READING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 139A	INDUSTRIAL INSTALLATIONS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 139B	MEDICAL GAS INSTALLATIONS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 141	SF 101 BASIC STEAMFITTING SKILLS	2014 Winter	likenessrussell@foothill.edu

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AP	APPT 142	SF 102 RELATED MATH, DRAWING & RIGGING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 143	SF 201 STEAMFITTER CUTTING & WELDING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 144A	SF 202A SCIENCE; ELECTRICITY & AIR CONDITIONING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 145	SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 146	SF 302 STEAM TECHNOLOGY	2014 Winter	likenessrussell@foothill.edu
AP	APPT 147A	SF 401A HYDRONIC SYSTEMS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 147B	SF 401B INDUSTRIAL RIGGING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 148	SF 402 ADVANCED DRAWING & BLUEPRINT READING	2014 Winter	likenessrussell@foothill.edu
AP	APPT 151	RF 101 BASIC REFRIGERATION SERVICE SKILLS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 152	RF 102 BASIC ELECTRICITY & REFRIGERATION	2014 Winter	likenessrussell@foothill.edu
AP	APPT 153	RF 201 MECHANICAL SYSTEMS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 154	RF 202 ELECTRIC CONTROLS FUNDAMENTALS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 155	RF 301 ADVANCED ELECTRIC CONTROLS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 156	RF 302 HVAC PNEUMATIC & ELECTRONIC CONTROL SYSTEMS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 157	RF 401 INDUSTRIAL REFRIGERATION & AIR-CONDITIONING SERVICE	2014 Winter	likenessrussell@foothill.edu
AP	APPT 158	RF 402 ADVANCED REFRIGERATION & CHILLERS	2014 Winter	likenessrussell@foothill.edu
AP	APPT 159	RF 501 START, TEST & BALANCE; HVAC SYSTEMS	2014 Winter	likenessrussell@foothill.edu
AP	APRT 111	COMPUTER LITERACY FOR TRADE APPRENTICES	2013 Summer	<i>Unassigned</i>
AP	APRT 156A	WELDING FOR SHEET METAL SIDING & DECKING APPRENTICES	2013 Summer	cuneofrancis@fhda.edu
AP	APRT 156B	MEASURING, DRAWING & LIFTING DEVICES FOR SHEET METAL SIDING & DECKING APPRENTICES	2013 Summer	cuneofrancis@fhda.edu
AP	APSC 121	AC THEORY, SECURITY, ACCESS CONTROL	2013 Summer	msheriff@norcal-jatc.com
AP	APSC 122	FIRE ALARM SYSTEMS & GROUNDING, TELEPHONY & PAGING SYSTEMS	2013 Summer	msheriff@norcal-jatc.com
AP	APSC 131	VDV PREP, NETWORKING, NURSE CALL, COMPUTER LITERACY	2013 Summer	msheriff@norcal-jatc.com
AP	APSC 132	CCTV SYSTEMS, AUDIO VISUAL	2013 Summer	msheriff@norcal-jatc.com
FA	ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	2013 Summer	hollandjoy@fhda.edu
FA	ART 2AH	HONORS HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	2013 Summer	hollandjoy@fhda.edu
FA	ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	2013 Summer	hollandjoy@fhda.edu
FA	ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	2013 Summer	hollandjoy@fhda.edu
FA	ART 2F	INTRODUCTION TO ASIAN ART	2013 Summer	hollandjoy@fhda.edu
FA	ART 4A	FUNDAMENTALS IN DRAWING	2013 Summer	gomeshilary@fhda.edu
FA	ART 4B	INTERMEDIATE DRAWING	2013 Summer	gomeshilary@fhda.edu
FA	ART 4C	REPRESENTATIONAL DRAWING	2013 Summer	gomeshilary@fhda.edu
FA	ART 5A	2-D FOUNDATIONS	2013 Summer	gomeshilary@fhda.edu
FA	ART 5B	3-D FOUNDATIONS	2013 Summer	gomeshilary@fhda.edu
FA	ART 15A	DIGITAL PAINTING I	2013 Summer	gomeshilary@fhda.edu
FA	ART 15B	DIGITAL PAINTING II	2013 Summer	gomeshilary@fhda.edu
FA	ART 19A	OIL PAINTING I	2013 Summer	gomeshilary@fhda.edu
FA	ART 19B	ACRYLIC PAINTING I	2013 Summer	gomeshilary@fhda.edu
FA	ART 19C	OIL PAINTING II	2013 Summer	gomeshilary@fhda.edu
FA	ART 19D	ACRYLIC PAINTING II	2013 Summer	gomeshilary@fhda.edu
FA	ART 19F	ACRYLIC PAINTING III	2013 Summer	gomeshilary@fhda.edu
PS	ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	2013 Summer	fraknoiandrew@fhda.edu
PS	ASTR 10B	GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY	2013 Summer	fraknoiandrew@fhda.edu
KA	ATHL 4A	PRESEASON CONDITIONING FOR FOOTBALL	2013 Summer	edwardskelly@foothill.edu
KA	ATHL 4B	SPORT TECHNIQUES & CONDITIONING FOR FOOTBALL	2013 Summer	edwardskelly@foothill.edu
KA	ATHL 4C	FUNCTIONAL FITNESS FOR FOOTBALL	2013 Summer	edwardskelly@foothill.edu
KA	ATHL 11A	PRESEASON CONDITIONING FOR MEN'S BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	ATHL 11B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	ATHL 11C	FUNCTIONAL FITNESS FOR MEN'S BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	ATHL 12A	PRESEASON CONDITIONING FOR WOMEN'S BASKETBALL	2013 Summer	<i>Unassigned</i>
KA	ATHL 12B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S BASKETBALL	2013 Summer	<i>Unassigned</i>
KA	ATHL 12C	FUNCTIONAL FITNESS FOR WOMEN'S BASKETBALL	2013 Summer	<i>Unassigned</i>
KA	ATHL 21A	PRESEASON CONDITIONING FOR MEN'S SOCCER	2013 Summer	linerthomas@foothill.edu
KA	ATHL 21B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S SOCCER	2013 Summer	linerthomas@foothill.edu
KA	ATHL 21C	FUNCTIONAL FITNESS FOR MEN'S SOCCER	2013 Summer	linerthomas@foothill.edu
KA	ATHL 21E	INTERCOLLEGIATE SOCCER (MEN)	2013 Summer	linerthomas@foothill.edu
KA	ATHL 22A	PRESEASON CONDITIONING FOR WOMEN'S SOCCER	2013 Summer	flanneryowen@foothill.edu
KA	ATHL 22B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S SOCCER	2013 Summer	flanneryowen@foothill.edu

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KA	ATHL 22C	FUNCTIONAL FITNESS FOR WOMEN'S SOCCER	2013 Summer	flanneryowen@foothill.edu
KA	ATHL 31A	PRESEASON CONDITIONING FOR SOFTBALL	2013 Summer	pregliascocollin@foothill.edu
KA	ATHL 31B	SPORT TECHNIQUES & CONDITIONING FOR SOFTBALL	2013 Summer	pregliascocollin@foothill.edu
KA	ATHL 31C	FUNCTIONAL FITNESS FOR SOFTBALL	2013 Summer	pregliascocollin@foothill.edu
KA	ATHL 32A	PRESEASON CONDITIONING FOR SWIMMING	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 32B	SPORT TECHNIQUES & CONDITIONING FOR SWIMMING	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 32C	FUNCTIONAL FITNESS FOR SWIMMING	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 32E	INTERCOLLEGIATE SWIMMING (MEN & WOMEN)	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 33A	PRESEASON CONDITIONING FOR WOMEN'S WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 33B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 33C	FUNCTIONAL FITNESS FOR WOMEN'S WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	ATHL 42A	PRESEASON CONDITIONING FOR WOMEN'S VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	ATHL 42B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	ATHL 42C	FUNCTIONAL FITNESS FOR WOMEN'S VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	ATHL 44A	PRESEASON CONDITIONING FOR MEN'S TENNIS	2013 Summer	maciasdixie@foothill.edu
KA	ATHL 44B	SPORT TECHNIQUES & CONDITIONING FOR MEN'S TENNIS	2013 Summer	maciasdixie@foothill.edu
KA	ATHL 44C	FUNCTIONAL FITNESS FOR MEN'S TENNIS	2013 Summer	maciasdixie@foothill.edu
KA	ATHL 45A	PRESEASON CONDITIONING FOR WOMEN'S TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	ATHL 45B	SPORT TECHNIQUES & CONDITIONING FOR WOMEN'S TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	ATHL 45C	FUNCTIONAL FITNESS FOR WOMEN'S TENNIS	2013 Summer	hickeylauren@foothill.edu
BH	BIOL 1D	INTRODUCTION TO MOLECULAR GENETICS	2013 Summer	duncankathleen@foothill.edu
BH	BIOL 9	ENVIRONMENTAL BIOLOGY	2013 Summer	schultzgillian@foothill.edu
BH	BIOL 12	HUMAN GENETICS	2013 Summer	duncankathleen@foothill.edu
SS	BUSI 53A	BUSINESS COMMUNICATIONS & TECHNOLOGIES	2013 Summer	navajose@foothill.edu
SS	BUSI 59A	WEB MARKETING	2013 Summer	navajose@foothill.edu
SS	BUSI 59B	E-BUSINESS	2013 Summer	navajose@foothill.edu
SS	BUSI 91L	INTRODUCTION TO BUSINESS INFORMATION PROCESSING	2014 Winter	navajose@foothill.edu
PS	CHEM 70	STUDY SKILLS & PROBLEM-SOLVING STRATEGIES FOR CHEM 1A	2013 Summer	daleyrichard@foothill.edu
SS	CHLD 1	CHILD GROWTH & DEVELOPMENT: PRENATAL THROUGH EARLY CHILDHOOD	2014 Winter	kerbeynicole@foothill.edu
SS	CHLD 2	CHILD GROWTH & DEVELOPMENT II: MIDDLE CHILDHOOD THROUGH ADOLESCENCE	2014 Winter	kerbeynicole@foothill.edu
SS	CHLD 51A	AFFIRMING DIVERSITY IN EDUCATION	2014 Winter	kerbeynicole@foothill.edu
SS	CHLD 56	OBSERVATION & ASSESSMENT	2014 Winter	kerbeynicole@foothill.edu
SS	CHLD 59	WORKING WITH SCHOOL-AGE CHILDREN	2013 Summer	kerbeynicole@foothill.edu
SS	CHLD 86B	PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM	2014 Winter	kerbeynicole@foothill.edu
SS	CHLD 88	CHILD, FAMILY & COMMUNITY	2014 Winter	kerbeynicole@foothill.edu
CN	CNSL 1	COLLEGE SUCCESS	2013 Summer	villanuevavoltaire@foothill.edu
CN	CNSL 72	STRESS, WELLNESS & COPING	2013 Summer	schmidternest@foothill.edu
LA	CRWR 39B	ADVANCED SHORT FICTION WRITING	2013 Summer	dauerlesley@foothill.edu
BH	D A 51C	ADVANCED DENTAL ASSISTING SKILLS	2013 Summer	miyasakicara@foothill.edu
BH	D A 57	OFFICE EMERGENCY PROCEDURES	2013 Summer	miyasakicara@foothill.edu
KA	DANC 1A	BEGINNING BALLET	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 1B	INTERMEDIATE BALLET	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 1C	ADVANCED BALLET	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 2A	BEGINNING MODERN DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 2B	INTERMEDIATE MODERN DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 3A	BEGINNING JAZZ DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 3B	INTERMEDIATE JAZZ DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 4A	BEGINNING BALLROOM & SOCIAL DANCE	2013 Summer	<i>Unassigned</i>
KA	DANC 4B	INTERMEDIATE BALLROOM & SOCIAL DANCE	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 4C	ADVANCED BALLROOM & SOCIAL DANCE	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 5	WORLD DANCE	2013 Summer	shewfeltbarbara@foothill.edu
KA	DANC 7	CHOREOGRAPHY	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 8	DANCE PRODUCTION: REHEARSAL & PERFORMANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 11B	CHOREOGRAPHY FOR PERFORMANCE I	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 11C	DANCE PRODUCTION I	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 12B	CHOREOGRAPHY FOR PERFORMANCE II	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 12C	DANCE PRODUCTION II	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 13A	INTRODUCTION TO CONTEMPORARY DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 13B	INTERMEDIATE CONTEMPORARY DANCE	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 14	DANCE CONDITIONING	2013 Summer	gongiiibubba@foothill.edu
KA	DANC 18A	INTRODUCTION TO HIP-HOP DANCE	2013 Summer	gongiiibubba@foothill.edu

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KA	DANC 18B	INTERMEDIATE HIP-HOP DANCE	2013 Summer	gongiiibubba@foothill.edu
LA	ENGL 11H	HONORS INTRODUCTION TO POETRY	2013 Summer	robbinsdoren@foothill.edu
LA	ENGL 110	INTRODUCTION TO COLLEGE WRITING	2013 Summer	fongvalerie@foothill.edu
PS	ENGR 49	ENGINEERING PROFESSION	2013 Summer	Parikhsarah@fhda.edu
LA	ESLL 228	DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS	2013 Summer	morascirichard@foothill.edu
LA	ESLL 246	APPLIED GRAMMAR & EDITING SKILLS	2013 Summer	uyedadiane@foothill.edu
LA	ESLL 247	ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING	2013 Summer	prattkeith@foothill.edu
SS	GEOG 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	2013 Summer	meezankaren@foothill.edu
SS	GEOG 12	INTRODUCTION TO GEOSPATIAL TECHNOLOGY	2014 Spring	meezankaren@foothill.edu
SS	GERN 10	SOCIOLOGY OF AGING	2013 Summer	delangemargriet@foothill.edu
SS	GERN 11	PSYCHOLOGY OF AGING	2013 Summer	delangemargriet@foothill.edu
SS	GERN 15	ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES	2013 Summer	delangemargriet@foothill.edu
SS	GERN 52	HEALTH & AGING	2013 Summer	delangemargriet@foothill.edu
SS	GERN 54	CONTINUUM OF CARE OPTIONS	2013 Summer	delangemargriet@foothill.edu
SS	GERN 56	AGING & DIVERSITY	2013 Summer	delangemargriet@foothill.edu
FA	GID 61	PORTFOLIO	2013 Summer	browncarolyn@foothill.edu
SS	GIST 11	INTRODUCTION TO MAPPING & SPATIAL REASONING	2013 Summer	meezankaren@foothill.edu
SS	GIST 12	INTRODUCTION TO GEOSPATIAL TECHNOLOGY	2013 Summer	meezankaren@foothill.edu
SS	GIST 52	GEOSPATIAL DATA ACQUISITION & MANAGEMENT	2013 Summer	meezankaren@foothill.edu
SS	GIST 54A	SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I	2013 Summer	meezankaren@foothill.edu
SS	GIST 58	REMOTE SENSING & DIGITAL IMAGE PROCESSING	2013 Summer	meezankaren@foothill.edu
SS	GIST 59	CARTOGRAPHY, MAP PRESENTATION & DESIGN	2013 Summer	meezankaren@foothill.edu
SS	HIST 17A	HISTORY OF THE UNITED STATES TO 1815	2014 Winter	ziegenhornbill@foothill.edu
SS	HIST 17B	HISTORY OF THE UNITED STATES FROM 1812 TO 1914	2014 Winter	ziegenhornbill@foothill.edu
SS	HIST 17C	HISTORY OF THE UNITED STATES FROM 1914 TO THE PRESENT	2014 Winter	ziegenhornbill@foothill.edu
BH	HORT 91A	COMPOSTING THEORY & TECHNIQUES	2013 Summer	sauterdavid@foothill.edu
SS	HUMN 4H	HONORS TRAUMA & THE ARTS	2013 Summer	camminfalk@foothill.edu
SS	HUMN 54H	HONORS INSTITUTE SEMINAR IN HUMANITIES	2013 Winter	camminfalk@foothill.edu
LA	JAPN 4	INTERMEDIATE JAPANESE I	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 5	INTERMEDIATE JAPANESE II	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 6	INTERMEDIATE JAPANESE III	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 13A	INTERMEDIATE CONVERSATION I	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 13B	INTERMEDIATE CONVERSATION II	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 14A	ADVANCED CONVERSATION I	2013 Summer	rakowikuko@foothill.edu
LA	JAPN 14B	ADVANCED CONVERSATION II	2013 Summer	rakowikuko@foothill.edu
KA	KINS 3	THEORIES & TECHNIQUES OF COACHING SPORTS	2013 Summer	rippkaty@foothill.edu
KA	KINS 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	2013 Summer	shewfeltbarbara@foothill.edu
KA	KINS 8B	THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY II	2013 Summer	shewfeltbarbara@foothill.edu
KA	KINS 16A	PREVENTION OF ATHLETIC INJURIES	2013 Summer	langgary@foothill.edu
KA	KINS 16B	EMERGENCY ATHLETIC INJURY CARE	2013 Summer	langgary@foothill.edu
KA	KINS 16C	TREATMENT & REHABILITATION OF ATHLETIC INJURIES	2013 Summer	langgary@foothill.edu
KA	KINS 51	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	2013 Summer	Unassigned
KA	KINS 62A	CLINICAL EXPERIENCES IN SPORTS MEDICINE I	2013 Summer	VOYCEWARREN@foothill.edu
KA	KINS 62B	CLINICAL EXPERIENCES IN SPORTS MEDICINE II	2013 Summer	VOYCEWARREN@foothill.edu
KA	KINS 62C	CLINICAL EXPERIENCES IN SPORTS MEDICINE III	2013 Summer	VOYCEWARREN@foothill.edu
KA	KINS 62D	CLINICAL EXPERIENCES IN SPORTS MEDICINE IV	2013 Summer	VOYCEWARREN@foothill.edu
KA	KINS 62E	CLINICAL EXPERIENCES IN SPORTS MEDICINE V	2013 Summer	VOYCEWARREN@foothill.edu
KA	KINS 65A	PNF: INTRODUCTION TO THE UPPER EXTREMITY	2013 Summer	langgary@foothill.edu
KA	KINS 65B	PNF: INTRODUCTION TO THE LOWER EXTREMITY	2013 Summer	langgary@foothill.edu
FA	LINC 60K	GAME-BASED LEARNING	2013 Summer	brittgayle@foothill.edu
FA	LINC 67	DESIGNING WEB-BASED LEARNING PROJECTS	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 70	WEB PAGE DESIGN OVERVIEW	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 76A	CREATING EDUCATIONAL WEBSITES I	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 76C	CREATING WEBQUESTS	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 86	VIDEO PODCASTING OVERVIEW	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 86B	VIDEO PODCASTING II	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 87	SEMINAR IN TEACHING WITH EDUCATIONAL TECHNOLOGY	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 88	INTRODUCTION TO COMPUTER OPERATING SYSTEMS	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 89	INTRODUCTION TO MICROSOFT WINDOWS SERVERS	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 90A	WEBINARS	2013 Summer	brittgayle@foothill.edu
FA	LINC 90B	OPEN EDUCATION RESOURCES	2013 Summer	brittgayle@foothill.edu

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FA	LINC 94	INTRODUCTION TO COMPUTER NETWORKS	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 95C	ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION	2013 Summer	brumbaughkyle@fhda.edu
FA	LINC 97	IPADS IN EDUCATION	2013 Summer	brumbaughkyle@fhda.edu
PS	MATH 42	MATH FOR ELEMENTARY SCHOOL TEACHERS	2013 Summer	cembellinzachary@foothill.edu
FA	MUS 13A	CLASS VOICE I	2013 Summer	schmidtka@fhda.edu
FA	MUS 13B	CLASS VOICE II	2013 Summer	schmidtka@fhda.edu
FA	MUS 13C	CLASS VOICE III	2013 Summer	schmidtka@fhda.edu
LA	NCEL 403A	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I	2013 Summer	sarveramy@fhda.edu
LA	NCEL 403B	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART II	2013 Summer	sarveramy@fhda.edu
LA	NCEL 411	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I	2013 Summer	sarveramy@fhda.edu
LA	NCEL 412	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II	2013 Summer	sarveramy@fhda.edu
LA	NCEL 413	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III	2013 Summer	sarveramy@fhda.edu
LA	NCEL 421	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I	2013 Summer	jaquishmelissa@fhda.edu
LA	NCEL 422	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II	2013 Summer	jaquishmelissa@fhda.edu
LA	NCEL 423	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III	2013 Summer	jaquishmelissa@fhda.edu
KA	PHDA 16	MODIFIED GENERAL CONDITIONING	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 17	MODIFIED RESISTIVE EXERCISE	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 18	INDIVIDUALIZED EXERCISE FOR SPECIAL POPULATIONS	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 19	BACK HEALTH & FITNESS	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 20	MODIFIED FUNCTIONAL FITNESS	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 21A	MODIFIED AQUATICS	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 21B	MODIFIED WATER EXERCISE	2013 Summer	oloughlinrita@fhda.edu
KA	PHDA 22	TEAM SPORTS FOR SPECIAL POPULATIONS	2013 Summer	oloughlinrita@fhda.edu
KA	PHED 10A	AQUATICS: LEVEL I, BEGINNING SWIMMING	2013 Summer	bisselljeff@foothill.edu
KA	PHED 10B	AQUATICS: LEVEL II, INTERMEDIATE SWIMMING	2013 Summer	bisselljeff@foothill.edu
KA	PHED 10C	AQUATICS LEVEL III, MASTERS SWIMMING/ADVANCED SWIM TRAINING	2013 Summer	bisselljeff@foothill.edu
KA	PHED 11A	WATER EXERCISE	2013 Summer	bisselljeff@foothill.edu
KA	PHED 11B	AQUATIC FITNESS	2013 Summer	bisselljeff@foothill.edu
KA	PHED 11C	WATER AWARENESS	2013 Summer	bisselljeff@foothill.edu
KA	PHED 13	BEGINNING WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	PHED 13A	INTERMEDIATE WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	PHED 13B	ADVANCED WATER POLO	2013 Summer	bisselljeff@foothill.edu
KA	PHED 13C	WATER POLO: GAME SKILLS	2013 Summer	bisselljeff@foothill.edu
KA	PHED 14	NUTRITIONAL ASSESSMENT & FITNESS	2013 Summer	langgary@foothill.edu
KA	PHED 18	BEGINNING TAI CHI (TAIJI)	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 18B	INTERMEDIATE TAI CHI (TAIJI)	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 18C	ADVANCED TAI CHI (TAIJI)	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 19B	KICKBOXING FOR FITNESS	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 19C	INTERMEDIATE KICKBOXING FOR FITNESS	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 19D	ADVANCED KICKBOXING FOR FITNESS	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 20A	BEGINNING MAT PILATES	2013 Summer	rippkaty@foothill.edu
KA	PHED 20B	INTERMEDIATE MAT PILATES	2013 Summer	rippkaty@foothill.edu
KA	PHED 20C	ADVANCED PILATES	2013 Summer	rippkaty@foothill.edu
KA	PHED 21	FOUNDATIONS OF YOGA	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 21A	BEGINNING HATHA YOGA	2013 Summer	shewfeltbarbara@foothill.edu
KA	PHED 21B	INTERMEDIATE HATHA YOGA	2013 Summer	shewfeltbarbara@foothill.edu
KA	PHED 21C	ADVANCED HATHA YOGA	2013 Summer	shewfeltbarbara@foothill.edu
KA	PHED 21D	VINYASA FLOW YOGA	2013 Summer	shewfeltbarbara@foothill.edu
KA	PHED 21E	RESTORATIVE YOGA	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 22	BEGINNING FULL-BODY FLEXIBILITY	2013 Summer	Unassigned
KA	PHED 22A	INTERMEDIATE FULL-BODY FLEXIBILITY	2013 Summer	Unassigned
KA	PHED 22C	CORE CONDITIONING	2013 Summer	Unassigned
KA	PHED 23A	TRAIL HIKING	2013 Summer	macneildon@foothill.edu
KA	PHED 23B	DAY HIKING	2013 Summer	macneildon@foothill.edu
KA	PHED 24	INTRODUCTION TO GOLF	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 24A	SWING DEVELOPMENT FOR THE EXPERIENCED GOLFER	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 24B	SKILLS OF GOLF COURSE PLAY	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 24C	INTERMEDIATE GOLF COURSE PLAY	2013 Summer	durbintim@fhda.edu
KA	PHED 24D	ADVANCED GOLF COURSE PLAY	2013 Summer	durbintim@fhda.edu
KA	PHED 25A	SWING ANALYSIS	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 25B	BEGINNING GOLF COURSE PLAY	2013 Summer	stewartcarolyn@foothill.edu
KA	PHED 26	BEGINNING TENNIS SKILLS	2013 Summer	maciasdixie@foothill.edu

COR Requiring Updates for 2018-19

The following courses must be reviewed/updated by the curriculum deadline of June 23, 2017. Courses in blue are currently in Review status in submissions.

KA	PHED 26A	INTERMEDIATE TENNIS	2013 Summer	maciasdixie@foothill.edu
KA	PHED 26C	BEGINNING DOUBLES TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	PHED 26D	INTERMEDIATE DOUBLES TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	PHED 26E	ADVANCED DOUBLES TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	PHED 26F	AEROBIC TENNIS	2013 Summer	hickeylauren@foothill.edu
KA	PHED 27	WALK FOR HEALTH	2013 Summer	macneildon@foothill.edu
KA	PHED 27A	RUN FOR FITNESS	2013 Summer	macneildon@foothill.edu
KA	PHED 27B	INTERMEDIATE RUN FOR FITNESS	2013 Summer	macneildon@foothill.edu
KA	PHED 27C	INTERMEDIATE WALK FOR HEALTH	2013 Summer	macneildon@foothill.edu
KA	PHED 28	SLOW PITCH SOFTBALL	2013 Summer	pregliascocollin@foothill.edu
KA	PHED 31A	FUTSAL: INDOOR SOCCER BEGINNING	2013 Summer	flanneryowen@foothill.edu
KA	PHED 31B	FUTSAL: INDOOR SOCCER INTERMEDIATE	2013 Summer	flanneryowen@foothill.edu
KA	PHED 31C	FUTSAL: INDOOR SOCCER ADVANCED	2013 Summer	flanneryowen@foothill.edu
KA	PHED 31D	TOURNAMENT FUTSAL: INDOOR SOCCER	2013 Summer	flanneryowen@foothill.edu
KA	PHED 32C	SOCCER: GAME SKILLS	2013 Summer	linerthomas@foothill.edu
KA	PHED 33	BEGINNING TABLE TENNIS	2013 Summer	linerthomas@foothill.edu
KA	PHED 33A	INTERMEDIATE TABLE TENNIS	2013 Summer	linerthomas@foothill.edu
KA	PHED 33B	ADVANCED TABLE TENNIS	2013 Summer	linerthomas@foothill.edu
KA	PHED 36A	BEGINNING ARCHERY	2013 Summer	maciasdixie@foothill.edu
KA	PHED 36B	INTERMEDIATE ARCHERY	2013 Summer	maciasdixie@foothill.edu
KA	PHED 36C	ADVANCED ARCHERY	2013 Summer	maciasdixie@foothill.edu
KA	PHED 37	BEGINNING BADMINTON: SINGLES & DOUBLES	2013 Summer	linerthomas@foothill.edu
KA	PHED 37A	INTERMEDIATE BADMINTON: SINGLES & DOUBLES	2013 Summer	linerthomas@foothill.edu
KA	PHED 37B	ADVANCED BADMINTON: SINGLES & DOUBLES	2013 Summer	linerthomas@foothill.edu
KA	PHED 38A	BASKETBALL FUNDAMENTALS	2013 Summer	stanleymatthew@foothill.edu
KA	PHED 38B	BASKETBALL GAME SKILLS	2013 Summer	stanleymatthew@foothill.edu
KA	PHED 38C	BEGINNING BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	PHED 38D	INTERMEDIATE BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	PHED 38E	ADVANCED BASKETBALL	2013 Summer	stanleymatthew@foothill.edu
KA	PHED 40	BEGINNING VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	PHED 40A	INTERMEDIATE VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	PHED 40B	ADVANCED VOLLEYBALL	2013 Summer	rippkaty@foothill.edu
KA	PHED 40C	VOLLEYBALL: GAME SKILLS	2013 Summer	rippkaty@foothill.edu
KA	PHED 41	INDOOR CYCLING: SPIN	2013 Summer	rippkaty@foothill.edu
KA	PHED 41B	INTERMEDIATE INDOOR CYCLING	2013 Summer	rippkaty@foothill.edu
KA	PHED 42	BOWLING FOR FITNESS	2013 Summer	oburnron@foothill.edu
KA	PHED 45	FITNESS FOR LIFE	2013 Summer	oburnron@foothill.edu
KA	PHED 45A	FOUNDATIONS OF STRENGTH & CONDITIONING	2013 Summer	bisselljeff@foothill.edu
KA	PHED 45C	CIRCUIT TRAINING	2013 Summer	herrerajames@foothill.edu
KA	PHED 46	WEIGHT LIFTING FOR HEALTH & FITNESS	2013 Summer	<i>Unassigned</i>
KA	PHED 46B	ADVANCED WEIGHT LIFTING FOR HEALTH & FITNESS	2013 Summer	oloughlinrita@fhda.edu
KA	PHED 47B	THIGHS, ABS & GLUTEUS (TAG)	2013 Summer	rippkaty@foothill.edu
KA	PHED 47C	HIGH-INTENSITY INTERVAL TRAINING (HIIT)	2013 Summer	rippkaty@foothill.edu
KA	PHED 49A	SURVIVOR TRAINING	2013 Summer	flanneryowen@foothill.edu
KA	PHED 49B	BOOT CAMP TRAINING	2013 Summer	bisselljeff@foothill.edu
SS	PHIL 4	INTRODUCTION TO PHILOSOPHY	2014 Winter	tapiabrian@foothill.edu
FA	PHOT 57B	PROFESSIONAL PRACTICES IN PHOTOGRAPHY	2013 Summer	hermanron@foothill.edu
FA	PHOT 72	LIGHTROOM & PHOTOGRAPHIC DESIGN	2013 Summer	hermanron@foothill.edu
BH	PHT 52A	INPATIENT DISPENSING	2013 Summer	SuAngela@foothill.edu
BH	PHT 52B	ASEPTIC TECHNIQUE & IV PREPARATION	2013 Summer	SuAngela@foothill.edu
BH	PHT 53	AMBULATORY PHARMACY PRACTICE	2013 Summer	SuAngela@foothill.edu
BH	PHT 55B	PHARMACOLOGY B	2013 Summer	SuAngela@foothill.edu
BH	PHT 55C	PHARMACOLOGY C	2013 Summer	SuAngela@foothill.edu
PS	PHYS 12	INTRODUCTION TO MODERN PHYSICS	2013 Summer	fraknoandrew@fhda.edu
SS	POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	2013 Summer	heisermereidith@foothill.edu
SS	POLI 2	COMPARATIVE GOVERNMENT & POLITICS	2013 Summer	heisermereidith@foothill.edu
SS	POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS	2013 Summer	heisermereidith@foothill.edu
PS	PSE 41	CLASS PRACTICES: MIDDLE SCHOOL SCIENCE	2013 Summer	Raosandhya@fhda.edu
PS	PSE 42	CLASS PRACTICES: ELEMENTARY SCHOOL SCIENCE	2013 Summer	Raosandhya@fhda.edu
PS	PSE 43	CLASS PRACTICES: HIGH SCHOOL SCIENCE	2013 Summer	Raosandhya@fhda.edu
SS	PSYC 1	GENERAL PSYCHOLOGY	2013 Summer	stefonikbenjamin@foothill.edu

COR Requiring Updates for 2018-19

The following courses must be reviewed/updated by the curriculum deadline of June 23, 2017. Courses in **blue** are currently in Review status in submissions.

BH	RSPT 51B	RESPIRATORY PHYSIOLOGY	2013 Summer	hanningbrenda@foothill.edu
SS	SOC 14	SOCIOLOGY OF CRIME	2014 Winter	foxjohn@fhda.edu
LA	SPAN 10A	SPANISH FOR HERITAGE SPEAKERS	2013 Summer	crepomartinpatricia@foothill.edu
LA	SPAN 13A	INTERMEDIATE CONVERSATION I	2013 Summer	coffinelvira@foothill.edu
LA	SPAN 13B	INTERMEDIATE CONVERSATION II	2013 Summer	coffinelvira@foothill.edu
LA	SPAN 14A	ADVANCED CONVERSATION I	2013 Summer	coffinelvira@foothill.edu
LA	SPAN 14B	ADVANCED CONVERSATION II	2013 Summer	coffinelvira@foothill.edu
FA	THTR 1	INTRODUCTION TO THEATRE	2013 Summer	mcleodbruce@fhda.edu
FA	THTR 7	INTRODUCTION TO DIRECTING	2013 Summer	bergmannjanis@foothill.edu
FA	THTR 12A	STAGE & SCREEN	2013 Summer	goughtom@foothill.edu
FA	THTR 27	LIGHTING DESIGN & TECHNOLOGY	2013 Summer	mcleodbruce@fhda.edu
FA	THTR 31	MANAGEMENT FOR THE THEATRE & STAGE	2013 Summer	mcleodbruce@fhda.edu
FA	THTR 38D	STAGE COMBAT	2013 Summer	goughtom@foothill.edu
FA	THTR 40A	BASIC THEATRICAL MAKEUP	2013 Summer	bergmannjanis@foothill.edu
FA	THTR 40B	THEATRICAL MAKEUP FOR PRODUCTION	2013 Summer	bergmannjanis@foothill.edu
FA	THTR 43A	SCRIPT ANALYSIS	2013 Summer	bergmannjanis@foothill.edu
FA	THTR 43E	IMPROVISATION	2013 Summer	goughtom@foothill.edu
FA	THTR 48A	VOCAL PRODUCTION & SPEECH	2013 Summer	goughtom@foothill.edu
FA	THTR 81	CONTEMPORARY ISSUES IN PERFORMANCE SEMINAR	2013 Summer	bergmannjanis@foothill.edu
BH	V T 84	ANESTHESIOLOGY FOR TECHNICIANS	2013 Summer	eshmanlisa@foothill.edu

S17 Resolution x.x: Credit for Licensure for Associate's Degree Holders in Dental Hygiene Completion Programs

Whereas, completion of a bachelor's degree in dental hygiene opens many additional career opportunities, such as positions in sales and marketing, teaching, and research, that are otherwise unavailable to Associate's Degree holders; and

Whereas, there is great demand for a viable academic path to completing a bachelor's degree from dental hygiene clinical practitioners holding associate's degrees; and

Whereas, the CSU system already accepts the NCLEX nursing licensure exam as evidence of mastery of a portion of the required upper-division competencies for their Nursing programs (ref: [CSU Executive Order 1084](#)); and

Whereas, granting the ability to California Community Colleges to award upper-division academic credit for such demonstrated competencies would expand educational access, reduce costs, and shorten the time to degree completion for clinical practitioners in dental hygiene holding associate's degrees; therefore,

Resolved, that the Academic Senate for California Community Colleges recommend to the Chancellor's Office that California Community Colleges be permitted to award up to 20 semester units (30 quarter units) of upper-division academic credit to Dental Hygiene AS degree-holders who have successfully passed their licensure exams (e.g., the Dental Hygiene National Board Exam, the Registered Dental Hygienist Licensure Exam, the California Law and Ethics Exam) to satisfy part of the 24 semester units (36 quarter units) of upper division course work required for the bachelor's degree;

Resolved, that the Academic Senate for California Community Colleges recommend to the Chancellor's Office to allow local colleges to determine whether they will award such credit upon completion of additional upper-division coursework or upon completion of the entire program; and,

Resolved, that any such credit be awarded without requiring students to enroll in FTES-generating courses and without charging students a fee for the units awarded.

Supporting Backup Info:

CSU Nursing Programs with Credits Awarded for NCLEX:

CSU	Upper Division Units Awarded
San Jose	20 semester (SJSU web page)
San Diego	15 semester (SDSU web page)
San Francisco	20 semester (web page)
Bakersfield	30 semester (web page)
Dominguez Hills	6 semester (web page)
CSU East Bay	? mystery number (web page)
Fresno	20 semester (CSUF web page)
Fullerton	Unsure

CSU	Upper Division Units Awarded
Los Angeles	Unsure
Long Beach	21 units (CSULB web page)
Northridge	Doesn't seem to offer (CSUN brochure)
Sacramento	17 semester units (web page)
San Bernadino	Unsure
Sonoma	20 semester units (SSU web page)
Stanislaus	Unsure

Whereas, Article V Section 1 of the Foothill College Academic Senate Constitution defines voting members of the Executive Committee as those "who have been duly elected from each of the current instructional or instructional support divisions"; and

Whereas, instructional and instructional support divisions are defined and periodically redefined for administrative reasons; and

Whereas, a 2009 resolution of this body resolved that the division structure that was in place in the 2008/2009 academic year would be used as the basis for allocating Academic Senate Executive Committee and Curriculum Committee representation until such time as the Academic Senate votes to amend it, but since that time two of those divisions have been eliminated¹ and another has renamed and merged with another,²

Whereas, some faculty exist outside administrative divisions altogether, denying them Senate representation; be it hereby

Resolved, that the Academic Senate redefine the term "current instructional or instructional support divisions" eligible to elect senators, as the term appears in our Constitution Article V THE EXECUTIVE COMMITTEE Section 1 Composition, to mean Biological and Health Sciences, Business and Social Sciences, Counseling, Fine Arts and Communication, Kinesiology and Athletics, Language Arts, Library, and Physical Sciences Mathematics and Engineering, and;

Resolved, that the Academic Senate acknowledge that by collegial agreement, custom, and practice, the Library is represented on the Executive Committee by one senator, and;

Resolved, that faculty working in administrative units other than those specified in this resolution be free to affiliate with the specified administrative unit of their choice for the purposes of Executive Committee representation.

ALTERNATIVE FIRST RESOLVED CLAUSE:

Resolved, that the Academic Senate redefine the term "current instructional or instructional support divisions" eligible to elect senators, as the term appears in our Constitution Article V THE EXECUTIVE COMMITTEE Section 1 Composition, to mean Biological and Health Sciences, Business and Social Sciences, Counseling, Economic Development, Fine Arts and Communication, Kinesiology and Athletics, Language Arts, Library, and Physical Sciences Mathematics and Engineering; and, be it further

¹ The CTIS and Adaptive Learning Divisions were eliminated, and

² The Physical Education and Human Performance has become Kinesiology and Athletics and has merged with the Fine Arts and Communications division

Table of Contents

TABLE OF CONTENTS	1
3.0 EQUITY AND DIVERSITY	2
*3.01 S17 REVISE THE PAPER <i>A RE-EXAMINATION OF FACULTY HIRING PROCESSES AND PROCEDURES</i>	2
*3.02 S17 SUPPORT FOR MARGINALIZED STUDENTS	2
*3.03 S17 SUPPORT FOR STUDENTS WITH DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA) STATUS	3
5.0 BUDGET AND FINANCE	4
*5.01 S17 SUSTAINABLE FUNDING FOR INMATE EDUCATION PROGRAMS	4
6.0 STATE AND LEGISLATIVE ISSUES	4
*6.01 S17 SUPPORT FOR AB204 (MEDINA, JANUARY 23, 2017)	4
7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE	5
*7.01 S17 IMPROVE THE BASIC SKILLS FUNDING FORMULA	5
*7.02 S17 ONLINE TRAINING FOR COLLEGE STAFF TO SUPPORT FORMERLY INCARCERATED STUDENTS	6
9.0 CURRICULUM	7
*9.01 S17 UPDATE TO THE EXISTING SLO TERMINOLOGY GLOSSARY AND CREATION OF A PAPER ON STUDENT LEARNING OUTCOMES	7
*9.02 S17 ADOPT THE REVISED PAPER <i>THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE</i>	7
10.0 DISCIPLINES LIST	8
*10.01 S17 DISCIPLINES LIST – PUBLIC SAFETY	8
*10.02 S17 FACULTY INTERNSHIP MINIMUM QUALIFICATIONS IN DISCIPLINES NOT REQUIRING A MASTER'S DEGREE	8
*10.03 S17 REVIEW EXPERIENCE DEFINITIONS FOR DISCIPLINES NOT REQUIRING A MASTER'S DEGREE	9
*10.04 S17 REVIEW EXPERIENCE REQUIREMENTS FOR DISCIPLINES NOT REQUIRING A MASTER'S DEGREE	9
*10.05 S17 EQUIVALENCY RESOURCES FOR LOCAL SENATES	10
11.0 TECHNOLOGY	10
*11.01 S17 USING SAVINGS FROM ADOPTING CANVAS	10
*11.02 S17 EXPANSION OF THE ONLINE COURSE EXCHANGE	11
17.0 LOCAL SENATES	12
*17.01 S17 LOCAL PRESIDENT SIGN-OFF ON GRANTS AND INITIATIVE PLANS	12
*17.02 S17 ADEQUATE SUPPORT AND A DESIGNATED POINT PERSON FOR FORMERLY INCARCERATED STUDENTS	13

3.0 EQUITY AND DIVERSITY

3.01 S17 Revise the Paper *A Re-examination of Faculty Hiring Processes and Procedures

Whereas, The most recent Academic Senate for California Community Colleges paper on faculty hiring, *A Re-examination of Faculty Hiring Processes and Procedures*¹, was adopted in Fall 2000, and it is good practice to regularly review and reevaluate professional standards regarding the hiring processes and procedures for all faculty;

Whereas, Awareness of the importance of developing faculty hiring processes to increase the diversity of candidates applying and being interviewed for full-time faculty positions has become more significant throughout the system, including the drafting and recent release by the Chancellor's Office of the *Equal Employment Opportunity (EEO) and Diversity Best Practices Handbook*² which provides an explanation of the recently-adopted, multiple methods allocation model for EEO funding and model practices for addressing the nine multiple methods described in the allocation model; and

Whereas, The report from the Board of Governors' Task Force on Workforce, Job Creation, and a Strong Economy included recommendations to expand the pool of potential career and technical education (CTE) faculty with industry experience, and subsequent efforts by the ASCCC and the Chancellor's Office CTE Minimum Qualifications Task Force have been made to assist colleges to be more flexible when hiring CTE faculty while maintaining high academic and professional standards;

Resolved, That the Academic Senate for California Community Colleges update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Equity and Diversity Action, and John Freitas, Standards and Practices

***3.02 S17 Support for Marginalized Students**

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement³ which states that the ASCCC "works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms" and supports this same principle as applied to all students and staff;

Whereas, Recent actions and rhetoric by federal government officials and the president of the United States have resulted in escalating concerns and fears on the part of students who identify with traditionally marginalized identities including, but not limited to, LGBTQIA+ students, students who may belong to targeted religious groups, undocumented immigrant students, or students with Deferred Action for Childhood Arrivals (DACA) status; and

¹ <http://asccc.org/papers/re-examination-faculty-hiring-processes-and-procedures>

² <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-EEO-and-Diversity-Handbook-ADA.pdf>

³ <http://www.asccc.org/about/values-statement>

Whereas, College and local senate leaders who wish to address the concerns of students but are uncertain as to the impact of passing local resolutions declaring their campuses to be “sanctuary” campuses including consideration of the liabilities and restrictions that self-designation may cause;

Resolved, That the Academic Senate for California Community Colleges support the guiding principles set forth by Chancellor Eloy Ortiz Oakley in the December 6, 2016, press release “California Community Colleges Chancellor’s Office Provides Guidance Related to Undocumented Students”⁴ which states that “California Community Colleges are open to all students who meet the minimum requirements for admission, regardless of immigration status”;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to provide legal guidance to colleges considering passing resolutions expressing support for marginalized student populations including, but not limited to, LGBTQIA+ students, students belonging to targeted religious groups, undocumented immigrant students, and Deferred Action for Childhood Arrivals (DACA) students; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) encourage local senates to engage in dialog with other constituent groups in order to best show support for all students and to promote the ASCCC goals of inclusiveness and equity by supporting equal opportunities and equal human dignity for all.

Contact: Martin Ramey, Equity and Diversity Action

***3.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status**

Whereas, Faculty throughout the country are concerned about the reported potential ending of the Deferred Action for Childhood Arrivals (DACA) program, which has allowed undocumented immigrants who were brought to the United States before their 16th birthday prior to June 2007 to remain in the United States under specific conditions and to apply for renewal of this program every two years;

Whereas, To be eligible for the DACA program, applicants must have demonstrated lawful conduct, and must be either currently enrolled in school, be a high school graduate, or be honorably discharged from the military⁵;

Whereas, Significant numbers of DACA students have attended and continue to attend California community colleges; and

⁴<http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/DEC2016/PR-Principles-12-5-16-FINAL.pdf>

⁵ <https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca#guidelines>

Whereas, DACA students are representative of the students on whom the future of the State of California depends, and their removal from California and the United States would be a devastating loss;

Resolved, That the Academic Senate for California Community Colleges affirm its support for students with Deferred Action for Childhood Arrivals status in the California community college system, the other segments of education in California, and across the nation and convey this affirmation to the Chancellor of the California Community Colleges, the Board of Governors, and other interested stakeholders both in the State of California and nationally.

Contact: Executive Committee

5.0 BUDGET AND FINANCE

***5.01 S17 Sustainable Funding for Inmate Education Programs**

Whereas, SB1391 (2014, Hancock) waives the open course requirement for community college courses offered in state correctional facilities;

Whereas, As of Academic Year 2016-17, 16 pilot colleges began delivering face-to-face courses inside 32 of the state's 35 correctional facilities;

Whereas, Pilot colleges that are delivering instruction in support of academic programs in state correctional facilities express concern that the courses they are offering might be vulnerable during budgetary cuts or when the colleges are at or exceeding growth caps; and

Whereas, The current practice of categorically funded programs mitigates the impact of budget cuts and local budgetary decisions on the most vulnerable special populations of students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to recognize that serving incarcerated students within the college's service area is a part of the college's mission and should be valued and prioritized as other student populations;

Resolved, That the Academic Senate for California Community Colleges acknowledge that incarcerated students are among the most disenfranchised of the California community college student populations; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to establish a plan for sustaining the provision of in-person community college courses inside the state's correctional facilities in an economic downturn.

Contact: Cleavon Smith, Equity and Diversity Action, Executive Committee

6.0 STATE AND LEGISLATIVE ISSUES

***6.01 S17 Support for AB 204 (Medina, January 23, 2017)**

Whereas, The implementation of the Seymour-Campbell Student Success Act in 2012, enshrined in California Education Code §76300, called for a process that revokes a student's Board of

Governors fee waiver in certain instances where the student fails to meet adequate markers of progress toward completion;

Whereas, The Seymour-Campbell Student Success Act of 2012 requires colleges to afford students an appeals process when the fee waiver is revoked but the due process procedures of colleges varies widely across the state;

Whereas, Students in urban centers of the state may elect to enroll at a different community college district and re-apply for a fee waiver to start anew and that opportunity is not readily available to students in rural areas of the state; and

Whereas, AB 204 (Medina, January 23, 2017) seeks to amend California Education Code §76300 that defines the due process considerations when a Board of Governors fee waiver is revoked as:

(C) To ensure that students are not unfairly impacted by the requirements of subparagraph (A) of paragraph (1):

(i) At least once every three years, the board of governors shall review and approve any due process standards adopted to appeal the loss of a fee waiver under this section.

(ii) At least once every three years, each community college district shall examine the impact of the requirements of subparagraph (A) of paragraph (1) and determine whether they have had a disproportionate impact on a specific class of students. If a disproportionate effect is found, the community college district shall include steps to address that impact in a student equity plan.

(iii) If the board of governors adopt any due process standards to appeal the loss of a fee waiver under this section, those standards shall also require a community college district to allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver,

Resolved, That the Academic Senate for California Community Colleges support AB 204 (Medina, January 23, 2017) and communicate that support to the legislature and other constituents as appropriate.

Contact: Wendy Brill-Wynkoop, ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 S17 Improve the Basic Skills Funding Formula**

Whereas, Assembly Budget Bill 1602 (2016, Committee on Budget) established the Student Success for Basic Skills Program, which establishes new basic skills funding formulas, replacing those in place for the Basic Skills Initiative;

Whereas, The basic skills funding formula legislated by AB 1602 (2016, Committee on Budget) includes the following weighted factors:

- a. "The percentage of students receiving a Board of Governors fee waiver who first enrolled in a course below transfer level in English, mathematics, or English as a second language, or any combination of these, and subsequently completed a college-

level course in the same subject within one year and within two years. This factor shall comprise 50 percent of the allocation formula.

- b. The percentage of students receiving a Board of Governors fee waiver. This factor shall comprise 25 percent of the formula.
- c. The percentage of basic skills full-time equivalent students in courses offered by that community college district using evidence-based practices and principles [as specified]. This factor shall comprise 25 percent of the formula”;

Whereas, The legislated funding formula excludes the ability of a college to count noncredit students because noncredit students, generating 38% of system FTES in basic skills⁶ between 2013-2016, do not apply for financial aid, therefore not determining eligibility for receipt of Board of Governors fee waivers; and

Whereas, The formula also excludes many noncredit and credit basic skills students who may be seeking literacy skills rather than pre-collegiate skills, therefore not completing a college-level course in the same subject within one year and within two years, and the formula necessitates a measurement of courses utilizing evidence-based practices, something that likely varies between sections of the same course, and that is not currently measured; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to propose an alternate funding formula that includes college efforts to improve basic skills in students through noncredit courses and for student goals different than college degree attainment and transfer.

Contact: Cheryl Aschenbach, Executive Committee

***7.02 S17 Online Training for College Staff to Support Formerly Incarcerated Students**

Whereas, The Student Mental Health Program, a partnership between the California Community Colleges’ Chancellor's Office and the Foundation for California Community Colleges, offers online training courses that simulate interactions between students and staff for any community college employee or student that simulate encounters with students in real life situations in order to improve the mental health outcomes for individuals, families and communities;

Whereas, The online training courses currently available to community college employees and students consist of modules that simulate encounters with veterans, LGBTQIA+ students, and students broadly identified as “At Risk”, but do not provide simulations specifically designed to work with formerly incarcerated students; and

Whereas, Formerly incarcerated students face serious mental health challenges when re-entering society and attempting to navigate through the California’s community colleges;

⁶ http://datamart.cccco.edu/Students/FTES_Summary.aspx

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Foundation for California Community Colleges, mental health providers, and relevant service providers working specifically with formerly incarcerated populations to develop online training courses that simulate interactions between students and staff that will help the college community's ability to be responsive to and supportive of the mental health of formerly incarcerated students and improve their success outcomes.

Contact: Cleavon Smith, Executive Committee

9.0 CURRICULUM

***9.01 S17 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes**

Whereas, The Academic Senate for California Community Colleges(ASCCC) approved at its Spring 2016 plenary session resolution 9.06, which states that the ASCCC should “urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates;”

Whereas, The development of student learning outcomes (SLOs) is a potentially useful tool for faculty to develop educational programs and course outlines of record, as well as an important part of accreditation requirements, including the requirement that colleges review disaggregated SLO data; and

Whereas, The creation and assessment of SLOs have curricular implications that are not always understood by faculty, lead to confusion and reservations toward collecting and using SLO data, and go beyond the goal of compliance with accreditation standards;

Resolved, That the Academic Senate for California Community Colleges update its white paper *SLO Terminology Glossary: A Resource for Local Senates* (2009)⁷; and

Resolved, That the Academic Senate for California Community Colleges create a paper on effective practices for student learning outcomes assessment and present that information to the field at the Fall 2018 plenary session.

Contact: Dolores Davison, Curriculum Committee Chair

9.02 S17 Adopt the Revised Paper *The Course Outline of Record: A Curriculum Reference Guide

Whereas, Resolution 9.06 S14 directed the Academic Senate for California Community Colleges to “update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.”;

⁷ <http://www.asccc.org/papers/slo-terminology-glossary-resource-local-senates>

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Course Outline of Record: A Curriculum Reference Guide* and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Curriculum Committee

Appendix A: Course Outline of Record Paper

10.0 DISCIPLINES LIST

***10.01 S17 Disciplines List – Public Safety**

Whereas, Oral and written testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the “Disciplines List,” supported the following addition of the Public Safety discipline:

Any bachelor’s degree and two years of professional experience, or an associate’s degree and six years of professional experience; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the “Disciplines List Revision Handbook” was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the “Disciplines List” for Public Safety.

Contact: John Freitas, Executive Committee, Standards and Practices Committee

See Appendix B: Disciplines Summary Report.

***10.02 S17 Faculty Internship Minimum Qualifications in Disciplines Not Requiring a Master’s Degree**

Whereas, Faculty internship programs provide valuable opportunities for prospective community college faculty to gain experience teaching or providing service to students while simultaneously completing the requirements for meeting the minimum qualifications for faculty;

Whereas, The Board of Governors Task Force on Workforce, Job Creation and a Strong Economy recognized through its recommendations the importance of faculty internships as a means to expand opportunities for industry professionals to teach in Career and Technical Education programs, specifically recommendation 14(e), which states:

Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master’s degree is not expected or required; and

Whereas, The current minimum qualifications for faculty interns in disciplines not requiring a master’s degree stated in Title 5 §53502(b) are not fully aligned with the minimum qualifications

for credit faculty in disciplines not requiring master's degrees stated in Title 5 §53410, such as the use of the term "industry experience" instead of "professional experience" and the lack of a provision for interns who are completing or who have completed baccalaureate degrees, and this lack of alignment may present difficulties in developing the guidelines on faculty internship minimum qualifications recommended by the Strong Workforce Task Force;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to review, clarify, and develop as needed possible revisions to the minimum qualifications for faculty interns as stated in Title 5 §53502(b) for disciplines not requiring a master's degree in order to promote the expansion of faculty internship opportunities for industry professionals and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

See Appendix C: Comparison of the language in Title 5 §53410 and §53502(b).

***10.03 S17 Review Experience Definitions for Disciplines Not Requiring a Master's Degree**

Whereas, Title 5 §53404 (last amended in 1994) defines experience, as required for faculty minimum qualifications, solely in terms of years of full-time experience; and

Whereas, The current requirement of basing the required experience in disciplines not requiring a master's degree on years of full-time experience emphasizes quantity of experience over quality of experience and excludes applicants who may be well-rounded in their fields but who have not worked full-time for the number of years required to meet the minimum qualifications stated in Title 5 §53410, thus reducing the pool of otherwise qualified applicants for faculty positions in those disciplines;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to investigate applications of the current definitions of professional and occupational experience and report its findings by Fall 2017.

Contact: Eric Narveson, Evergreen Valley College, Standards and Practices Committee

***10.04 S17 Review Experience Requirements for Disciplines Not Requiring a Master's Degree**

Whereas, The professional experience components of the minimum qualifications for faculty in disciplines not requiring a master's degree are identical regardless of whether or not the degree earned is in the discipline; and

Whereas, The lack of any credit from earning an associate's or bachelor's degree in the discipline directly related to the faculty member's teaching assignment towards the professional experience requirement disregards the expertise gained by completing a degree in that discipline;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty to explore the potential of revising the minimum qualifications for disciplines not requiring a master's degree in order to allow for appropriate credit for years of professional experience when an associate's or bachelor's degree is completed in the specific discipline and report its findings by Fall 2017.

Contact: Stacey Searl-Chapin, Mt. San Jacinto College, Standards and Practices Committee

***10.05 S17 Equivalency Resources for Local Senates**

Whereas, The Academic Senate for California Community Colleges has long asserted that all faculty must model what it means to be an educated person through the attainment of depth and breadth of knowledge and experience at least equal to the discipline-specific and general education requirements of a college degree;

Whereas, Applicants for faculty positions in the California community colleges who do not meet the minimum qualifications may demonstrate that their qualifications are equivalent to the minimum qualifications through a variety of means, depending on local policies, including through demonstrated completion of academic coursework in the discipline and in general education, through work experience, and through eminence; and

Whereas, Local senates often struggle with determining whether or not the qualifications of applicants with significant years of professional experience but with little or no formal academic preparation are equivalent to the minimum qualifications, particularly in the CTE disciplines, and would benefit from the availability of expanded resources for determining equivalencies to the minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges work with faculty and other entities as appropriate to develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education and report the outcomes by Spring 2018.

Contact: Executive Committee

11.0 TECHNOLOGY

***11.01 S17 Using Savings from Adopting Canvas**

Whereas, Resolution 12.04 F14 "Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs"⁸ urged "local senates and bargaining units to work with their administrations to ensure monetary savings from a district or college transitioning to a Common Course Management System (CCMS) be used

⁸ <http://asccc.org/resolutions/using-anticipated-savings-adopting-common-course-management-system-support-online>

primarily to support the professional development needs of distance education faculty making the transition to the new CCMS;”

Whereas, The Online Education Initiative (OEI) has adopted the Common Course Management System (CMS) Canvas for all distance education course offered though the OEI course exchange, OEI Exchange colleges are able to adopt Canvas at no cost for their Exchange and non-Exchange online course offerings, and colleges that are not participating in the OEI Exchange are able to adopt Canvas at a significant cost savings with 75% of the cost of Canvas paid for by the OEI;

Whereas, The governor’s January 2017 budget proposal included \$8 million annually and ongoing to fund Canvas as the CMS for the entire California Community College System; and

Whereas, Even though the State of California may pay for Canvas in its entirety for the foreseeable future, the ongoing funding for professional development as well as the maintenance, improvement, and expansion of the technology infrastructure needed to support Canvas remains as required ongoing funding;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to advocate to their administration that monetary savings resulting directly from the adoption of Canvas be utilized to fund faculty professional development, as well as the ongoing maintenance, improvement, and necessary technology infrastructure for quality distance education programs.

Contact: LaTonya Parker, Moreno Valley College, Online Education Committee

***11.02 S17 Expansion of the Online Course Exchange**

Whereas, The 2013-2014 Budget Act enacted the governor’s Online Education Initiative to expand access to online education in the California Community College System and allocated \$16.9 million for that purpose, and furthermore the Chancellor’s Office established the California Community College Online Education Initiative to realize this legislation through the creation of the Online Course Exchange (“Exchange”);

Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through a centralized exchange, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion, and the 2016-2017 Budget Act (AB 1602) appropriated an additional \$20,000,000 to “expedite and enhance the adaptation and development of courses that are available through the online course exchange of the Online Education Initiative”;

Whereas, It is important that efforts to expand the courses offered and colleges participating in the Exchange not compromise course quality or instructional integrity and that practices and policies focus on increasing student access and success across the system; and

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations;

Resolved, That the Academic Senate for California Community Colleges remind the Online Education Initiative (OEI) that faculty primacy in academic and professional matters applies to curriculum and academic standards, which includes the academic standards for development and offering of courses for the Exchange, and that any decisions directly impacting courses need to be made in consultation with the OEI Steering Committee and with input from the OEI Consortium;

Resolved, That the Academic Senate for California Community Colleges insist that high standards, including review of courses by trained faculty reviewers and determination of alignment with the OEI Course Design Rubric by those same faculty reviewers, remain in place to ensure that courses offered on the Exchange are of superior quality, of appropriate rigor, and offered and supported locally prior to being offered on the Exchange; and

Resolved, That the Academic Senate for California Community Colleges work with the Online Education Initiative to develop enrollment management criteria for managing the number of courses individual colleges have on the Exchange and managing the selection of courses offered on the Exchange.

Contact: Cheryl Aschenbach, Executive Committee

17.0 LOCAL SENATES

***17.01 S17 Local President Sign-off on Grants and Initiative Plans**

Whereas, The Governor of California and state legislature have been instrumental in producing legislation that has transformed and continues to transform educational standards in the California Community College System, such as the Institutional Effective Partnership Initiative (IEPI), Strong Workforce Program (SB 66, 2016/Leyva), Adult Education/Non-Credit Initiative (AB86, Education Omnibus Trailer Bill, 2013-2014) and Student Success and Support Programs (SSSP) Initiative (SB1456, 2012/Lowenthal), and other special grants such as Zero Cost Textbook Degree (AB798, 2012/Bonilla);

Whereas, These state initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview including student success, processes for program review, curriculum development, institutional planning, budget development and more;

Whereas, Districts and colleges have well-established processes for ensuring that decision-making is a participatory process and that faculty have primacy in making recommendations related to academic and professional matters; and

Whereas, The timeline for participation in these initiatives, programs, and grants are frequently hurried and do not allow for the collegial consultation process to occur;

Resolved, That the Academic Senate for California Community Colleges urge local senates to remain vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include mechanisms, including a local academic senate signoff, that ensure local senate involvement in and approval of all grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: Rebecca Eikey, College of the Canyons, and the Legislative Action Committee

***17.02 S17 Adequate Support and a Designated Point Person for Formerly Incarcerated Students**

Whereas, SB1391 (2014, Hancock) increased the California community college course offerings inside state prisons so that California community colleges are now teaching in-person in 32 of the state's 35 correctional facilities;

Whereas, Proposition 57 (2016) will increase the number of individuals being released from state correctional facilities, and will prioritize those individuals who are pursuing college courses while incarcerated;

Whereas, Individuals being released are encouraged to continue their pursuit of higher education when they return to their communities; and

Whereas, Formerly incarcerated students, like other special populations of students, face dramatic obstacles to accessing college service and academic programs without intentional direct support and outreach;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their college administrators to designate and publicize a point of contact responsible for supporting formerly incarcerated students and helping those students connect with appropriate support services at the college; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to assist colleges in their efforts to support formerly incarcerated students to access college programs and to achieve their academic goals at the college.

Contact: Cleavon Smith, Executive Committee

The Course Outline of Record: A Curriculum Reference Guide Revisited

For discussion at the 2017 Spring Plenary Session

2016-2017 Curriculum Committee

Dolores Davison, Chair, Foothill College
Randy Beach, Southwestern College
Michael Bowen, Ventura College
Karen Daar, Los Angeles Valley College
Michelle Sampat, Mt. San Antonio College
Michael Wyly, Solano College

INTRODUCTION

Central to the curricular processes in the California community colleges is the Course Outline of Record. The Course Outline of Record (COR) has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing that plays a central and critical role in the curriculum of the California community colleges. The course outline has both internal and external influences that impact all aspects of a COR, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation.

Requirements and standards for the course outline of record COR appear in Title 5 Regulations (see Appendix xx), in the Chancellor's Office *Program and Course Approval Handbook* (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC respectively) may also place requirements upon the course outline, such as requiring specific content or prerequisites, or currency of learning materials to satisfy articulation agreements.

Since the COR is also used as the basis for articulation agreements, colleges pay great attention to providing a document with which to determine how a student's community college courses will be counted upon transfer to four-year baccalaureate granting institutions. Course outlines of record are also now used in the process of identifying courses that meet the requirements of the Course Identification Numbering System (C-ID). Additionally, course outlines are regularly reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies, as well as to local planning and resource purposes. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a COR is evidence of meeting these guidelines.

The COR plays a particularly important role in the California community colleges because it clearly lays out the expected content and objectives for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is common for community college courses to be taught by several, and sometimes dozens, of multiple full and part-time faculty members. In order to ensure that core components are covered in all sections of a course, the integrity of the course relies on the COR to specify those elements that will be covered by all faculty members who teach the course.

One of the most significant portions of this update is the inclusion of Student Learning Outcomes (SLOs). SLOs can be a driver of many, if not all, elements of a course outline of record. The current accrediting commission that accredits nearly all of California's two year colleges mandates that institutions maintain "officially approved and current course outlines of record that include student learning outcomes" (ACCJC Standard IIA3). There are multiple interpretations

in the field regarding the appropriate physical location of outcomes on a Course Outline of Record, and some colleges have opted to include course student learning outcomes on an addendum to a COR while others place the SLOs on the COR next to the objectives. Colleges are encouraged to work with their accrediting body to ensure appropriate compliance. A finer distinction between student learning outcomes and course objectives is provided in other sections of this paper.

While the state and local standards for a COR have been updated many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges (ASCCC) to provide guidance in the development of course outlines. This update to the original paper *The Course Outline of Record: A Curriculum Reference Guide* (2008), requested by resolution 9.06 (S14), is part of the effort to provide that guidance so that faculty might have direction and reasonable assurance that the internal and external course outline of record requirements for the college are met. This updated paper has incorporated the relevant portions of the original document as well as several Academic Senate papers, including *Stylistic Considerations in Writing Course Outlines of Record* (1998), *Good Practices for Course Approvals* (1998), *Noncredit Challenges and Opportunities* (2009), and the *SLO Terminology Glossary* (2009).

We also recommend that this paper be used in the context of other documents, including ASCCC papers on *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (1996) and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (2016). In addition, the current edition of the Chancellor's Office *Program and Course Approval Handbook* (2016), along with ancillaries to that document, will be relevant for portions of the paper. Finally, the *Accrediting Commission for Community and Junior College's Accreditation Standards* (2014) should be examined in the context of standards relevant to teaching and learning at the course, program, and institutional level. The purpose of these documents is to support the development of a Course Outline of Record in light of the role of local curriculum committees and governing boards in approving curriculum, and the role of the Chancellor's Office in approving certificates and programs to ensure compliance.

While this paper offers a model for the Course Outline of Record, this paper is NOT intended to force standardization of curriculum. Instead, the paper should serve as a guide to assist faculty in presenting their courses in a format that will accurately reflect the quality of instruction being provided. While the course outline of record is a blueprint of what instructional elements must be included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the rigor established by Education Code and Title 5 regulations, transfer institutions, accrediting bodies, and other external entities.

HOW TO USE THIS PAPER

This paper is intended to serve the needs of both the new and experienced faculty member in writing a course outline of record. Credit and noncredit course outlines are treated separately, not because the differences between the two are significant, but because in all likelihood the faculty

member writing a noncredit course outline needs ready access to other sections related to noncredit courses more than related information for credit course outlines.

It is important to note that this paper is not focused on the development of programs leading to degrees and certificates. While the context of program development and evaluation is important in the development of Course Outlines of Record and is reflected in the discussion of the elements of the course outline of record, for specific information about the requirements for submitting programs for approval to the Chancellor's Office, one should refer to the *Program and Course Approval Handbook*, as well as the ASCCC paper on Course and Program Development (forthcoming).

For the new faculty member writing a course outline, or for those who need a refresher, the first section of the paper, "Planning the Course Outline of Record," discusses planning considerations for developing a course outline of record, including the need to consider how the course outline integrates with numerous curriculum processes, the course learning outcomes, and the resources that should be collected as one embarks on the writing or revision of a Course Outline of Record.

The second section of the paper, "Components of a Course Outline of Record," details each element required for a Course Outline of Record. The elements are presented in the order typically found in many Course Outlines of Record, which is similar to the order found in Title 5 §55002, Standards and Criteria for Courses.

The final section of the paper, "General Curriculum Considerations," contains further background and detailed information about curriculum requirements outlined within Title 5 that go beyond the Course Outline of Record.

The appendices include a glossary of the terms commonly used in curriculum development, a list of references organized by curriculum topic, references to Title 5 regulatory language, and examples of Course Outlines of Record.

PLANNING THE COURSE OUTLINE OF RECORD

Initial Considerations

The development of curriculum is something that should be undertaken by faculty – while administrators or others might have ideas about courses or programs, the primary responsibility must always reside with the faculty. In most cases, the faculty member will initiate this effort based upon the question: "What do we need students to be able to do, and what do they need to know to be able to do it?" The idea for courses may also originate from some identified need or idea, such as a course needed to improve job readiness for a new or revised program or one that is needed for transfer into a particular major. Regardless of the motivation, the faculty member should begin with a holistic vision of the course to be proposed which, at its core, is aware of the skills or abilities that a student should be able to demonstrate as a result of successfully completing the course. Upon determining that there is a need and a rationale for a course, the next consideration is to determine what the course's role(s) will be. Is the course intended to be

degree applicable? Will it transfer? Is it appropriate as a general education course? What articulation should be sought? These are just a few of the many questions to consider prior to beginning the development of any Course Outline of Record.

While each required course element must be written discretely, each element should also take into account other components to assure the final course outline is constructed as an integrated Course Outline of Record. For example, there is an interwoven relationship between the discrete skills and content students should learn (course objectives), how proficiency in those objectives will be evaluated (methods of evaluation), and the measurable skills and abilities that students are able to demonstrate subsequent to completing the course (Student Learning Outcomes). Furthermore, the objectives and outcomes must have a clear relationship to the subject or content. The Course Outline of Record should reflect a quality in the course sufficient to attain the objectives and the resulting outcomes.

Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated Course Outlines of Record. The outline must contain all the elements specified in Title 5 §§55002(a), (b), or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such skills are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities. A COR also must address any requirements based on accreditation.

There are also stylistic concerns. Research on curriculum and instructional design suggest that the COR faculty author be very specific when articulating what the student will be able to accomplish by the end of the course and defining how one will evaluate the student's progress. The use of a taxonomy of learning, such as Bloom's Taxonomy, is recommended for consistency of language and rigor. After this development, the content items, learning materials, class enrollment maximums (if not a contractual issue), the units and contact hours, etc. can all be fleshed out with a specific focus on integrating each of these areas so that they validate the need for each component in multiple ways. Style issues also matter in the articulation process. Faculty developing transferable courses should be mindful of the language in course outlines at the receiving institutions to ensure articulation agreements are reached smoothly.

Irrespective of how the course outline is structured and written, the faculty member will generally produce a more robust product not by starting at one end and working towards the other, but by being creative where it is most easy or enjoyable to do so. Then the faculty member can build upon these initial areas to develop the other elements, or fill-in unanticipated gaps, as they become apparent. For many faculty, the initial drafting might be in the content areas. From there, a faculty member can expand into the writing of learning objectives, textbook selection, and the number of course hours needed to cover the material. In short, there is a constant and necessary interplay in the development of the elements of the course outline once the desired learning outcomes have been established.

Writing an Integrated Course Outline

A course outline of record needs to be integrated, as each element of the course outline of record should reinforce the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives and outcomes.

At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives that create a framework for students to develop their knowledge and abilities to be able to demonstrate the overarching Student Learning Outcomes and the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. These methods of assessment may also serve to measure student achievement of the defined student learning outcomes, or additional methods may be useful. Also, note that content is the only subject-based element; the others specifically focus on what the student will be doing and will be able to demonstrate by successfully completing the course.

Resources for the Faculty Member

While all course outline development must comply with Title 5 §55002 (see Appendix xx), many colleges have developed a template for the course outline that includes the required elements as well as many local elements. A college may use a curriculum management system for tracking its curriculum approval process and as its repository for course outlines, as well as for submitting that information to the Chancellor's Office; however, technology should support the process, not drive it. An effective template will help the faculty member pull all the required information together prior to submission. It is also important to note that the responsibility for completing every outline element may not fall upon the individual faculty member. For example, numerical course identifiers or transferability may be addressed much later in the approval process. However, in the "transferability" example, local practice may provide for the faculty member to indicate the intent for the course to eventually to be transferable.

The following are useful documents for the faculty member to have at hand: the college catalog; some recently approved course outlines to serve as examples; any supplemental addenda/forms dictated by the instructional modality (e.g. a separate distance education form or content review form); standards established by the discipline, either locally or by a professional organization, or external accreditors or regulatory bodies; and any special district policies that may apply. Often local curriculum committees have created their own curriculum development handbooks that contain much of this information.

Making use of human resources is also important. Consulting with other faculty in the discipline is essential. It is also highly recommended that the faculty writer identify other faculty members

who are familiar with the local process to assist. The curriculum committee chair may be available to provide guidance, as well as members of the curriculum committee, curriculum specialists or technicians, and administrators involved in curricular practices (such as a dean or Chief Instructional Officer.)

The final and equally critical tools are those references relevant to the subject matter being taught. From a planning perspective, the faculty should acquire these resources first and then examine what are the most effective and reliable methods to promote learning within the intended learning environments available for the delivery of this subject. For example, planning for allied health courses must take into consideration equipment needs and safety concerns to promote effective learning, as well as the pedagogy of the discipline. The dean or CIO overseeing a particular department may have the information needed for these types of resources.

With resources at hand, we now turn to the heart of the process, an examination of the elements of the Course Outline of Record.

Outcomes, Accreditation, and the Course Outline

For California's community colleges, several accreditation standards regarding student learning outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been interpreted in different ways with some colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems while others include the SLOs in the COR itself. While a definitive interpretation has not been established, colleges should continue to work with their accrediting agency to ensure compliance. Additionally, Standard I.C. Institutional Integrity lists many areas where colleges must ensure that accurate information is provided for students in many areas, including learning outcomes and educational programs. Colleges would be wise to maintain accurate CORs to fulfill the spirit of this standard.

As stated earlier in this paper, SLOs can act as a central component in the development of many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes, along with other information, must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, it's imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

A similar situation exists for Institutional Student Learning Outcomes (ISLOs) and General Education Learning Outcomes (GELOs). All course learning outcomes should align with either the ISLOs of the college or the GELOs for students enrolled in programs that include a GE component. Standard II.A.12 states, "The institution, relying on faculty expertise, determines the

appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.” Similar mappings between CSLOs and ISLOs and/or GELOs are often the source for data reports used for annual accreditation reporting and for institution-wide discussion on student success. Given the potential widespread reach of ISLO and GELO data, faculty should discuss CSLOs with these implications in mind.

COMPONENTS OF A COURSE OUTLINE OF RECORD

ELEMENTS THAT APPLY TO CREDIT AND NONCREDIT COURSES

Course Outlines of Record must be approved by the local curriculum committee before being submitted to the board of trustees for approval and the Chancellor’s Office for chaptering. The following elements of a course outline of record are items that reflect requirements from Title 5 §55002, “Standards and Criteria for Courses”, other sections of Title 5, Chancellor’s Office guidelines, and/or accreditation standards. However, some of these elements may not apply to all types of courses.

Need/Justification/Goals

The purpose of this section is to provide guidance for faculty to meet the criteria spelled out in the *Program and Course Approval Handbook* (PCAH) regarding documenting what student need the course is intended to meet. According to the PCAH, “The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program” (8).

Mission

The mission of the college should drive all curriculum development and as well as potential revision when the mission of the college is changed or expanded. Currently in Education Code, the mission of the California community colleges is defined as focused on lower division transfer preparation, vocational education, and basic skills education. However, many colleges have additional parts of their mission which might also drive curriculum development, such as diversity of student population or interest in adult education. Local curriculum processes should include questions that prompt faculty to consider the mission when making new course proposals, revising existing courses, or adding new courses to programs. This is also an accreditation issue for many accrediting agencies with standards focused on the role of the college mission in institutional planning.

The Role of a Course

For transfer programs and courses, this need is more easily established by determining both student demand and transfer applicability for existing university majors. For career technical programs and courses, this need can be more challenging to establish and must rely on evidence such as labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few. Additionally, some districts have research capabilities

that can assist with this research and know where to access the data.

Statement of Need

Once the need has been determined and documented, the statement of need should establish the role of the course in the major programs or general education areas for in which it is designed to serve. If it is a stand-alone course, which is a course that is not part of a program, then its role in the college's curriculum should be explained as part of a proposal. In particular, this rationale should explain how existing courses do not meet this identified need and clearly distinguish the role of the proposed course from that of similar courses.

Examples of need statements:

- Medical Terminology I provides a basic introduction to students in all allied health majors. By combining portions of existing courses in those majors, this course allows those programs to provide more emphasis on content. An added advantage will be more flexibility in section offerings as well as emphasizing medical terminology across all specialties.
- This course has been proposed to meet a new requirement expected for students pursuing employment in the hazardous materials technology industry, which is now required for certification in fire science.
- This course in Jazz and Blues Music grew out of increasing student demand, as demonstrated by wait list data and student surveys, for more on this subject than is currently being covered in our Popular American Music course. This new course will be part of the restricted elective list for those majoring in music.

Differentiating Courses

Course Outlines of Record should be created with other courses in mind, particularly when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. For non-sequential but similar courses, similar steps should be taken to ensure non-duplication of coursework that may confuse students and dilute student demand. Areas on a COR which provide opportunity for a clear distinction to be made between courses include the description, the objectives, core content, examples of assignments, and Student Learning Outcomes.

Course Description

When any course is developed, the course purpose or description sets the stage for all subsequent elements on the COR. Embedded within a course's description are the reasons why the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description that is clearly distinct

from another course should not exist, and all courses should include defined Student Learning Outcomes relevant to and supported by the course objectives.

External Research Requirements

Some fields of study stay similar over time, while others change and evolve comparatively quickly. For every course, there should be a periodic consideration of outside influences. When external research requirements are mandated or necessitated, faculty should consider these triggers as a prelude to the development or revision of a COR. External accreditation bodies, career-technical education advisory committees, discipline professional organizations, local college-business partnerships, and agreements between the community college and any baccalaureate-granting institutions with agreements are all examples of such requirements by external bodies which may necessitate development or revision.

CHANCELLOR'S OFFICE DATA ELEMENTS

Stand Alone Courses

The Chancellor's Office refers to courses that are not part of a program leading to an award as stand-alone courses. Stand-alone courses may be approved and offered locally without Chancellor's Office review. Stand-alone courses often meet a specific local need. This term also refers to credit courses required for a certificate of fewer than 18 semester units or 27 quarter units that has not been approved by the Chancellor's Office. In addition, courses such as learning skills or tutoring courses may be considered stand-alone. Like other courses, a stand-alone course must have a control number prior to being offered and claimed for apportionment, contain all required elements, and meet all standards of approval as required by Title 5. Additional guidance for creating stand-alone courses is available on the Chancellor's Office's website.

Title

All courses must have titles which should be considered from the perspective of students as well as potential employers and transfer institutions. While overly specific titles can be cumbersome, the title of the course should provide enough information that prospective students will easily identify the general purpose of the course. Course titles take on extra significance when reviewed by articulating institutions and potential employers who use college transcripts when considering students for employment.

Elements Related to Currency

Curriculum must be current to be relevant. While Title 5 requires review of all prerequisites and corequisites at least once each six years and prerequisites and corequisites for career-technical courses every two years, most colleges apply that timeline not only to requisite review but to review of the entire course. In addition, all accreditation and articulation processes also have currency requirements, as do many grants and other external agencies. Typically, the Course Outline of Record will have some method for tracking revision dates to meet these needs.

Course Control Numbers and Chaptering

Courses are submitted electronically to the Chancellor's Office Curriculum Inventory (COCI). Credit course proposals are certified by the Chief Instructional Officer and the curriculum chair at a college, approved by the Board of Trustees, and are then submitted to the Chancellor's Office for chaptering prior to being offered at the community college. The Chancellor's Office provides a unique control number for every course to ensure data accuracy which is critical to measuring student success indicators. The unique identifier should be included on the Course Outline of Record for easy reference and will likely be assigned as a part of the approval process.

Local curriculum approval processes may provide some of these data elements outside of the faculty's normal role. But local process development must reflect faculty primacy in all matters pertaining to the Course Outline of Record.

The Chancellor's Office reviews noncredit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. Credit courses are checked within the COCI to ensure that the data elements are correct. These course data elements will be reported to the Management Information System (MIS). While there is no regulatory requirement that these are listed in the Course Outline of Record, good practice suggests that MIS elements should be included as part of the local curriculum review and submission process either within the COR or as attachments and that faculty should be involved in the determination of these elements. Criteria for Data Elements include:

DED NO	DATA ELEMENT NAME
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status

TITLE 5—STANDARDS FOR APPROVAL

There are seven standards for approval that apply to degree-applicable credit courses, four of which apply to nondegree-applicable credit courses. *Grading policy, units, intensity, and prerequisites* and *corequisites* apply to all credit courses. *Basic skills requirements, difficulty and level* apply to degree-applicable credit courses only. These standards are the criteria by which the

faculty member's intention to ensure quality will be assessed for college or pre-college level instruction.

Intensity, *difficulty*, and *level* are not reflected as discrete elements in the Course Outline of Record but rather are met within the totality of the course outline.

Degree-Applicable Courses

For degree-applicable courses, *difficulty* calls for critical thinking, understanding and application of concepts at the college level and *intensity* sets a requirement that most students will need to study independently, possibly for periods beyond that of the total course time defined by the unit(s). The outline should build the case that students will be required to study independently outside of the class time (*intensity*). Reading, writing and other outside assignments qualify to fulfill both “study” time as defined in the credit hour and the “independent study” required to demonstrate *intensity*. The faculty member who creates a course based solely upon laboratory/activity or lecture time with no designated outside study time (e.g. students are in the class all 48 hours per unit) will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The *level* standard requires college-level learning skills and vocabulary.

Nondegree-Applicable Courses

For nondegree-applicable credit courses, the *intensity* standard requires instruction in critical thinking and refers to the preparation of students for the independent work they will do in degree-applicable courses, including the development of self-direction and self-motivation. The *level* standard is not required for nondegree-applicable courses, but factors such as the *units* standard should reflect course workload variations appropriate to the developmental level of the students. And nothing prohibits a nondegree-applicable course from having elements that meet these two standards.

Standard of Approval for Noncredit

There is one standard for approval for noncredit courses, which is a broader standard that places the burden upon the curriculum committee for determining that the level, rigor and quality is appropriate for the enrolled students. Where appropriate these “Standards for Approval” are included in each element under the sub-heading “Regulatory Requirements—Title 5.”

Required Elements of a COR per §55002

The Chancellor's Office review process requires the submission of a Course Outline of Record that meets the standards for courses established in §55002 of Title 5 and contains, at minimum, the following elements:

1. Unit Value
2. The expected required number of contact hours
3. Requisites
4. Catalog description
5. Objectives
6. Content
7. Required reading and writing assignments

8. Other outside-of-class assignments
9. Instructional methodology
10. Methods of evaluation

DISCIPLINE ASSIGNMENT

Assigning Courses to a Discipline

Each course must be assigned by the local curriculum committee to the appropriate discipline(s). This assignment helps describe the course by classifying it in a discipline and also indicates the minimum qualifications required to teach the course. This is a discussion that should be part of the curriculum committee's regular meetings regarding placement of courses.

Minimum Qualifications

These assignable disciplines are those that appear in Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the "Disciplines List." Generally, a course is assigned to a single discipline. However, some courses may be cross-listed or placed in two or more disciplines. For example, a course on the Sociology of Aging may be appropriately assigned to either the discipline of sociology or the discipline of psychology, meaning a faculty member meeting the minimum qualifications of either discipline would be able to teach the course. In the case of a course assigned to the disciplines of sociology and psychology, the faculty member teaching the course would need to meet the minimum qualifications in both disciplines. Some courses can also be listed in the Interdisciplinary Studies discipline, which is the combination of two or more disciplines—the faculty member must meet the minimum qualifications of one of the disciplines listed for that interdisciplinary discipline and have completed upper division or graduate courses in at least one of the other disciplines listed for the Interdisciplinary Studies discipline.

Minimum Qualifications for Noncredit Courses

Noncredit minimum qualifications are also discussed in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However, the noncredit minimum qualifications are established in Title 5 section 53412 rather than in this list of disciplines. The assignment of noncredit courses to these areas should be approved by the curriculum committee just as it is done in credit instruction. Again, this is to ensure that faculty with the appropriate expertise will teach the course; however, noncredit courses must be assigned to disciplines according to the requirements of Title 5 section 53412.

It is not a Title 5 requirement that the discipline assignment designations be contained within the Course Outline of Record, but these assignments do need to be monitored somewhere and the Course Outline of Record is a convenient location that will provide appropriate direction to those who would assign faculty to teach the course. The ASCCC has taken the position that discipline designation should be an element of the Course Outline of Record: "For clarity and as a convenient reference, discipline designations should appear on course outlines of record." as stated in the *Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas* (ASCCC, 2004). This can also be an effective practice to prevent confusion in multi-college districts.

ELEMENTS THAT APPLY TO CREDIT COURSES

UNIT VALUE AND CONTACT HOURS

Unit Value and Contact Hours

Units, Credit Hours and Learning

A Course Outline of Record that is well integrated will have built a solid case for the number of units granted for the learning achieved by the successful student. The definition of a Credit Hour requires a minimum of 48 semester or 33 quarter hours of lecture, laboratory/activity, study time, or any combination thereof. Faculty developers of courses designed for transfer and some highly regulated career-technical fields need to refer to applicable standards as they may require specific ratios of lecture, lab and study time. It is crucial that faculty be thoughtful about units and contact hours, taking into account elements including student need, potential effects on financial aid eligibility, enrollment priorities, and other concerns.

Variable Credit Hours

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from term to term, and skill courses where a student registers for the number of units he/she anticipates completing. Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

Because of the unique nature of these courses, there are different approaches for how variable unit calculations are implemented locally. The faculty member who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel, especially when calculating variable hours for courses that students may repeat.

Standard Formula for Credit Hour Calculation

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

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

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

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula. See appendix xx for the memo from the Chancellor's Office regarding the standard formula for credit hour calculations

Contact Hours

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

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

Typically, these ratios are expressed as follows:

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

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

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

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17 weeks on the semester system and $11\frac{2}{3}$ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. This means the use of 54 semester or 36 quarter hours. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation.

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

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

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

Fractional Unit Awards and Minimum Thresholds

Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent a threshold of student learning hours for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next threshold of student learning hours. Districts are allowed to award credit in less than 0.5 unit increments, but that must be established in local policies and procedures.

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

$$\begin{aligned} 180 / 54 &= 3.33 \\ 3 \text{ units of credit} \end{aligned}$$

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

Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows in Title 5 §55256.5:

Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit. Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit. These minimum have been interpreted by the Chancellor’s Office but are currently under review and may be subject to change.

Clock Hour Courses / Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively.

In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

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

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

Local Policy

A standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process and provides that information for accreditation purposes.

PREREQUISITE SKILLS AND LIMITATIONS ON ENROLLMENT

PRE/CO-REQUISITES/ADVISORIES AND OTHER LIMITATIONS ON ENROLLMENT

Demonstrating and Documenting Need

Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken”, and additional guidelines were released by the CCCCCO for section §55003 in 2012. A simple method for achieving this record is to retain the content skills scrutiny documents for each requisite course.

Content Review

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. A content review process should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as “Upon entering this course the student should be able to:” with a list of those entry skills following, expressed using active learning verbs following a taxonomy such as Bloom’s. In its simplest form, a content review consists of comparing the entry skills list with the objectives of one or more courses to identify courses that would be

appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

If a course has more than one requisite course, it is an effective practice to have separate lists for each one may make it easier to track their validation. For example, if an advanced physics class has both a calculus and a pre-calculus physics prerequisite, this section would have two separate lists.

Content Review, Statistical Validation, and Communication/Computation Requisites

For programs specializing in communication and computation, requisites may be placed on courses using a content review process alone. In contrast, Title 5 §55003(b) and (e) require requisites be based upon “data collected using sound research practices” (also referred to as statistical validation) for the skills of communication and computation when they are being required outside of those respective programs. However, since 2011 colleges have been allowed by Title 5 to place communication and computation prerequisite courses on non-communication and non-computation courses through a content review process only, provided that the district meets specific criteria explained in Title 5 §55003(c). For example, an English course having a prerequisite of a lower-level English course must validate this need through content review, but a business course requiring that same lower-level English course is additionally required to base this need upon “data collected using sound research practices” unless districts have met the requirements of Title 5 §55003(c). Further information regarding this can be found in the Chancellor’s Office Guidelines for Title 5 Regulations Section 55003 (2011).

Requisites and Articulation

When considering placing a requisite on a course, faculty should consider the impact that action may have on a proposed or existing articulation agreement. Receiving institutions, when determining whether to grant articulation, will closely review any requisites on a course, or the lack of a requisite that it considers essential, as indicators of the scope and rigor of the course. Faculty should review parallel courses at primary institutions for transfer in their region to be aware of requisite expectations local CSUs and UCs have on comparable courses. In addition to reviewing university courses, faculty should consider any requisites identified in course descriptors created through the Course Identification Number (C-ID) system.

Other Limitations on Enrollment

There are times when a course has enrollment limitations other than prerequisites, corequisites or advisories. Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the Course Outline of Record, such should be well defined and be as measurably objective as possible. So, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this be done in less than two minutes would

be extreme. Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

CATALOG DESCRIPTION

The purpose of the catalog description is to publicly convey the content of the course in a concise manner. Because the catalog description is the primary way by which course information is disseminated, it is important that it contains all essential information about the course and that it is written to meet the needs of varied audiences. Students need information to create their educational plans, as do counseling faculty advising them. Outside reviewers, such as accreditors and compliance monitors, base their assessments on the information printed in the catalog. The heart of the catalog description is the summary of course content, also referred to as the course description. The catalog description should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum a program, where applicable, in regards to progression of rigor or other characteristics that distinguish a course in the program. It is helpful to students to include a statement about the students for whom the course is intended to assist in educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.” To save space, many colleges use phrases rather than complete sentences in the catalog and/or the schedule. Course descriptions should also include the course’s C-ID number, if applicable.

Units, Hours, and Credit Status

In addition, the catalog description contains the units, hours, prerequisites, transferability and credit status of the course. Unit limitations should be specified such as “no credit for students who have completed Math 101A” and “UC transferable units limited.” Hours are typically reported listed on a COR on a weekly basis and are may be broken down by type: for example, “3 hours lecture, 3 hours lab, 1 hour discussion.” The types of hours may also be listed as activity or studio hours in appropriate courses.

Variable unit courses should show the hours as variable, for example: “1-3 hours lecture, 1-3 units.” However, some colleges’ COR show the total hours of instruction for the term rather than the weekly hours. This practice is particularly useful for courses offered in a variety of short-term formats as well as for work experience courses. However, for regularly scheduled courses, listing weekly hours more clearly and directly serves the primary audience .

In addition to listing the number of hours per week or total hours per term in a catalog description, courses regularly offered on a short-term basis may be specified in the description as well: “9-week course” or “Saturday course; see page xx for more information.” Some colleges find it useful to include the terms in which the course will be offered, for example, “summer only.” Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. For example, a COR may say “Variable Units - May be repeated, students may not exceed 16 units.” Be sure to follow unit and credit hour requirements of Title 5 §55002.5.

Courses may be offered on a credit (letter grade) basis only, on a Pass/No-Pass (P/PN) basis only (C or better equals Pass), or on a letter grade or Pass/No-Pass basis (at the option of the student in this latter case). Generally, course credit is assumed to be awarded on a letter grade basis unless indicated otherwise with catalog statements such as “pass/no pass only” or “pass/no pass option.” Courses are also assumed to be degree applicable unless otherwise noted as “nondegree-applicable credit course” or “noncredit course.” However some districts may separate catalogs into a credit and noncredit catalog due in part to their organizational structure and the relative size of their noncredit programs.

Requisites and Transferability

Prerequisites, corequisites, and advisories can be listed in conjunction with placement assessment alternatives, along with limitations on enrollment as well as any other skills required or recommended. The following are examples of ways in which requisites might be included on a COR.

- Prerequisite: Completion of French 1A with a ‘C’ or better
- Corequisite: Geology 10
- Prerequisite: Math 24 (with a ‘C’ or higher) or appropriate skills demonstrated through the math placement process
- Advisory on Recommended Preparation: eligibility for English 1A
- Advisory: high school biology with a “B” or better is recommended
- Advisory: Reading level 3 (see p. 17)
- Limitation: Enrollment limited by audition

Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. “Variable Units - May be repeated, students may not exceed 16 units.”

It is common practice for catalog descriptions to include the transferability of the course, usually indicated by including “UC, CSU” (as appropriate) to at the end of the catalog description. It is important to note that such a notation indicates general transferability, i.e. for elective credit, and does not guarantee articulation to meet a major or general education transfer requirement. The transferability status may take one or more years to establish so local practice may call for the faculty member to indicate this intent, but catalog descriptions should only be so modified when course transferability has been determined through formal articulation processes.

Field Trips, Required Materials, and Other Expenses

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Per Title 5 §59400(b), it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book. While this listing can be fairly generic in the course description, it should be more specific in the overall course .

College Catalog Course Description Checklist

The following is a checklist of items that should appear on all Course Outlines of Record.

- Course number and title
- Status (degree-applicable/non-degree-applicable)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), contact hours and units
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- If course fulfills a major, area of emphasis, or GE requirement
- Transferability (intentions)
- Field trips or other potential requirements beyond normal class activities
- Required materials
- C-ID Number

OBJECTIVES

The objectives of a course are the primary components and skills leading to student achievement and the course's intended purpose. The objectives should specify these components and skills to ensure that any faculty delivering the course enables students to achieve the intended Student Learning Outcomes. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class.

Related to the number of units and hours of a course is the need to demonstrate in the COR that the course meets the standards for level and intensity in both quantity and effort. The faculty member will need to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective.

The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." These objectives can be measured through a range of assessments, including the use of rubrics to measure performance quality in writing, computation, or other skills.

Course Objectives and Student Learning Outcomes

Course objectives state the concepts or skills faculty introduce to students in a course or program to prepare students to meet a Student Learning Outcome. Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can do after successfully completing the course objectives. SLOs must be written in measurable terms and written as actions that a student will perform in order to learn the skills necessary to meet a course SLO.

For example, for a Swimming 101 course, the course objectives may consist of all four competitive swimming strokes and several recreational swimming strokes; the course SLOs will measure the student's ability to perform all four strokes. The following is an example of a course objective that supports an SLO for a swimming course:

Course objective:

Demonstrate proper breathing techniques and arm position for the backstroke.

SLO:

Swim the backstroke for at least ten yards.

In this example, a student can demonstrate the SLO only after completing the objective.

Another example:

Course objectives:

Demonstrate proper breathing techniques and arm position for the backstroke.

Demonstrate proper breathing techniques and arm position for the front crawl.

Demonstrate proper breathing techniques and arm position for the breaststroke.

Demonstrate proper breathing techniques and arm position for the butterfly.

SLO:

Swim all four strokes of the medley relay for 25 meters each within 3 minutes.

In this example, all four objectives provide the scaffolding of skills the students needs to be able to demonstrate an SLO; the SLO synthesizes the content and skills learned by completing all the objectives.

Writing Objectives and the COR

When writing objectives for a new course, begin with the end in mind. What is the purpose of the course in terms of what students should be able to do after completing the course? This is expressed in the course SLOs. Once you've determined the outcomes expected, determine what concepts or formative skills must be learned before students can perform the outcome.

Depending on the scope of the outcomes you've written, there are several considerations. First, there may be hundreds of specific learning objectives; however, not every objective must be listed. These can be distilled down to a manageable number, commonly no more than 20 for a typical one- to three-unit course, and often fewer than ten that are based on the major areas of content and most important skills a student should learn. The key is grouping individual items into sets which shared commonalities. For example, a sociology course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...compare and contrast traditions and behaviors in a variety of cultures." Or a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid) but the objective might be summarized as "research and diagram the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level." Note that in the last example, each statement is really a collection of objectives rather than a single objective, and may be a potential SLO for the course; if it was modified to include how students would apply those objectives, it would be an SLO.

Critical Thinking in the Course Objectives

Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held

accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics or a taxonomy of thinking and learning skills such as Bloom's Taxonomy. Basically, critical thinking involves active higher cognitive processes which analyze, synthesize and/or evaluate information. This contrasts with the more passive activities such as recognizing, describing, or understanding information; however, not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. (See the following sections on Methods of Instruction and Assignments and Methods of Evaluation.)

For nondegree-applicable credit courses the requirement for critical thinking is different, but it still exists, so the above section still applies. The difference is that in these courses students are initially being taught how to think critically. But in degree-applicable courses the expectation is that students are already able to think critically and are now improving their abilities. Because of this difference, the objectives in nondegree-applicable courses may need to cover a narrower scope because students are in the process of learning effective ways to effectively study and think critically.. But, like critical thinking, the objectives should prepare students for studying independently and must "include reading, writing assignments and homework" (see Title 5 §55002(b)2(C) Intensity–below).

Regulatory Requirements Reflected in your Objectives

Each of the standards listed below should be reflected in the group of objectives chosen for the course, but each objective does not need to meet all or any of these standards. For example, every objective need not target the critical thinking requirement. So "list proper safety protocols for handling toxic fluids" may not meet the difficulty standard, but it is still an appropriate objective. However, the group of objectives as a whole should address all the standards. Additionally, the objectives should in some way pair in terms of need with the requisite entry skills if those skills are listed. A course objective that calls for a student to be able to work with differential equations should properly pair with the entry-level skills of Calculus I and Calculus II.

The following are regulatory standards, with their Title 5 citations, that must appear in the course objectives:

Prerequisites and Corequisites §55002(a)2D

When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

Intensity §55002(a)2C (Degree-applicable credit)

The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

Difficulty §55002(a)2F

The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

Level §55002(a)2G

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Intensity §55002(b)2C (Nondegree-applicable credit)

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

CONTENT

The format used for the course content (also known as core content at some colleges) section is commonly that of an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that further define the major heading. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Major Headings and Sub Headings

Content is subject-based so need not be written in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in Title 5 §55002, the major headings of content should be comparable in number and obviously relevant to the objectives. For example, if a content item major heading for an anthropology course were “Osteology” it might be appropriate to expand upon this in your subheadings in the following way: such as

COURSE CONTENT

I. Osteology

- a. Major bones of the human skeleton and their correct positions
- b. Composition and shape classes of bone
- c. Pathologies
- d. Skeletal differences between males and females
- e. Determining age from dental and skeletal cues
- f. Advantages and constraints of bipedalism

Repeatability and Core Content

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

Courses Related in Content (Formerly "Course Families")

Where repeatability is not applicable, local curriculum committees may designate course groupings for "active participatory courses" where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

As students can only take each of the specified active participatory courses once (with very limited exceptions), colleges may establish sets of courses related in content. Title 5 allows for no more than four levels or experiences within a set such that each course may only be taken one time. Course sets should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course set must be significantly different in *level*, *intensity*, and other standards, although the courses are related in content, including level-specific course objectives and outcomes.

A variation on leveling is to create courses with a more specific focus within an area of emphasis, which allows students to have similar learning experiences that develop key skills but do so using significantly different content. For example, some colleges may split a "Painting" area of emphasis into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

In regards to using sets of courses related in content, local curriculum committees should be conservative in making such decisions. The definition of "courses that are related in content" is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to

allow colleges to proliferate levels and active participatory courses. More information regarding courses related in content can be found in the Chancellor's Office Guidelines on Course Repetition (2013).

METHODS OF INSTRUCTION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the academic freedom to select instructional methods to best suit their teaching style. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. A faculty member may also consider using the course student learning outcomes to identify methods of instruction since those skills and abilities faculty will assess at the end of the course may be modeled through instructional methods.

In many cases, the environment in which the learning occurs may be described by listing potential methods of instruction the faculty have agreed are effective for the specific content, objectives and outcomes. While any course should be crafted to accommodate for differences in setting, many courses such as lab courses rely heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will conduct clinical patient evaluations in a hospital environment” versus “The student will evaluate live patients in the emergency room of St Mary's Hospital.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to facilitate learning. While this may be included, the focus should be about describing the activities the students will be doing and experiencing that lead to learning, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, what the student will do in a communication studies course instructional component to interact as a presenter and as an active listener are learning elements that are part of the methods of instruction, and the description of the methods of instruction clearly lays the groundwork for developing or refining the evaluation methods and criteria.

The requirement to “specify types or provide examples” is incorporated into the course outline by some colleges as a list of options to select either by checking a box or choosing from a drop-down list. This approach does not meet all Title 5 requirements because the oversimplification of teaching methods to a menu of options does nothing to illustrate the methods for determining “whether the stated objectives have been met by students” and does not effectively cross validate or integrate the other course outline elements.

When considering the writing style of this section, it is important to keep in mind that the examples of assignments and methods of instruction and evaluation must be appropriate to the stated objectives and are meaningful for assessing Student Learning Outcomes. In particular, because the learning experiences must either include critical thinking, or experiences leading to

this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. The following table shows examples of methods of instruction that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Instruction
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
Observe and analyze the various components of a theatrical performance.	Readings of dramatic texts by the instructor and students followed by instructor-guided interpretation
Differentiate between the play as literature and the play as performance.	Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
Evaluate the effectiveness of theatrical techniques in performance.	Project group meetings in class to develop play interpretation project and group presentation.
Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.	In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances.

In these examples, it is clear that choosing a type or example of a method of instruction from a drop-down list misses an opportunity to provide more detailed expectations of instructional rigor for both faculty and students. Instead of a list of prescriptive options, the writing style is quite descriptive of each possible activity. Rather than just checking "lecture," the faculty member has described the complete interaction with the student in terms such as "Readings of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis." When written this way for degree-applicable credit courses, it is clear that critical thinking and scholarship is expected of students at a collegiate level, taught to them in class, practiced in assignments, and evaluated as the basis for their grade in the class.

METHODS OF EVALUATION AND COURSE GRADING POLICIES

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of

evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

Using Multiple Methods of Evaluation

Effective and accurate student evaluation is not a simple task, nor one to be treated as an afterthought to the other outline elements. Given the diverse populations community colleges serve, multiple methods of evaluation are usually preferred. While knowledge of required material constitutes a significant portion of the evaluation, as reflected in assignments and methods of evaluation, different types of courses as well as differing facilities lend themselves to various types of evaluation. For example, lab courses are often great environments for oral interviews or practical demonstrations of skills, whereas a large lecture hall with fixed seating is not, and the availability of both is impacted by available facilities and resources at the college.

Methods of Evaluation and Critical Thinking

Because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. For this reason, the themes concepts and skills established by the objectives must be integrated into methods of instruction and evaluation, keeping in mind that *Difficulty* standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking.

The following table shows examples of methods of evaluation that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Evaluation
Define and demonstrate an understanding of general theatre terminology.	Evaluation of written analyses for content, form, and application of dramatic performance review techniques.
Observe and analyze the various components of a theatrical performance.	Evaluation of contributions during class discussion.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Evaluation of participation in and contributions to group projects.
Differentiate between the play as literature and the play as performance.	Evaluation of written criticisms for content, form, and application of critique methodology.
Evaluate the effectiveness of theatrical techniques in performance.	Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director,	Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and

dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.	performance techniques.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.

Attendance and Evaluation

Some courses and programs, including programs with outside agency certifications, have very strict attendance requirements. Therefore students who fail to log a stipulated number of hours of attendance may be ineligible to receive certification for program completion. This requirement in turn obliges faculty to include attendance as a necessary component in evaluation.

On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation. Title 5 §55002 states, “The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency” and attendance is not a factor. And for most objectives, it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation.

Additionally, there may occasionally be topics, affects or attitudes which the instructor wants to be certain students learn, but feels cannot be evaluated by typical assessment practices out of class. An example is an aspect of professionalism, such as repeated tardiness or absences, which may need remediation through academic consequences. However, these should be given careful consideration and be well justified. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section of the syllabus.

ASSIGNMENTS

Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list nor does it mandate the way in which those assignments are written. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor of record for a section of a course are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives, appropriate rigor for the level and difficulty of the course, and a likelihood that they will lead support to students achieving understanding of the those objectives and the ability to perform the Student Learning Outcomes.

Given the multiple audiences for a COR (students, instructors, articulation officers, university faculty), college faculty should discuss how assignments will be presented on a COR. Per Title 5 §55002(a)(3), assignments may be “types or examples” which should prompt curriculum committees to discuss whether a more simplistic list of types of assignments provides the various

audiences of a COR with useful information, or if a more stringent standard for writing examples of assignments is appropriate. For example, examples of assignments could be written similarly to an actual assignment prompt with the intended rigor of the course evident in the sample. When writing is required in a sample assignment, instructors should indicate the mode or type of writing and the length of the assignment. Also, assignments may be written to highlight skills and abilities listed in objectives. For example, a type of assignment could be “written assignments that show development of self-criticism.” In any case, the assignments should be written to show the level of rigor for the course, especially when the course requires college-level work or is a course in a family of courses which are distinguished by a progression of rigor.

When writing an assignment, faculty should include the purpose of each assignment, including articulation and applicability for C-ID.. For example, rather than just stating “group project” the faculty member could add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”

Other Considerations for Assignments

In order to best suit the needs of the audiences of your COR, there are a variety of considerations to keep in mind. In some situations, optional and alternate assignment examples should be included to provide options that improve access to coursework for all students. (e.g., an alternate assignment may be allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets in order to ensure equitable access to learning experiences among all students.) In addition to examples of alternate assignments, CORs could contain examples of out-of-class assignments. If so, those examples must be sufficient to show independent work equal in rigor to the expected hours of independent study determined in the hours to units formula to meet the minimum study time hours of work per week beyond class time for each unit of credit. In addition, examples of assignments might also include any supplemental reading beyond the required texts if the faculty author of the course believes it is necessary to codify the material on the COR. Finally, while it is not required that the example assignments be so organized in the order they would be used in class within the course outline, giving some thought to this can promote an implementation strategy that leads to a more effective learning experience.

The following table shows examples of assignments that provide appropriate evaluation to support specific course objectives:

Objective	Assignments Written as Types	Assignments Written as Examples
Define and demonstrate an understanding of general theatre terminology.	Participation in class discussions about plays.	Working with several classmates in a group, review a list of theater terms and provide a two-to-three sentence definition of each.
Interpret and compare dramatic texts as both written	Textual analysis in discussion and writing and required study	Read August Wilson’s <i>Fences</i> and write a three-page essay

plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual orientation, and historical period).	of assigned dramatic texts, including works representative of diverse gender, ethnic, and global perspectives.	on the themes of masculinity in the play.
Observe and analyze the various components of a theatrical performance.	Written analysis of several live performances of amateur and professional theatres presented during the academic term.	Write a three-page analysis of a local theater production which focuses on the elements of lighting and blocking.
Observe and analyze the various components of a theatrical performance.	Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.	The class will be divided up into groups of 4-6 people. As a group you will become a theatre and will perform a series of functions that every theatre must have including choosing a play to produce, and doing all that needs be done in order to produce it.
Differentiate between the play as literature and the play as performance.	Listening and viewing. Study of plays on videotape (DVD) and audiotape. Preparation for participation in daily analysis of texts and performances by watching video performances of a play currently being read by the class.	Watch Hamlet's "To Be or Not To Be" soliloquy from the 2000 Ethan Hawke version of <i>Hamlet</i> and write a one-page essay describing how the stage direction found in Shakespeare's text is realized in the film.
Evaluate the effectiveness of theatrical techniques in performance	Interpretive analyses of published critical reviews of performances and plays.	Read the excerpt provided from the "Writing for the Stage" chapter of Vaclav Havel's <i>Disturbing the Peace</i> and discuss his opinions on his own technical achievements and failures.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials have evolved with technology, including required texts and other materials in the classroom to support the curriculum. It's important to base the process first on the Title 5 requirements for standards of approval and other sections relevant to educational

materials. While Title 5 §55002 does not require that materials be listed on a COR, it does indicate that “resource materials” are a criterion that must be considered by a curriculum committee prior to recommendation for approval. Other Title 5 sections §59400(b-c) specify regulations for electronic materials that should be considered when placing required materials on a COR. Fully electronic materials should comply with all 508 compliance rules for disabled student access.

Materials other than Books

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Required Materials and Articulation

Primarily textbooks and resource materials specified on a COR plays a central role in the articulation of a course. Any required materials should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Required texts can also identify the rigor of a course, especially in courses within a program sequence or a family of courses.

The currency of textbooks is an important consideration for articulation and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five to seven years old. Some C-ID descriptors require certain types of materials or texts as well. Explanations should be provided when texts are more than five years old. In STEM disciplines or any course that uses a required lab manual created by faculty, faculty should include the manual on the COR and they should be encouraged to update it regularly; the same is true for any kind of electronic materials required in either a face to face or online course.

Materials for Courses Offered via Distance Education

For courses that are available for distance education instruction, educational materials appropriate for that teaching modality should also be included on the official COR either as required or as options for instructors. In addition, in both face-to-face courses and distance education courses, faculty may choose to use digital materials that are available at no or low cost to students, often referred to as Open Education Resources (OER). OER are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. OER materials should be vetted by faculty in the discipline prior to adoption as required materials. Official statements from both the CSU and UC articulation officers are forthcoming regarding the acceptance of OER textbooks for articulation, but faculty should ensure that the materials they choose will allow for transferability.

DETERMINING LEVELS BELOW GRADUATION/TRANSFER AND CB 21 RUBRICS,

Basic skills status is an important discussion that must take place on your campus and among discipline faculty and administrators. Curriculum committees should work with discipline faculty members to consider the mission and the courses that make up the degrees. The courses must be compliant with Title 5 which indicates anything used for a degree or transfer cannot be coded as basic skills.

Basic Skills and Title 5

While Title 5 does not allow basic skills courses to be coded as degree-applicable, degree-applicable courses can be below transfer. Title 5 §55062, states that below-transfer courses may be degree-applicable if one of the following items applies when they fall into the following categories:

- All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.
- English composition or reading courses not more than one level below the first transfer-level course. Each student may count only one such course below transfer level for credit toward the associate degree, (reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit.) English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.”
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

Local curriculum committees should be involved with the determination of what constitutes a basic skills course and make recommendations regarding basic skills status. While colleges may approach this conversation differently all around the state depending on their reasoning, alignment with existing degrees and student populations, the decisions about what constitutes basic skills courses and their designation should be under the auspices of the curriculum committee. While there are no simple answers or formulas, a course cannot be considered basic skills if it is degree applicable, even if it is pre-transfer.

Pre-transfer Courses and Degree Applicability

Some colleges use pre-transfer courses for degrees and certificates that are part of career technical programs or curriculum where transfer-level math or English are not considered standard. In this case, even though a course is considered pre-transfer, it could not be coded as basic skills if it is used to complete degree requirements. Title 5 allows one course below transfer in English and Reading to be degree-applicable and two courses below transfer in math to be considered degree-applicable (Intermediate Algebra and Algebra). Courses outside of the major and general education pattern can also count towards the 60 semester units required for the degree.

Graduation requirements in English are transfer level. If a course in English is credit and one level below transfer, it can be degree-applicable, but it is not adequate for degree completion. The course units can count towards the degree, but a student must complete transfer-level English to meet graduation requirements.

Aligning Basic Skills Curriculum with the CB 21 Rubrics

In determining levels below transfer, whether pre-transfer or basic skills, curriculum committees should work with discipline faculty to align a course with the CB 21 rubrics. The CB 21 rubrics are credit rubrics adopted by California community colleges to provide a matrix for comparing courses across the system and reporting student progress through basic skills. The rubrics are not comprehensive standards nor grading rubrics, but rather outcomes that should be evident at each level described that have been universally defined by community college experts based upon research and nation-wide scans. The noncredit rubrics are defined so as to align with credit outcomes at each level. Importantly, the data element dictionary from the Chancellor's Office for CB 21 does not refer to "basic skills". Courses coded with CB 21 are courses PRIOR to TRANSFER. Some courses prior to transfer are degree-applicable and others are basic skills. The new CB 21 identifies those courses in a sequence that lead to the transferable Reading, ESL, English and Math courses. Assigning a CB 21 level does not always indicate that the course is basic skills.

If there is on-going difficulty in determining the level of a course below transfer, the curriculum committee should work with discipline faculty to analyze existing prerequisites or advisories to aid in the determination of where a course falls on the CB 21 rubric levels. In addition, if the rubrics raise questions about existing prerequisites or advisories, discipline faculty may need to examine data concerning student success along the pathway and re-evaluate the current curricular pathways.

Determining College Level Coursework

Finally, while Title 5 §55062 speaks directly to the courses below transfer that may be included as degree-applicable (one level below in Reading and English/writing and two levels below in math), colleges are permitted to decide what courses they feel are college level. Title 5 §55002(b)(1) lists other types of course that may be nondegree-applicable credit courses. These include the following:

- courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- precollegiate career-technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career-technical courses or programs;
- essential career-technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

ELEMENTS THAT APPLY TO NONCREDIT COURSES

General Notes

Unlike credit courses which may cover a wide array of disciplines and topics, Education Code Title 5 §84757 stipulates the areas in which noncredit instruction course outlines may be created. Given these restrictions, a faculty member must ask at the onset of creating a course outline of record whether the credit or noncredit option best supports student access and success. One local question that needs to be ascertained is if the Course Outline of Record (COR) is the same for credit and noncredit courses. Some of the elements listed in the previous section “Elements That Apply to Credit Courses”, in part, are repeated in the following pages, although they are not identical. However, for the faculty member, it may be useful to review both sections for additional ideas and to develop a broader context of curriculum development.

There is only one standard for approval mandated by Title 5 for noncredit courses, (§55002(c)1). This standard places the burden of rigor upon the curriculum committee to determine that course elements detailed herein are appropriate for the intended students.

As stated earlier in this paper, SLOs can act as a central component in the development of many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes, along with other information, must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, it’s imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

CONTACT HOURS

For noncredit curriculum, the expected total contact hours (as used in student attendance reporting) must be contained within the Course Outline of Record. While noncredit courses may provide for coursework outside of class time, it is not required; therefore, it is permissible that the contact hours listed on the COR will encompass all of the course activities and learning time.

CATALOG DESCRIPTION

The purpose of the catalog description is to convey the content of the course in a brief and concise manner. Because the catalog description is the primary way in which course information is disseminated, it is important that it contains all essential information about the course. Noncredit courses are designed to meet the needs of specific groups and/or to achieve a specified objective. While all community colleges courses are open to all students, it is appropriate that a

course designed for a particular population be advertised with that population in mind. “Childcare Skills for Parents”, for example, would be open to all, but would be clearly described in the catalog as a course designed to meet the needs of this specific population.

Noncredit instruction courses can play a prominent role in programs to demonstrate competency and completion, therefore, students are more likely to need information for planning their programs, as do counseling faculty for advising them. Faculty, staff, and students at other colleges use catalog descriptions to evaluate the content of the courses that incoming students have taken at the originating institution. Outside reviewers, who base their assessments on the information printed in the catalog, can include college accreditation visitation teams, matriculation site visits, individual program accreditation reviewers, or credit faculty considering the allowance of a credit-by-exam.

Important Course Content and Educational Planning

The heart of the catalog description is the summary of course content. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read and avoid confusing students with unnecessary detail. To save space in a catalog, many colleges use phrases rather than complete sentences. For noncredit courses that may act as development or prerequisites to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to clarify a logical pathway for students intending who pursue this route.

In the catalog description of a noncredit course, it is useful for student educational planning to include a statement about the students for which the course is intended. For examples, the description might include the language “first course in the auto collision repair program,” or “intended for students in health and safety education programs,” or “prepares students to successfully qualify for employment in the XYZ industry.” In addition, it is a useful practice to include the course’s ability to articulate or lead to credit coursework if such opportunity exists. In addition, one should list entry advisories and the courses for which this course provides preparation.

Schedule Flexibility in the Description

Noncredit courses are often offered in a short-term or flexible formats such as open entry/open exit. The catalog description should describe term lengths, and any attendance requirements that result from this scheduling. There may be pedagogical, logistical, or scheduling reasons why students would need to repeat a course or take two sections simultaneously. Since this can greatly benefit student success, the faculty member writing the course outline should consider illustrating those options in the catalog description. Finally, many colleges find it useful to include the scheduling parameters or terms in which the course is intended to be offered, for example, “Summer only,” or “Weekend Program.”

Course Expenses and Required Materials

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation, it is not permissible to charge a general materials

fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book, or to require online materials to which the student does not have access for a minimum period after the conclusion of the course.

Examples of Noncredit Course Descriptions

Several examples follow which illustrate some of the above elements of catalog descriptions.

Example #1: In this first example, there are two courses in a sequence, which are described, as are the intended students and what their expected entry-level skills already should be. It also includes a general note that the students will be using a computer as a part of the course.

Beginning Citizenship

Advisory ESL: Intermediate 1

This first class focuses on the development of spoken English skills and general knowledge of American History and United States Government. It prepares students for passing the written test to become a citizen of the United States. In this class, you will learn:

- U.S. History and government as they apply to the Citizenship examination process.
- Basic skills and techniques used in oral interview.
- The reading and writing skills required for testing to become a citizen.
- How to complete and submit the application for Citizenship.
- What additional documentation you will need.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

Example #2

This second example of a catalog description makes it clear that this is an intermediate course, and describes a required book purchase as well as the basic objectives of the course. When developing a course, refer to the required reading element in the credit section above if a noncredit course includes any required materials or equipment. This catalog description also makes it clear that this is a intermediate course.

Citizenship Interview

Advisory ESL: Intermediate 2

This class follows the Beginning Citizenship class. It is designed to develop student interview skills for those who are waiting for their oral interview. Students should have at least an intermediate level of English reading, writing and speaking skills. In this class, you will attempt the following:

- Practice interview questions related to the required documentation and forms.
- Practice interview questions related to the history and government of the U.S.
- Develop English dialog skills specific to the testing process.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

Example #3

This third example is very clear about the expectations on incoming students and what they should expect when taking this class. It specifically describes unusual logistical parameters while specifically encouraging those who might be impacted by this to enroll.

Basic Math Skills

This beginning course is intended to cover basic arithmetic concepts beginning with the basic operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percentages. This course may be used for five credits in the High School Diploma program under subject (E) Mathematics. Required textbook may be purchased at the campus bookstore.

Example #4

The following catalog directions are very clear about going to the preferred campus for placement and registration. This is particularly important in this case, because the intended student probably will not be the primary reader of this information.

English as a Second Language (ESL) Literacy

Advisory: Literate in native spoken language, semi-literate in native written language.

Students will be oriented to the classroom environment and the ESL learning processes. Class emphasis will be on oral English and development of introductory reading and writing skills. Class will take guided walks around campus to develop vocabulary and beginning conversational skills. Mobility challenged students welcome.

Note: For all ESL students: Please contact the campus counseling office at the following numbers or locations for each site. Plan to schedule an appointment to speak with a counseling representative for placement assessment and class registration. All students may speak directly to a counseling representative by “walking in” to the Counseling Office of any campus during the hours of 9:00 a.m.-4:00 p.m. Monday through Friday.

These examples above illustrate the ability to provide, in the briefest form, the necessary information for students to plan for and meet their educational needs. It is critically important that the catalog be up front about both fiscal and logistical impositions the course may have.

Requisites

It is also important to note the use of requisites and advisories. These should follow the same rules as those for credit courses, but Title 5 §55002 places no requirements around the establishment of them in noncredit instruction. However, the section on requisites and advisories, §55003, does not differentiate between credit and noncredit courses. The process and need for developing and implementing requisites applies to all courses. In general, the purpose should be to provide either a requisite, or some elementary guidance with a strong recommendation to seek counseling advisory services. The noncredit course faculty author should consult with the curriculum chair or other local resource to determine local policy. If local policy allows for this,

the faculty member should review the prerequisite, corequisites and advisories element in the credit segment above.

College Catalog Course Description Checklist for Noncredit

The following elements must be included in the catalog course description for noncredit courses.

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- Repeatability
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework
- Field trips or other potential requirements beyond normal class activities

Note that the course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation.

OBJECTIVES

The purpose of the Objectives section on a noncredit course outline of record is to convey the primary components leading to student achievement of the course's intent and demonstration of the course's Student Learning Outcomes. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning results, and bring to the forefront what must be focused upon by any faculty delivering the course. Please review the credit section of this paper for a definition of objectives and the distinction between objectives and Student Learning Outcomes.

The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." There are several considerations to writing the Objectives section. First, the hundreds of specific learning objectives do not have to be so thoroughly documented such that each one is listed. These can be distilled down to a manageable number, commonly no more than twenty and are often less than ten. The key is grouping individual items into sets which share commonalities. For example, a citizenship course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...become familiar with traditions and behaviors in a variety of cultures." Or an automotive class might take two or three weeks to discuss the processes for servicing fluids on a vehicle, but the combined learning objective might be summarized as "...look up, print out and complete a 3,000 mile service checklist upon a late model automobile." Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is appropriate to the skills being developed.

Unlike in credit courses, students enrolled in noncredit courses are not required to demonstrate or be assessed on critical thinking or to prepare students for directly using skills in the cognitive levels normally associated with critical thinking. However, in some cases, course objectives and

outcomes may require that students demonstrate higher cognitive levels if the students are to be considered successful. While it would not be expected that a noncredit student would achieve a significant mastery of this skill in one course, the groundwork for future noncredit and credit courses should be laid out such that if they continue to practice, experiment, and learn, they will eventually become such a master. When reviewing the specific learning items and writing collective objective statements, keep in mind the cognitive levels expected of students in each area.

CONTENT

The format used for the course content section is commonly that of an outline. The topics are typically arranged with major and minor headings. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Content is subject based, so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval in Title 5 § 55002, the content should be obviously relevant to the objectives. If, for example, a content item for an auto body and painting course were “Art forms and colors” it might be appropriate to expand upon this such as “Stylistic art forms and color considerations—relative to historical and current automobile designs” to help clarify the actual need for this.

Career Development and the College Preparation (CDCP)

The enactment of the Community College Funding Legislation established the Career Development and the College Preparation (CDCP) program. Changes to funding in 2014 has allowed for an expansion of this program. Certificates are offered in several areas of study. Colleges may offer noncredit programs of two or more courses to prepare students for employment or to be successful in college-level credit coursework.

Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code §84760.5 governing Career Development and College Preparation (CDCP) programs.

METHODS OF INSTRUCTION

Similar to credit courses, Title 5 §55002(c)(2) sub-section requires defining the course outline to specify instructional methods, but does not mandate a comprehensive list of instructional

methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the freedom to select instructional methods to best suit their teaching style and support student success. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples of instructional activity included on a COR. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and performing the Student Learning Outcomes. Additionally, since noncredit courses focus more on skill building than the accumulation of units toward an award, they enjoy more flexibility in scheduling (variable unit hours of class, open-entry/open-exit scheduling, etc.), and instructional methods on a COR should be equally flexible. Methods of instruction should also reflect an awareness of the various levels of preparedness students bring to the class since many noncredit classes do not have prerequisites and are not part of a sequence of courses.

In many cases, the environment in which the learning occurs needs to be described. While any course should be crafted to be as flexible as possible to accommodate differences in setting, many courses such as lab courses rely very heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will learn by demonstration and repetition to select the proper tools needed to complete the assigned task” versus “The student will learn by demonstration and repetition to properly choose a #2 Phillips screwdriver, a 4 oz. ball peen hammer, and a pair of right-cutting tin snips to complete the assigned task.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, describing what the ESL student will do in an instructional component about verbal dialog, to interact as a presenter and as a listener, are both learning elements that are the methods of instruction, and this description clearly lays the groundwork for developing or refining the evaluation criteria.

The following are examples of instructional methods that might be included on a COR that are indicative of rigor and aware of the various levels of preparedness and the flexible scheduling of a course:

Objective	Method of Instruction
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Instructor will demonstrate the proper techniques of stretching and shrinking sheet metals, for annealing and cold-working sheet metals. Students will practice and develop these skills using common shop-hand tools.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students will review various in-class videos specific to this objective and will participate in in-class dicussions prior to reviewing and completing the course workbook un the segment pertaining to U.S. History.
Define and demonstrate an understanding of	In-class lecture and videos defining in-home

the proper methods to safely secure a household from potential dangers to children under the age of ten.	safety hazards for children after which students will complete in-class participation activities designed to promote a discussion about student experiences growing up around in-home hazards.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Lecture and reading assignments to develop a general understanding of basic human nutritional requirements, followed by a practical exercise in researching food costs among various food groups and across generic versus named-brand sources.
Develop a vocabulary of words commonly used in the field of child development along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Introductory lecture followed by unlimited self-paced use of audio and video recordings coupled with numerous in-class language development practice/participation sessions.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Introductory lecture coupled with workbook practice sessions to develop calculation skills, followed by review of scenario videos demonstrating proper customer communication and resolution practices.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	In-class review of several international documentaries of pandemic exposure of children to various unchecked health disasters, followed by in-class discussions and further lecture/reading about symptomology of common childhood ailments.

METHODS OF EVALUATION AND ATTENDANCE

Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives and successfully meeting the course Student Learning Outcomes.

Moreover, it is permissible to provide a grade or element of having satisfactorily completed the learning experience in noncredit courses. Title 5 allows for the awarding of grades in noncredit courses, including courses which are a part of a high school diploma or may be accepted for high school credit by high schools. The grading policy for noncredit courses is defined in Title 5, §55021(c) and allows for grading if local policy allows it. However, in summer of 2016, the Board of Governors approved a change in Title 5, §55023 to allow for another grading option for noncredit courses. This change provides the “Satisfactory Progress” (SP) grade as an option for

colleges with noncredit courses, but its use would not be mandatory. The options for grading then include Pass (P), No Pass (NP), and Satisfactory Progress (SP).

Like credit courses, the requirement for integrated objectives, methods of instruction, and methods of evaluation is no less challenging due to the constraints often perceived by many noncredit students about “not passing.” The fact of having failed is often used not as an excuse to dig in and try harder but rather as a justification for not proceeding any further. So, it could be argued that a primary goal of evaluation in noncredit is to help the student learn how to be successful in spite of a single performance or sequence of performances that may be less than satisfactory.

The following table provides examples of course objectives in a noncredit course and appropriate methods of evaluation:

Objectives	Method of Evaluation
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Evaluation of various practice pieces culminating in a color painting of the final project piece for subsequent evaluation and determination of flaws and their cause.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students review, restudy and reattempt workbook questions until responding successfully to a certain percentage of the questions.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class evaluations by instructor and student participation in feedback sessions to provide a diverse spectrum of safety examples, concerns, and solutions.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Students implement the developed weekly menu for one week and self-evaluate using provided forms to report results in a class-reporting session.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Evaluation of in-class participation as discourse becomes more sophisticated throughout the term of the course coupled to scenario practice with audio recordings for feedback and guided self-evaluation.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Students successfully complete three differing types of estimate and invoice preparations and transact them with the instructor or aide acting as the customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Reviewing videos or scenarios of children in normal settings. Students will correctly identify at least four abnormal conditions.

Attendance

Since noncredit courses, by definition, do not carry unit amounts, attendance is crucial to determining methods of evaluation. Therefore student attendance requirements should be included in the COR. Title 5 §55002(e)(1)

The number of actual student contact hours must be indicated on a noncredit COR and recorded by the instructor. In regards to attendance for Open Entry/Open Exit Courses, the maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course” and included on the COR. (Title 5, § 58164(e)).

Because some programs with outside agency certifications have very strict attendance requirements, students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and this in turn obliges faculty to include attendance as a necessary component in evaluation. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section.

For most objectives it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation. Additionally, there may occasionally be topics, affect or attitudes which the instructor wants to be certain students learn but feels cannot be evaluated by typical assessment practices. An example is an aspect of professionalism such as repeated tardiness or absences which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

ASSIGNMENTS AND/OR OTHER ACTIVITIES

Title 5 §55002 establishes the requirement for assignments in the course outline, but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments actually used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and the course Student Learning Outcomes.

For many areas of study, the organization or sequence of learning is very important. While it is not required that the example assignments be so sequentially organized in the course outline, giving some thought to this can promote an implementation that leads to a more effective learning experience.

There are several key features regarding assignments in an integrated course outline. The purpose of each assignment is connected to one or more objectives. In some cases, particularly at the lower cognitive levels, the objective and assignment appear identical or very similar. For example, the integrated outline is one where the objective of being able to child-proof a house is in part learned by doing just that, i.e., making a house safe for children. It is clear that there are

student performance expectations, and that these are emphasized in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

The following table provides examples of courses objectives and appropriate assignments:

Objectives	Assignments
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Using common shop-hand tools, the student will repair at least three different types and/or grades of damaged sheet metal back to paint grade quality.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	The student will read and properly respond to questions in a course workbook in the subject area of U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	Using a simulation scenario, the student will properly secure a household from potential dangers to children under the age of ten.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	The student will develop a balanced and nutritious weekly menu within a specific budget that will include predefined nutrition parameters as assigned.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Using the XXX vocabulary workbook, the student will participate in in-class narrations of words, sentences and paragraphs contained within the lesson workbook.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Utilizing in-class scenarios, the students will prepare an invoice and estimate, properly tabulated, and will transact payment and correctly provide change to a customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Utilizing online research materials, the student will produce written descriptions of the symptoms of five common childhood ailments to include the flu, mumps and the measles.

RELEVANT ADDITIONAL COURSE OUTLINE ELEMENTS AND CONSIDERATIONS

MODALITY OF INSTRUCTION DISTANCE EDUCATION

Per Title 5 § 55206, in order to offer a section of a course fully online or in a hybrid format, separate review process is required to ensure that a course taught at a distance is taught to the Course Outline of Record and to ensure quality through regular and effective instructor-student contact as established in Title 5 § 55204. Although this requirement exists, there is no

requirement that documentation of the separate approval appear on the Course Outline of Record. Typically, this separate review is achieved through the use of a “distance education addendum” which establishes local criteria for authorizing a course to be taught using a distance education modality. However, an option for a college that wishes to note approval of an addendum on the official Course Outline of Record may be to include distance education as an option among the methods of instruction on the COR. Including this note on a COR may be important, as the Course Outline of Record is the basis for articulation, and it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality.

COURSE CALENDAR AND MAXIMUM CLASS SIZE ENROLLMENTS

Title 5 is somewhat silent about both session or term lengths (calendar) and maximum class enrollments class sizes. Both are considered to be academic and professional matters; however, both are often issues that are negotiated elements between faculty collective bargaining units and the college administration.

Determining Appropriateness of Short-Term Offerings

Discipline expertise is the single most qualified source to appropriately determine if offering a course in a shorter term or session is feasible. While in most bargaining agreements, the administration has the right of assignment and creates the schedule, faculty should take the time to make a determination if a course can be offered responsibly during a short session or term and make that determination known to the bargaining unit as academic calendars and terms/sessions are negotiated. Faculty are obligated to monitor these practices, and to be diligent in maintaining high standards of rigor and quality; one way to do so would be to create policies on short-term course offerings at the college.

If a course is to be offered in a five or fewer week format such as in a summer session, or an even shorter time frame in a winter intersession, faculty should determine if the course can be offered in a way to uphold standards and rigor, it can be mathematically worked out into terms of traditional semester or quarter loads for both faculty and students. Faculty can consider the impact on a typical term’s workload or a student’s course load to determine if teaching the course in a shortened time frame is feasible. For example, a five-unit course taught in a four-week format is equal to 133% of a faculty’s full-time load in most districts where a full load equals 15 class time hours per week in a traditional semester, and would represent anywhere from a 133% to 150% load for the student. Under those terms, faculty can ascertain if instructional quality is maintained for each and every student within that class, regardless of any delivery constraints, including the viability of the total number of student learning hours during the shortened term. When making the determination, faculty should ask if this affects the opportunity for student success and the pedagogy of the course irrespective of who teaches the course or what types of services may or may not be available given the drastically shorter term.

It is also important to note that in many districts the calendar itself is a negotiated item. Given the impact of course quality and the parameters set in a COR to ensure that quality, the senate representatives and bargaining unit representatives leading into such negotiations should engage in discussions related to the length of terms that include sound pedagogical parameters. These

discussions should be based on legitimate research that demonstrates the fiscal or other pedagogical benefits of such adjustments.

Determining Appropriateness of Class Maximums

The presence of a maximum class enrollment number on the Course Outline of Record, though not required by Title 5, is also an area of shared purview between the senate and the collective bargaining unit. The extent to which the class' maximum enrollment is included on the Course Outline of Record and the role of the curriculum committee in determining that class maximum varies with every bargaining agreement, and curriculum chairs and senate leaders should have wide-ranging and honest discussions with representatives of the bargaining unit to develop a process for setting class maximums that places the interests of students as well as the integrity of the pedagogy of the course at the forefront. The ASCCC paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*, adopted in spring 2012, provides more detailed information on criteria for setting class maximums and examples of effective practice from the field. Title 5 does make the recommendation in §55208 to consider curriculum committee review of class size for distance education courses. In some districts the determination of class size by the curriculum committee has been negotiated by collective bargaining units in conjunction with local academic senates. However, before any discussion is held and decision is made for setting class maximums, proper documentation of that agreement for each course is crucial to maintaining the integrity of the standard during the life of the course outline.

Areas for Discussion Between Senate and the Bargaining Unit

If bargaining language or district policy language on either the calendar and length of terms and maximum class enrollments is not satisfactory or is leading to scheduling or enrollment situations which do not seem pedagogically sound, it is critically important for the curriculum committee chair to initiate discussions between the local senate president and bargaining agent. In cases where district policy and contract language calls for a committee review and various signatures, there needs to be clear policy for how to proceed when a disagreement occurs.

OTHER LOCAL ELEMENTS

During the process used to develop or revise a Course Outline of Record, there may need to be review by other disciplines. Departments or colleges in a district may need to be aware of pending changes to mitigate unintended consequences. Many colleges have the practice of requesting discussion between disciplines or departments if a course might be seen as encroaching on more than one discipline (e.g. both the Theater Arts and Mass Communications departments might be consulted before a Film Studies course is approved). Colleges in a multi-college district might have a process for discussion of courses that are common or similar between colleges in the district to provide broader academic opportunities for students.

In addition, it has been considered "good practice" by the Chancellor's Office for there to be discussion with the college library faculty and staff to check if appropriate and adequate library materials and services are available to support the course.

There may be some other locally required data elements that are needed for the local curriculum management/tracking system that aren't normally included in the outline itself, such as the course's active or inactive status, multi-college district curriculum approval elements, GE area requirements (CSU Breadth, IGETC, local patterns), and inclusion of C-ID Numbering.

GENERAL CURRICULUM CONSIDERATIONS

Local Processes and Autonomy

Education Code §70902 authorizes academic senates as the primary recommending faculty body in the area of curriculum, while Title 5 §55002 requires the creation of local curriculum committees, which are charged with approving courses and programs. Credit courses are certified by the curriculum chair and the CIO. However, district governing boards are the final approving body, and the California Community College Chancellor's Office is tasked with ensuring compliance and chaptering locally approved credit curriculum.

Course and Program Approval

For individual credit course approvals, including stand alone courses, the Chancellor's Office can waive the requirement for statewide approval through a certification process which attests to the fact that college curriculum committees, and their parent senates and governing boards, are in compliance with standards set forth in the *Program and Course Approval Handbook*, (CCCCO, 6th edition). As a result, these courses can be locally approved.

Because the Chancellor's Office maintains the authority to approve new programs for degrees and certificates, Course Outlines of Record must be submitted with program approval requests. The Chancellor's Office is also required, according to Title 5 §55150 (a), to approve all noncredit courses.

For more information about the development of certificates and degrees, as well as the requirements for Chancellor's Office program approval, refer to the *Program and Course Approval Handbook*.

Program Review and the Course Outline

The course outline plays a critical role in the on-going process of program review, which is how a college keeps its curriculum relevant and allocates its resources appropriately. For the most part, when a college has an effective comprehensive planning process in place, the results of program reviews drive most other college decision-making. The Course Outline of Record is a critical element of any program review process because it lays the foundation for all learning needs such as facilities, equipment, supplies, and staff. Additional guidance on the broader subject of program review can be found in the ASCCC publications *Program Review: Developing a Faculty Driven Process* (ASCCC, 1996) and *Program Review: Setting a Standard* (2009). It is important to remember that the requirement for cyclical program and course assessment and review does not come solely from Title 5 or the Education Code. It is also a central requirement for remaining an accredited institution by the Accrediting Commission for Community and Junior Colleges. The presence of effective program review processes can ensure that Course Outlines of Record and other materials are kept up to date and relevant.

To streamline the course approval process, it should be recognized that not all changes in the Course Outline of Record are of equal impact. Full curriculum committee review should apply only to those changes which require re-evaluation of criteria to assure that standards in Title 5 and the *Program and Course Approval Handbook* continue to be met. To that end, the Academic Senate suggests the following guidelines for curriculum committee action on proposed course changes.

Full Review by the Curriculum Committee: Substantive Substantial Changes
Full review means a complete analysis of the entire Course Outline of Record by the complete curriculum committee and a motion for approval by the full committee. The following substantive substantial changes should trigger a full review:

- A major change in Catalog Description, Objectives, or Content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the *Program and Course Approval Handbook*
- A change in units and hours
- A change in number of repetitions
- A change in credit/noncredit status
- A change in prerequisites, corequisites and advisories
- A change in modality, e.g. distance education (requires a separate review process)
- Course delivery in a highly compressed time frame
- Offering a course in experimental status
- Determination of imminent need to initiate expedited approval
- Placement of a course in a GE pattern
- Basic skills status

All proposals should be submitted with the written rationale for the change.

Approved on the Consent Agenda: Minor Changes

Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is recommended that a prior review of these items should take place to ensure that the course changes are such that standards are not affected. At most colleges, this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

It is recommended that the following minor changes to the Course Outline of Record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee, or whatever vetting process is agreed upon by the committee:

- A minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)

- A change in course number (within college policy)
- A change in course title
- Add/drop from an associate degree or certificate program (must continue to be of two year or less duration)

Again, a written rationale should accompany all proposed changes.

Information Item Only/No Action: Technical Changes

Some changes are technical in nature and require no review other than that of curriculum specialist and technicians who assist faculty to make the changes in the official Course Outline of Record. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty or technical review committee. Revised course outlines should be transmitted so that the course file can be kept up to date.

- Non-substantial changes in term length (as long as the Carnegie relationship is maintained)
- Changes in the Text and/or Instructional Materials
- Changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully cover the stated content, and they would not trigger the need for a separate review re-evaluation such as is required for ensuring regular effective contact in distance education)
- Addition of a focus area to a special topics course

CALIFORNIA'S EDUCATION SEGMENTS, ROLES AND STUDENTS

Articulation between the segments is an important consideration in the development of curriculum and especially the Course Outline of Record, since this is the document most heavily relied on to establish articulation agreements. The process of articulation means to transition, or step from one rung of the learning ladder to another in what is hoped to be an organized manner. This can be from high school directly to a university or it can be a many-staged process such as high school – work – noncredit – community college – four-year university – post-graduate university..

Course Identification Numbering (C-ID) System and Associate Degrees for Transfer

With the mandate established by AB 1440 in 2010 for associate degrees for transfer (AA-T and AS-T degrees), the Course Identification Numbering system (C-ID) has provided course descriptors and numbers for all of the courses that currently are used in the Transfer Model Curricula (TMC). C-ID identifies comparable courses and provides an independent number,

different from the control number assigned by the CCCCCO, to those community college courses that are commonly transferred to universities. That number is based on a course description called a “descriptor” developed by faculty from the discipline in the CSU and community college system. Colleges are required to submit their Course Outlines of Record for approval if a course is to be included in an Associate Degree for Transfer. Faculty should consider this system when developing courses or revising them, and should review the course descriptor to ensure that the course meets the requirements to qualify as a C-ID course. Additional information can be found on the C-ID website.

CSU/GE Breadth and IGETC

The California State University General Education-Breadth and the Intersegmental General Education Transfer Curriculum are general education standards by which community college students can fulfill the lower division general education requirements of these segments prior to transfer. Individual courses are submitted for consideration by community colleges and reviewed by committees consisting primarily of CSU and UC faculty. Faculty must be aware of which features of this outline can assist in conveying the essential depth, breadth, quality, and appropriateness of a course as they relate to these general education standards. Communication with the college’s articulation officer is crucial in these areas.

Courses can fail to receive approval for certification in a general education area in both systems for a variety of reasons. These include a failure to meet subject matter requirements, a narrowness of focus, or simply a failure to demonstrate sufficient quality, currency, and completeness.

Detailed explanations for qualifying courses for CSU-GE or IGETC along with the IGETC Standards can be found on the ASSIST website (www.assist.org). In addition, the college articulation officer will be familiar with these requirements and will be able to assist the faculty member writing or updating the Course Outline of Record.

Conclusion

[Title 5 Section 55002](#) gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee “shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.” Course outlines of record are central to what is being taught in the classroom, regardless of modality or discipline, and it is imperative that the creation and vetting of course outlines of record be done by faculty members. While others may be involved in the process, including curriculum specialists and administrators, it is the faculty that must take the professional responsibility as well as primary leadership to ensure that course outlines of record are pedagogically sound. Ultimately, the creation and approval of course outlines of record must be for the benefit of students, must be a collaborative process involving faculty and staff, and must ensure that the highest standards for curricular quality and rigor are met.

APPENDIX 1: GLOSSARY

Advisories

A course, courses, or skill that a student ought to have taken or possess (but which is not required) prior to taking the course with the advisory.

Articulation

A process of establishing pathways for students to connect courses or programs from one learning segment to another, usually higher, segment.

Assignment

A structured set of tasks or accomplishments, usually with a defined work product to be turned in for review or grading.

Associate Degree for Transfer (ADT)

A degree which guarantees students admission into the California State University system upon completion of the degree at a California community college.

Career Technical Education (CTE)

Formerly known as vocational or occupational education. CTE courses and programs are designed to provide students an pathway to immediate employment. Programs within CTE can vary but are coded as CTE at the Chancellor's Office.

Catalog Description

A Title 5 requirement that should contain all the relevant information about a course that students, counselors, and reviewers will need for planning and review. (See Course Description)\

CDCP or Enhanced Funding

A special tier of funding for noncredit courses designed to attain short term occupational goals or to prepare a student for the workforce, workforce education or college education.

Certificate of Achievement

A reserved name for specific types of certificates granted to students and entered onto their transcripts for credit programs.

Certificate of Completion or Competency

A reserved name for specific types of certificates granted to students in some noncredit programs.

Chancellor's Office (CO)

Formerly known as the System Office. The California Community Colleges Chancellor's Office oversees the implementation of Title 5 and Education Code, as well as provides support and training to colleges in the CCC system.

Course Identification Numbering System (C-ID)

A supra-numbering system developed to allow for greater ease of transfer and articulation, both between California community college campuses and between the CCCs and California State University system schools.

Class time

A legal definition of time actually in the classroom, lab, activity area, or engaged in synchronous and asynchronous activities in a distance education course.

Community Service Offering

A course offering where the full cost of the course is paid for by the students taking the course. Such courses cannot be offered for credit and are not required to go through local curriculum processes.

Contact Hours

The actual hours a student is engaged in class time activities.

Content

Detailed items of a course outline that are focused on the subject area. They are typically organized in a taxonomy of groups and sub groups. They should be relevant to one or more of the course objectives.

Contract Education Courses

Courses offered by a college through a contract with another entity. Generally, the courses are funded by that entity and may or may not result in the awarding of college credit. Contract education courses that are offered for college credit must meet all of the requirements for credit courses.

Cooperative Work Experience Courses

Courses with variable units designed to get students into the workplace while earning college credit. Students earn units based upon hours of work.

Corequisites

A course, or courses, that must be taken in conjunction with the course containing the corequisite. One example is a lab course to be taken with a corequisite lecture course. In the case of a corequisite the two must be taken together if the lab is to be taken. If it is to be allowed that the lecture can be taken prior or concurrently with the lab, then the lab should have both a corequisite and prerequisite on the lecture.

Course Description

Information about a course that is to be contained within the catalog description, the course outline of record, and the syllabus. (See Catalog Description)

Course Outline of Record

A document that districts must keep, per Title 5, describing the elements of a course. It is also considered to be the binding contract among faculty, students, and a district defining the terms and conditions for learning and evaluating performance.

Credit Courses

Courses that districts are authorized to deliver which, when taken by a student, will cause a permanent record of credit to be made in the student's transcript of record. Course credit status can also affect financial aid and fees.

Critical Thinking

A quality and intensity of thinking that is commonly described in terms of the taxonomy of verbs developed by Benjamin Bloom in 1956. It is commonly associated with the top three levels—analysis, synthesis, and evaluation. Title 5 §55002(a) and (b) require learning components of critical thinking in their respective standards for approval.

(CSU/GE) Breadth

A pattern of courses which, if completed by a student in community colleges, allows that student to transfer to a CSU campus and fulfills lower division general education requirements.

Degree-applicable Credit Courses

A type of credit course that is transcribed in the student's record and can be counted towards transfer, a degree, or certificate.

Delivery

The method by which a course is conducted.

Discipline

A discipline, or subject area, of courses, which is usually as broad as or broader than a program area and defined the required areas of expertise of faculty teaching courses.

Distance Learning (Distance Education)

Learning that is designed to have the regular face-to-face class time replaced by learning time where the student and instructor are separated.

Educational Program

A sequence of courses that leads to a defined goal which meets the mission criteria for California community colleges, as established in the Education Code.

Evaluation (Student Evaluation)

The act of determining that student learning has occurred for an individual student. It can be formative (to inform for the purposes of tailoring the learning experience) or summative (for the purpose of a final determination of the student's mastery of the subject materials).

Experimental Course

A course that is being delivered, usually for the first time, to determine a host of course factors, including student interest in the subject matter. Experimental courses must be approved through the regular curriculum process and are given temporary latitude in one or more areas where course outline of record components are not fully discernable, such as student interest.

Field Trip

A planned learning experience that requires students to relocate to a place appropriate to the learning experience being implemented. Field trips are generally expected to require travel beyond typical walking distances and can be out of state. There are regulatory requirements and Districts will have notification forms and may have insurance or other local requirements.

General Education

A designed compilation of courses that broaden the student's thinking capacity and capabilities beyond the major's area of focus. Such coursework should inspire in students curiosity in the wider world, self-reflection, and an increased engagement in the civic and social structures in which they live. Multiple general education pathways exist, including CSU Breadth, IGETC, and local patterns; local patterns must fulfill the requirements spelled out in Title 5.

Homework

Coursework designed into the course to be accomplished outside of class time.

Independent study course

A course packaging option that is designed to offer one-on-one instruction with one or a few students to achieve specific goals beyond the current scope of existing courses. Such a course should be fairly specific, can collect apportionment, and has clear rules about faculty and student activities and interaction required.

Intensity

A quality or characteristic that defines the level of thinking being sought by the curriculum. With respect to the Standards for Approval in Title 5 §55002, intensity also refers to the student's capacity to study independently.

Intersegmental General Education Transfer Curriculum (IGETC).

A pattern of courses which, if completed by a student in community colleges, allows that student to transfer to a CSU or UC campus and fulfills lower division general education requirements.

Lower Division

Generally understood as the first two years of a four-year degree. Community college degree-applicable courses are generally considered lower division courses.

Matriculation

The intentional processes or pathways by which students move from course to course or program to program and/or service within one college.

Methods of Instruction

An element in the course outline of record that describes the techniques that may be used to cause learning. These include lecture, group discussion, and synchronous or asynchronous interaction.

Mission

The mission for California's community colleges as defined in Education Code. The

current mission focuses on transfer education, Career Technical Education, and basic skills education,

Modality

The primary instructional delivery method which describes the general relationship that exists between the students and the learning environment (which includes the faculty). Several modality examples are: face-to-face in a lecture, lab or activity; field trips, work experience, internships, or other real time emersion experiences; at a distance using real time interconnectivity such as the Internet or telephones; or, at a distance using one way interconnectivity such as recorded television, audio, or correspondence. The regulations differentiate the modalities into two groups—in-person and at-a-distance—with respect to the instructor and student, so the common usage of the term is to differentiate between these two groups (face-to-face (F2F) and distance education (DE)).

Noncredit

Courses that districts are authorized to deliver, which when taken by a student do not result in a permanent record of credit to be made in the student's transcript of record unless local policy allows for letter grades and/or satisfactory progress indicators. Noncredit courses are delimited in regulation and can only be offered in specified areas, some of which overlap with credit instruction.

Nondegree-applicable Credit Courses

A type of credit course that is transcribed in the student's record, but does not count towards a degree. These courses commonly address pre-collegiate level basic skills and workforce preparation.

Not-for-credit Courses

Another term for both “community service offerings” and those “contract education courses” that do not earn credit. These courses are often confused with noncredit courses, however the term “noncredit” is specifically reserved for use as defined in Title 5 §55002(c).

Objectives

The key elements that must be taught every time the course is delivered.

Open-entry/Open-exit Courses

Courses that allow for students to enroll in or drop out of a course at any time without penalty. These courses are positive attendance courses.

Open Educational Resources (OER)

Materials that are available to students at little or no cost for anyone to use.

Prerequisites

Coursework or skills that have been demonstrated to be necessary for most students to be successful in a course.

Program Review

A process of review, assessment, analysis and planning at the program level that, when integrated effectively into institutional decision-making, drives most institutional decisions.

Scope

In Title 5 under Standards for Approval. “Scope”, along with “intensity”, describes the breadth of domain a college level course should cover.

Special Topics Course

A course that is designed to change an auxiliary focus each time it is offered such that it allows for students to retake it because it is offering new and unique learning.

Student Learning Outcomes (SLO).

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on

previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Study (Independently)

Implies that most students would not be able to master the material without additional effort outside of the normal course activities, whether in or outside of class time. It also implies that the student is capable of self-directed study and research, meaning the student must be able to operate at some higher cognitive l

Syllabus

A document that faculty distribute to every student at the beginning of a course which includes the relevant information about the course necessary for the student to develop an understanding of the requirements needed for them to be successful in the course. Syllabi usually also include required textbooks and a schedule of assignments. Such a document often contains many elements from the course outline of record, the college catalog, references to student codes of conduct, student learning outcomes, and course objectives.

Textbooks/Instructional Materials

Materials used in a course. A specific textbook used can be a factor in the ability for a course to articulate to other colleges or to receive C-ID designation. Materials other than textbooks are typically known as “other instructional materials.”

Title 5 Regulations

A part of the California Code of Regulations that specifically covers the K-12, the California Community Colleges, and the CSU sectors.

Transferability

Refers to a whether or not a course is accepted for credit towards an educational goal at the receiving institution.

Units

A “unit” is a credit per hour scale. California Community Colleges use two scales, the quarter and the semester, where the former is 2/3 of the latter. Forty eight semester hours generally equals one semester unit of credit being transcribed in a student’s record. Thirty-

three quarter hours generally equals one quarter unit of credit. Since noncredit does not record any credit in a student's record, this does not apply to noncredit courses.

Upper Division

Generally advanced undergraduate coursework that is taken in the last two years of a four-year Bachelor's degree.

Variable Unit Courses

A course with the units earned by the student based upon their capacity to complete time on task. This is commonly used for work experience courses and independent study courses.

APPENDIX 2: COURSE OUTLINE OF RECORD TITLE 5 REQUIREMENTS

Title 5 §55002 does much to establish many elements of a course outline of record, but it does not paint the complete picture of what the course outline of record must accommodate. The following list is meant to provide a broader snapshot of these additional factors.

Alternative Course Formats

Cooperative Work Experience Education	§55250-§55257
Independent Study	§55230-§55240
Open Entry/Open Exit	§58164
Special Topics/Activity Courses	§55041, §58161
Supplemental Instruction	§58168-§58172
Certificates of Achievement	§55070
Degrees/Area of Emphasis	§55063
Distance Education	§55200-§55210
Excursions and Field Trips	§55220, §58166
Grading policies	§55021-§55023
Noncredit Programs	§55150-§55155
Enhanced funding	§55151-§55154
Requisites	§55003

APPENDIX 3: RELEVANT PUBLICATION SOURCES

(All ASCCC publications can be found at: <http://asccc.org/publications>)

ACCREDITATION

Accreditation Standards (Accrediting Commission for Community and Junior Colleges - ACCJC, 2014) <http://www.accjc.org/>

Effective Practices in Accreditation: A Guide for Faculty (ASCCC, 2015)

SLO Terminology Glossary – A Resource for Local Senates (ASCCC, 2009)

ARTICULATION

A Transfer Discussion Document (Intersegmental Committee of the Academic Senates - ICAS, 2006) <http://www.asccc.org/icas.html>

California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council - CIAC, 2013) <http://ciac.csusb.edu/ciac/>

CHANCELLOR’S OFFICE GUIDELINES

Budget and Accounting Manual

<http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/tabid/331/Default.aspx>

California Community Colleges Taxonomy of Programs

<http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx> (see “Taxonomy of Programs”)

Distance Education Guidelines

<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/DistanceEducation.aspx>

Guidelines on Course Repetition

<http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal.pdf>

Guidelines on Prerequisites (Title 5 Section 55003)

http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf

Program and Course Approval Handbook

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

Student Attendance Accounting Manual

<http://extranet.cccco.edu/Divisions/FinanceFacilities.aspx>

CURRICULUM AND CURRICULUM GUIDELINES

Critical Thinking Skills in the College Curriculum (ASCCC, 1988)

Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates (ASCCC, 2016)

Information Competency in the California Community Colleges (ASCCC, 1998) and *Information Competency: Challenges and Strategies for Development* (ASCCC, 2002)

MISCELLANEOUS

Minimum Qualifications for Faculty and Administrators in the California Community Colleges (California Community Colleges Chancellor's Office - CCCCO, 2014)

Program Review: Setting A Standard (ASCCC, 2009)

Promoting and Sustaining an Institutional Climate of Academic Integrity (ASCCC, 2007)

Setting Course Enrollment Maximums: Process, Roles, and Principles (ASCCC, 2012)

Standards of Practice for California Community College Library Faculty and Programs (ASCCC, 2012)

PREREQUISITES, COREQUISITES, AND ADVISORIES

Good Practices for the Implementation of Prerequisites (ASCCC, 1997)

Implementing Content Review for Communication and Computation Prerequisites (ASCCC, 2011)

Student Success: The Case for Establishing Prerequisites through Content Review (ASCCC, 2010)

APPENDIX 4: RESOURCES LINKS

Academic Senate for California Community Colleges (ASCCC)

www.asccc.org

Accrediting Commission for Community and Junior Colleges (ACCJC)

<http://www.accjc.org/>

California Department of Education (K-12)

<http://www.cde.ca.gov/>

California Community Colleges Chancellor's Office (CCCCO)

<http://www.cccco.edu>

California State University (CSU)

<http://www.calstate.edu/>

Course Identification Numbering System (C-ID)

<https://c-id.net/>

Intersegmental Committee of the Academic Senates (ICAS)

<http://www.asccc.org/icas.html>

United States Department of Education (USDE)

<http://www.ed.gov/index.jhtml>

University of California (UC)

<http://www.universityofcalifornia.edu>

Western Association of Schools and Colleges (WASC)

<http://www.wascweb.org/>

Draft

Foothill College
Program Application
Associate in Arts in Global Studies for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Global Studies for Transfer degree is an interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. The program provides the student with knowledge of critical issues that affect their lives and community, as well as the affairs of other cultures, societies, and nations. An understanding of the world's social, political, economic, and natural systems and their increasing interdependence, along with an appreciation of the diversity of human culture, will supply the student with a strong background for working in a global economy, for living in a multicultural society, and for making intelligent decisions as global citizens.

Program Learning Outcomes

- Students will be able to identify, analyze, and offer potential solutions to major global challenges from multiple perspectives and worldviews
- Students will be able to differentiate multiple perspectives on globalization
- Students will be able to explain how and why the environmental well-being of the world demands personal and collective responsibility
- Explain the interconnectedness of global decisions and events

Item 2. Catalog Description

The Associate in Arts in Global Studies for Transfer degree is designed to prepare students to transfer to local California State Universities (CSUs). Students who complete the degree will be ensured preferential transfer status to local CSUs for Global Studies majors and majors in the following related disciplines: Global Politics, International Relations, International Studies, International Relations and Comparative Government. Other majors that may accept this degree include: African American Studies, Anthropology, Behavioral Science, Chinese, Communication Studies, Creative Arts, History, Humanities, Interdisciplinary Studies B.A. with Global Studies Concentration, Linguistics, Philosophy, Political Science, Psychology, Social Work, Social Sciences B.A. with Concentration in International Studies, Sociology, Spanish (see a counselor for details). The degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Global Studies**CCC Major or Area of Emphasis:** Global Studies**TOP Code:** 2210.20**CSU Major(s):** Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government.**Total Units: 21** (all units are minimum semester units)

Template # 1020

Original: 02/01/16

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

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

or the ASSIST website:

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

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

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

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

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Arts in Global Studies for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU	IGETC
REQUIRED CORE: (6 units)						
Introduction to Global Studies (3)	GLST 101	SOSC 1	Introduction to Global Studies	4		
Global Issues (3)	GLST 102	SOSC 2	Global Issues	4		
LIST A: Select five courses from at least four of the following areas (15 units)						
Area 1: Culture and Society						
Introduction to Cultural Anthropology (3)	ANTH 120	ANTH 2A OR ANTH 2AH	Cultural Anthropology	4	D1	4A
			Honors Cultural Anthropology	4	D1	4A
World History since 1500 (3)	HIST 160					
Any Anthropology or History course	AAM	HIST 8	History of Latin America	4	D6	4F

articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.						
Area 2: Geography						
Introduction to Physical Geography (3)	GEOG 110	GEOG 1	Physical Geography	5	B1, B3	5A, 5C
Introduction to Human Geography (3)	GEOG 120	GEOG 2	Human Geography	4	D5	4E
World Regional Geography (3)	GEOG 125	GEOG 10	World Regional Geography	4	D5	4E
Any Geography course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	GEOG 5	Introduction to Economic Geography	4	D6	4E
Area 3: Economics						
Principles of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	D2	4B
Principles of Macroeconomics (3)	ECON 202	ECON 1A	Principles of Macroeconomics	5	D2	4B
Any Economics course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	ECON 9	Political Economy	4	D2	4H
		OR ECON 9H	Honors Political Economy	4	D2	4H
Area 4: Politics						
Introduction to Comparative Government and Politics (3)	POLS 130	POLI 2	Comparative Government & Politics	4	D8	4H
Introduction to Comparative International Relations (3)	POLS 140	POLI 15	International Relations/World Politics	4	D8	4H
		OR POLI 15H	Honors International Relations/World Politics	4	D8	4H
Any Political Science course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	POLI 9	Political Economy	4	D2	4H
		OR POLI 9H	Honors Political Economy	4	D2	4H
Area 5: Humanities						
Survey of World Literature I (3)	ENGL 140	ENGL 47A	World Literature I	5	C2	3B
Survey of World Literature II (3)	ENGL 145	ENGL 47B	World Literature II	5	C2	3B
Any 3 rd or 4 th term foreign language course.	AAM	SPAN 4	Intermediate Spanish I	5	C2	3B
		OR SPAN 5	Intermediate Spanish II	5	C2	3B
		OR SPAN 6	Intermediate Spanish III	5	C2	3B
		OR JAPN 4	Intermediate Japanese I	5	C2	3B
		OR JAPN 5	Intermediate Japanese II	5	C2	3B

		OR JAPN 6	Intermediate Japanese III	5	C2	3B
Any course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU in areas C1/C2 or 3A/3B.	AAM	HUMN 1	Cultures, Civilizations & Ideas: The Ancient World	4	C2	3B
		and HUMN 2	Cultures, Civilizations & Ideas: Of Empires & Conflict	4	C2	3B
		OR PHIL 24	Comparative World Religions: East	4	C2	3B
		and PHIL 25	Comparative World Religions: West	4	C2	3B
		OR ART 2E	A History of Women in Art	4.5	C1	3A
Total Units for the Major:	21	Total Units for the Major:				
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)				
		General Education (CSU-GE or IGETC) Units			39	37
		Elective (CSU Transferable) Units				
		Total Degree Units (maximum)			60	

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Bridge to College ESL Pathway

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression.

Item 2. Catalog Description

The Certificate of Completion in Bridge to College ESL Pathway prepares students to bridge from noncredit to credit ESL courses. Students will be exposed to integrated skills courses for learners of English as an additional language. Focus is on developing a basic level of grammar and vocabulary through listening, speaking, reading and writing, so that learners can communicate with other English speakers in and outside of the classroom.

This program provides practical skills and knowledge for students progressing out of adult education classes as well as students seeking some English language proficiency for career advancement.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (72 hours)	NCEL 403A	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I	36	
	NCEL 403B	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART II	36	

TOTAL HOURS: 72 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Bridge to College ESL Pathway, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: "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.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed amount student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college’s ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in

advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language***." The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English as a Second Language-Beginning

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression.

Item 2. Catalog Description

The Certificate of Completion in English as a Second Language-Beginning prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree. Students will be exposed to integrated skills courses for learners of English as an additional language, and learn such practical skills such as: demonstrate understanding of spoken English at the advanced-beginning level, communicate using advanced-beginning level English, speak intelligibly, ask and answer questions intelligibly, talk about present, past and future experiences intelligibly, read sentences and paragraphs at the advanced-beginning level, demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs and prepositions, demonstrate ability to read critically, write sentences and paragraphs at the advanced-beginning level, demonstrate knowledge of advanced-beginning level grammar.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (360 hours)	NCEL 411	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I	120	
	NCEL 412	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II	120	
	NCEL 413	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III	120	

TOTAL HOURS: 360 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English as a Second Language-Beginning, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL

curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: “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.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these

courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, "Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16," highlights the role of the California Community Colleges in advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English as a Second Language-Intermediate

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression, culminating in their ability to start credit ESL courses.

Item 2. Catalog Description

The Certificate of Completion in English as a Second Language-Intermediate prepares students to advance to credit levels of ESL, and provides the foundations for students to meet the requirements of an associate degree. Students will be exposed to integrated skills courses for learners of English as an additional language, and learn such practical skills such as: demonstrate understanding of spoken English at the intermediate level, communicate using intermediate level English, speak intelligibly, ask and answer questions intelligibly, talk about present, past and future experiences intelligibly, read sentences and paragraphs at the intermediate level, demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs and prepositions, demonstrate ability to read critically, write sentences and paragraphs at the intermediate level, demonstrate knowledge of intermediate level grammar.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (360 hours)	NCEL 421	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I	120	
	NCEL 422	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II	120	
	NCEL 423	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III	120	

TOTAL HOURS: 360 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English as a Second Language-Intermediate, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: “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.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the

college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

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According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Language Arts Foundations

Item 1. Program Goals and Objectives

These open-entry, open-exit courses are for students who seek academic support in English and/or ESL and other reading and writing intensive courses. The courses provide instruction and/or review of writing skills such as paragraphing, topic sentence, thesis, development, essay organization, sentence structure, basic sentence patterns, style, sentence mechanics, through supplemental instruction.

Item 2. Catalog Description

The Certificate of Completion in Language Arts Foundations prepares students for success in their English and/or ESL classes, as well as other classes with reading or writing requirements.

This program provides practical skills and knowledge for developmental and transfer-level students in reading and writing. Students who are successful in this program will develop the skills necessary to succeed in a variety of written rhetorical tasks, including practice in critical reading processes, practice in mastery of college-level vocabulary, practice in generating clear, specific thesis statements, practice in writing paragraphs that articulate clear points.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Restricted Electives (120 hours)	NCLA 406A	SUPPLEMENTAL INSTRUCTION ENGLISH: ESSAY- & PARAGRAPH-LEVEL REVISION	60-120	
	NCLA 406B	SUPPLEMENTAL INSTRUCTION ENGLISH: SENTENCE-LEVEL EDITING & PROOFREADING IN CONTEXT	60-120	

TOTAL HOURS: 120 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Language Arts Foundations were created to provide a means for Foothill College to offer supplemental instruction focusing on reading and writing skills at no cost to students. They are currently offered within the Teaching and Learning Center and staffed primarily by non-credit faculty tutors and a few trained, supervised peer tutors.

College Mission

The Foothill College mission statement articulates: “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.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. The courses in this program will enhance students’ foundational reading and writing skills needed to succeed in and outside of the classroom.

For these same reasons, this program is also aligned with the college’s basic skills mission; it provides opportunities for students to improve their reading and writing skills as a supplement to credit coursework. There are no prerequisites, and the courses can be repeated as needed.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding, stating, “Students who attain this education and training are better equipped to succeed in the world.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion in basic skills and English as a second language.” The report states, “Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.” In the case of this program, students are able to access free, high-quality tutoring that ultimately supports their completion of

basic skills courses.

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: APPR

Course Number: APPTF121.

Course Title: INTRO TO RESID PLUMB/SAFETY/TO

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

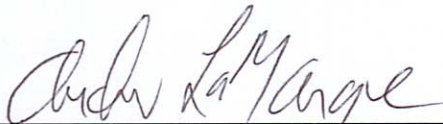
Please briefly explain the Division's plan for a regular cycle of offering this course, including a plan for future success of the course:

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: APPTF122.

Course Title: RESIDENTIAL DRAINAGE SYSTEMS

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018


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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

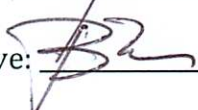
n/a

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: APPR

Course Number: APPTF123.

Course Title: RESIDENTIAL GAS & WATER INSTAL

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APPTF124.

Course Title: MATHEMATICS FOR RESIDENTIAL PL

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/17/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APPTF125.

Course Title: RESIDENTIAL BLUEPRINT READING

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APPTF126.

Course Title: RESID PIPING LAYOUT/INSTALL/FI

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APPTF127.

Course Title: RESIDENTIAL PLUMBING CODE

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

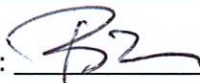
n/a

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APPTF128.

Course Title: RESIDENTIAL GAS INSTALL;SERV W

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

We have both Commercial and Residential Plumbing Programs. This course is part of the Residential Plumbing Program. There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers. Hopefully there will be enough demand in near future for us to fill the course.

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

Winter/Spring 2018

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

We are planning to offer this course once a year.

Comments & other relevant information for discussion:

n/a

Division Dean: _____



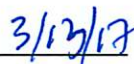
Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17



Foothill College
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Division: APPR

Course Number: APRTF144B

Course Title: INTRO MARINE SHT MTL TRAINING

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

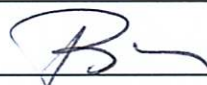
Comments & other relevant information for discussion:
None.

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: 3/14/17

Date of Approval by Division Curriculum Committee: _____

3/13/17

**Foothill College
College Curriculum Committee
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Division: APPR

Course Number: APRTF151A

Course Title: INTMED MARINE SHT MTS TRAINNG

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None.

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
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Division: APPR

Course Number: APRTF155A

Course Title: SAFETY/TOOLS SHT MTL, SID, DK

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None.

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Foothill College
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Division: APPR

Course Number: APRTF155B

Course Title: BLUPRNT RDG/SHT MTL, SID, DK

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None.

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Division: APPR

Course Number: APRTF156A

Course Title: WELDING/SHT MTL, SIDNG, DECKIN

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None.

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Division: APPR

Course Number: APRTF156B

Course Title: MEAS/DRWNG/LFTNG SHT MTL,SD,DK

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it is very important to have training available for industry developments which will support new trainees and serve the industry as needed. We need this course for new indentured apprentices.

Next quarter(s) in which the course will be scheduled:
Winter 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None.

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Division: Fine Arts and Communication

Course Number: COMM 54A

Course Title: Forensic Speech

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

The 5-unit COMM 54A course outline was approved by the college on February 23, 2015. Prior to its approval as a 5-unit course, it was written as a 2.5 unit course but needed additional revisions before it could be approved for C-ID, due to changing state course descriptors. COMM 54A was not offered in the 2015-16 academic year, but will be offered in the 2016-17 academic year.

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

Spring 2017

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 new course, and we hope it succeeds. Spring 2017 will be a test quarter. We plan to offer it once per year.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

Foothill College
College Curriculum Committee
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Division: Language Arts

Course Number: ENGL 7

Course Title: Native American Literature

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

This course is part of a larger offering of “literatures of identity” courses – courses that provide in-depth exploration of the literatures created by and representative of specific cultural and/or ethnic groups (e.g., Asian American literature, African American Literature, Gay and Lesbian literature). The course, like other “literatures of identity” courses, speaks directly to the college’s commitment to diversity, adding an important cultural element for students — Literature of Native Americans from before America existed to the Present. Furthermore, it pairs with the college’s Native American Heritage Month, an important part of student campus life.

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

To align with Native American Heritage Month, the course will be offered Fall quarter, 2017.

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

The English department has approved a 2-year “Lit Grid,” which is designed to offer literature courses on a 2-year cycle going forward. The Lit Grid is aligned with our AD-T and AA degrees. English 7 will be offered in an open “slot” that, per the Dean’s approval, may be used for “trial” courses. Jordana Finnegan, the instructor for the course, will explore options for marketing the course to increase enrollment.

See below for grid.

Comments & other relevant information for discussion:

The English department is actively working to improve enrollments in its literature offerings, and going forward, should we be successful, we would want this course to be a part of those offerings. Because this class has cultural significance for students and the campus, in particular for the Native American Heritage Month, we do not want to

deactivate the course. In addition, this course is currently on List C of our AD-T and AA degree, a list that offers many options from which students may choose to complete their degree.

Division Dean: Paul Starer

Date: 3/10/17

Division Curriculum Representative: Valerie Fong

Date: 3/10/17

Date of Approval by Division Curriculum Committee: 3/10/17

ENGLISH DEPARTMENT "LIT GRID"

2016-2017

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 43A Brit Lit 1	ENGL 43B Brit Lit 2
CRWR 6 Intro CW	ENGL 14W Contemp WL	CRWR 6 Intro CW
ENGL 8W Children Lit	CRWR 39A Intro Short F	ENG 16
ENGL 40 Asian Lit	ENG 12 African American Lit (Umoja) ³	ENGL 31 Latino Lit
	ENGL 22W Women Writers	ENGL 5W LGBT Lit
		ENGL 8W Children's Lit

Plus: on trial course per year on trial basis, offered at dean's discretion (time)

2017-2018

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 45A Amer Lit 1	ENGL 45B Amer Lit 2
ENGL 11 Intro Poetry	ENGL 17 Intro Shakes	CRWR 6 Intro CW
ENGL 8W Children's Lit	CRWR 41B Adv Poetry	ENG 16
ENGL 18AW Vampire Lit	ENGL 12 African Amer Lit (Umoja)	ENGL 5W LGBT Lit
ENG 7 Native American Lit	ENGL 34C Lit into Film	ENGL 24W Graphic Novel

Plus: on trial course per year on trial basis, offered at dean's discretion (time)

Green List A

Purple List B

Blue List C

Bold Scheduled to coincide with heritage month

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Division: BSS

Course Number: HIST 19

Course Title: History of Asia/Japan

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

We have not had a faculty member available to teach the course due to other duties of the only faculty member in the department who has the background to teach it (Davison). We are in the process of hiring a new full time faculty member who will be responsible for teaching this course. The course was updated with the new UC requirements regarding primary documents last year and would be ready to be offered once we hire a new full time faculty member.

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

Winter or spring 2018

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

Our specialty courses are typically offered once a year, either online or in person, and they always fill (seat count = 50) or come close. Because this course will be part of the History ADT list A, there is no doubt that it will be a successful course. It is also likely that the course will be offered online, which will further improve its chances for success.

Comments & other relevant information for discussion:

This course, once we hire a new full time faculty member, might also be considered for the Honors Program.

Division Dean: Kurt Hueg

Date: 2/28/17

Division Curriculum Representative: Bill Ziegenhorn

Date: 2/28/17

Date of Approval by Division Curriculum Committee: 2/28/17

Foothill College
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Division: BSS

Course Number: HIST 54H

Course Title: Honors Institute Seminar in History

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

This course used to be taught by Dr. Pierce as an honors supplement to the U.S. history survey courses. After his retirement, the course was no longer taught in this way. The history department is interested in reviving this course next year as a collaboration between two professors from different departments highlighting the connection between history and other disciplines.

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

Winter or Spring of 2018

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

There is a continuing demand for honors courses. The plan for this course – as a collaboration between professors – will likely be appealing to honors students from a variety of disciplines. Once partners are established, the department will have a better idea of the best quarter in which to offer this course. It will likely be offered once a year.

Comments & other relevant information for discussion:

This is a one-unit elective course with a changing topic of focus. While students may be interested in this course, it is unlikely that prior knowledge of when it will be offered is vital to a student's education plan.

Division Dean: Kurt Hueg

Date: 2/28/17

Division Curriculum Representative: Bill Ziegenhorn

Date: 2/28/17

Date of Approval by Division Curriculum Committee: 2/28/17

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Division: APPR

Course Number: JRYMF101A

Course Title: BASIC ELEC SHT MTL A/C

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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Division: APPR

Course Number: JRYMF101B

Course Title: ADV ELEC SHT MTL A/C

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Division: APPR

Course Number: JRYMF102B

Course Title: ADV REFRIG SHT MTL A/C

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


Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

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Division: APPR

Course Number: JRYMF103A

Course Title: AIR DISTRIB SHT MTL A/C

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: _____



Date: 3/15/17

Division Curriculum Representative: _____



Date: _____

3/14/17

Date of Approval by Division Curriculum Committee: 3/3/17

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: APPR

Course Number: JRYMF103B

Course Title: REFRIG THRY SHT MTL A/C

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF152A

Course Title: HVAC BASIC SYS SHT MTL JRNYPRS

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF154.

Course Title: RECIPROCATING REFRIGERATION

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF155A

Course Title: BASIC ELEC SHT MTL A/C JRNYPRS

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF157.

Course Title: HAZ MAT TRNG/TRADES

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: _____ 

Date: 3/15/17

Division Curriculum Representative: _____ 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF158.

Course Title: HAZ MAT RECERT/TRADES

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: _____

Date: 3/15/17

Division Curriculum Representative: _____

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF165.

Course Title: PRE-AP INTRO SHEET METAL

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF166A

Course Title: MARINE SHT METAL TRAIN I

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


Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 8/13/17

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: APPR

Course Number: JRYMF166B

Course Title: MARINE SHT METL TRAIN II

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF168A

Course Title: JRYMLEVEL DIGITAL SYS I

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: *AZ*

Date: 3/15/17

Division Curriculum Representative: *Bh*

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF168B

Course Title: JRYMLEVEL DIGITAL SYS II

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: *AJ*

Date: 3/15/17

Division Curriculum Representative: *BR*

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF169A

Course Title: FIELD MEASURE& LAYOUT I

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: *az*

Date: 3/15/17

Division Curriculum Representative: *BZ*

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/18

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: APPR

Course Number: JRYMF170A

Course Title: ADV SHT MTL SERVICE I

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: Q2

Date: 3/15/17

Division Curriculum Representative: BR

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF170B

Course Title: ADV SHT MTL SERVICE II

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: APPR

Course Number: JRYMF171C

Course Title: SPECIAL CAD SM JOURNEY III

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 92

Date: 3/15/17

Division Curriculum Representative: Ba

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF171D

Course Title: SPECIALED CAD SM JOURNEY IV

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:
None

Division Dean: aj

Date: 3/15/17

Division Curriculum Representative: Bz

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: APPR

Course Number: JRYMF172A

Course Title: ELEC SYS OPER CONTRL DEV-JRYM

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: _____

12

Date: 3/15/17

Division Curriculum Representative: _____

B2

Date: 3/14/17

Date of Approval by Division Curriculum Committee: _____

3/13/17

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: APPR

Course Number: JRYMF172B

Course Title: HVAC TEST/BAL PROC-JRYM

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: *Q2*

Date: 3/15/17

Division Curriculum Representative: *B2*

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

**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: APPR

Course Number: JRYMF173A

Course Title: AIR DIST/MFG SYSTMS-JRYM

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.


Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: 

Date: 3/15/17

Division Curriculum Representative: 

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

**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: APPR

Course Number: JRYMF173B

Course Title: SYS TNST/TRBLSHOOTNG-JRYM

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

Due to economic factors in the industry, some occupations have not started trainees in recent years, but it's very important to have training available for industry developments which will support new trainees and serve the industry as needed.

Next quarter(s) in which the course will be scheduled:
Fall 2017/Winter 2018/Spring 2018

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

A cycle of courses in sequence normally begins as trainees enter the program. Therefore, the courses need to be available for use, as trainees enter the program.

Comments & other relevant information for discussion:

None

Division Dean: a2

Date: 3/15/17

Division Curriculum Representative: B2

Date: 3/14/17

Date of Approval by Division Curriculum Committee: 3/13/17

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: Fine Arts and Communication - Learning in New Media Classrooms

Course Number: LINC 72B

Course Title: Indesign Overview

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

With the transition of the Teacher in Residence at KCI, there is a renewed emphasis for course work which requires students to demonstrate their ability to create tangible products which can be used to demonstrate subject matter competency.

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

Spring 2017

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

As part of a new program where KCI is partnering with teachers at local K-12 school districts, this course will be offered in the Spring 2017 quarter.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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: Fine Arts and Communication - Learning in New Media Classrooms

Course Number: LINC 79

Course Title: Multimedia Project Production

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

With the transition of the Teacher in Residence at KCI, there is a renewed emphasis for course work which requires students to demonstrate their ability to create tangible products which can be used to demonstrate subject matter competency.

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

Spring 2017

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

As part of a new program where KCI is partnering with teachers at local K-12 school districts, this course will be offered in the Spring 2017 quarter. Currently, we are formalizing an agreement with the Mountain View - Los Altos Union High School District.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts and Communication - Learning in New Media Classrooms

Course Number: LINC 80A

Course Title: MULTIMEDIA IN THE CLASSROOM I

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

With the transition of the Teacher in Residence at KCI, there is a renewed emphasis for course work which requires students to demonstrate their ability to create tangible products which can be used to demonstrate subject matter competency.

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

Fall 2018

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

As part of a new program where KCI is partnering with teachers in local K-12 school districts, this course will be offered in the Spring 2017 quarter. Currently, we are formalizing an agreement with the Mountain View - Los Altos Union High School District.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

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Foothill College
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Division: Fine Arts and Communication - Learning in New Media Classrooms

Course Number: LINC 85A

Course Title: Flash I

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

With the transition of the Teacher in Residence at KCI, there is a renewed emphasis for course work which requires students to demonstrate their ability to create tangible products which can be used to demonstrate subject matter competency.

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

Spring 2017, and in 2017-2018 Academic Year

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

As part of a new program where KCI is partnering with teachers at local K-12 school districts, this course will be offered in the Spring 2017 quarter. Currently, we are formalizing an agreement with the Mountain View - Los Altos Union High School District.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

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Division: Fine Arts and Communication - Learning in New Media Classrooms

Course Number: LINC 86

Course Title: Video Podcasting Overview

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

With the transition of the Teacher in Residence at KCI, there is a renewed emphasis for course work which requires students to demonstrate their ability to create tangible products which can be used to demonstrate subject matter competency.

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

Fall 2018

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 course has not been taught due to the fact that the course title does not accurately define the course objectives. In conjunction with the request to exempt this course from deactivation, we will also be requesting a title change to: Screencasting. The course description is accurate, even though the tools listed as possibly being used in the course have become obsolete or there are newer tools which allow students to create these types of projects much more easily.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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Division: Fine Arts and Communication

Course Number: MDIA 81B

Course Title: SOUND DESIGN FOR FILM & VIDEO

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

This class is cross-listed with MTEC 57A Sound Design for Film & Video.

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

Fall 2017

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

The Music Technology Program plans to offer this class 2X per year. We will cross list between MTEC and MDIA to increase student awareness and enrollment.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

Foothill College
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Division: Fine Arts and Communication

Course Number: MTEC 86A

Course Title: SOUND REINFORCEMENT & LIVE REC

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

Live Sound Reinforcement is a growing field in Music Technology. We have not had a qualified instructor to teach this class.

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

Spring 2018

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

We will offer at least 1x per year. (Bruce Tambling is planning to teach this course in 2018.)

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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Division: Fine Arts and Communication

Course Number: MUS 7E

Course Title: History of the Blues

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

This course should be retained because it is part of a series. The General Music Department has a sequence of Music History classes that are based on the survey course, MUS 7, Contemporary Music Styles. The other courses in this series expand on topics covered in MUS 7, but their breadth is more expansive, for instance MUS 7D covers the Beatles, and MUS 7E covers the History of the Blues, which is only the first week of MUS 7.

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

Fall 2017

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

The plan for a regular cycle will depend on the future of the ADT, and it could be offered in fall, winter, spring, or summer. I hope to offer it in the fall of 2017 as part of my Article 19 assignment. This course has had a solid enrollment in the past, is a great GE option, and is a popular elective when offered. It provides diversity and analysis that is core to the understanding of American Music.

Comments & other relevant information for discussion:

This course should remain as an option to fulfill the general education requirement for all students, and as a course for music majors.

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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Division: Fine Arts and Communication

Course Number: MUS 41

Course Title: Live Music Performance Workshop

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

The music department may need this class in its continuing efforts to create a transfer degree.

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

To be determined

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

If a music transfer degree can be created (several hurdles remain), then this course would offered 2 to 3 times per academic year.

Comments & other relevant information for discussion:

The State dictated requirements for the music transfer degree are currently under review. Since few CCCs have been able to meet the previous requirements, one might expect that the revised requirements will be more consonant with Foothill's existing course offerings. Under those circumstances, it seems prudent to keep MUS 41 active.

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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Division: Language Arts

Course Number: NCEL 400

Course Title: Bridge to College

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

This class wasn't developed by the ESL Department but by the Non-Credit Division when it existed. Recently the non-credit ESL program has undergone changes and has begun to expand its offerings. At this point we feel it is important to retain any courses that are already on the books so that they may be considered for immediate scheduling. However, since the courses have never been taught, we would like to have time to look over the course outlines for possible revision.

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

We predict that we will offer the course in a year during the summer 2018 if changes are made to the COR, or sooner (as early as Fall 2017) if no changes are made.

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

We have just offered NCEL 403A successfully. We hope to offer more non-credit classes as our program expands. What is different now is that we have two full-time non-credit instructors and an outreach person to help facilitate the offering of more non-credit ESL classes and to increase the NCEL student population.

Comments & other relevant information for discussion:

We should also add that since we now have Sunnyvale as a new location for NCEL classes, there is more potential to develop our NCEL program.

Division Dean: Paul Starer

Date: 3/10/17

Division Curriculum Representative: Valerie Fong

Date: 3/10/17

Date of Approval by Division Curriculum Committee: 3/10/17

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Division: Language Arts

Course Number: NCEL 402

Course Title: Vocational ESL for AH: Geriatric H

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

This course was created by the Non-Credit Division when it existed, and we don't know if it has ever been offered. It seems to me that the ESL Department must contact Allied Health so that we can see what the original intention of this class was. Our childcare NCEL class (NCEL 401) is doing very well, and we hope that this ESL geriatric health class will also be successful.

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

This will depend on whether Allied Health still sees a need for this course in its curriculum. If course revisions are needed, Summer 2018. If no course revisions are needed, as early as Fall 2017.

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

Because of the new full-time faculty and outreach person for our NCEL program, we hope to develop more non-credit ESL classes and increase the number of students who would like to take such classes. We also hope that our non-credit classes will lead some of our students to our credit program. We expect that this course would be a part of those offerings.

Comments & other relevant information for discussion:

We want to emphasize the importance of having the Sunnyvale Center as our non-credit ESL hub. We hope to build on our existent program and offer all the courses that have already been created.

Division Dean: Paul Starer

Date: 3/10/17

Division Curriculum Representative: Valerie Fong

Date: 3/10/17

Date of Approval by Division Curriculum Committee: 3/10/17

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Division: Fine Arts & Communication and Kinesiology

Course Number: PHOT 22

Course Title: Photojournalism

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

This course is still being offered as a part of the support courses for the A.A. degree in Photography and Certificates of Achievement in Photography, Traditional Photography, and Digital Photography.

Assigned faculty was redirected to lead other more impacted course.

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

Spring 2018

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

We intend to offer this course every other year.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

Foothill College
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Division: Fine Arts & Communication and Kinesiology

Course Number: PHOT 68C

Course Title: Studio Lighting Topics in Photography

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

This course is still being offered as a part of the support courses for the A.A. degree in Photography and Certificates of Achievement in Photography, Achievement in Traditional Photography, and Achievement in Digital Photography. It has been cancelled due to low enrollments over the past 4 years, but we are confident it will fill in Spring 2018.

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

Spring 2018

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

We intend to offer this course every other year, rather than every year. We feel this will guarantee adequate enrollment going forward.

Comments & Other Relevant Information for Discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17

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Division: BSS

Course Number: POLI 54H

Course Title: Honors Institute Seminar in Political Science

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

This course has not been taught in recent years due to a lack of available staff, partly as a result of personal health issues. The department is planning on having one or more adjunct faculty offer the course next year.

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

Winter or Spring of 2018

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

The recent success of the “teachable moment” roundtables related to the presidential election indicates that there would be a consistent demand for this course, and there are now enough available faculty in the department to teach it.

Comments & other relevant information for discussion:

Division Dean: Kurt Hueg

Date: 2/28/17

Division Curriculum Representative: Bill Ziegenhorn

Date: 2/28/17

Date of Approval by Division Curriculum Committee: 2/28/17

Foothill College
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Division: Language Arts

Course Number: SPAN 10A

Course Title: SPANISH FOR HERITAGE SPEAKERS

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

We haven't offered it in the last 4 years because we did not have enough students. After our last Comprehensive review, we were told that we could only offer our main classes.

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

Spring Quarter 2017

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

Since our enrolment increased last year, we decided to offer this class once a year.

We intend to poll the community to gather information about the best time and location for offering the course.

Comments & other relevant information for discussion:

Division Dean: Paul Starer

Date: 3/10/17

Division Curriculum Representative: Valerie Fong

Date: 3/10/17

Date of Approval by Division Curriculum Committee: 3/10/17

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Division: Language Arts

Course Number: SPAN 111

Course Title: ELEM SPANISH CONVERSATION II

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

Span 111 is a new course. We offered it in Winter Quarter but it was canceled because of confusion with another course.

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

Spring Quarter 2017

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

We intend to poll the community to gather information about the best time and location for offering the course.

Comments & other relevant information for discussion:

Division Dean: Paul Starer

Date: 3/10/17

Division Curriculum Representative: Valerie Fong

Date: 3/10/17

Date of Approval by Division Curriculum Committee: 3/10/17

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Division: Fine Arts and Communication

Course Number: THTR 26

Course Title: Introduction to Fashion and Costume Design

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

Unavailability of a qualified instructor. Course was offered but did not garner enough enrollment.

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

Spring 17

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

The course is a GE Humanities course. In the past, it has failed to generate sufficient enrollment in a face-to-face situation, especially when scheduled opposite other theatre courses. It will be offered in the spring without any concurrent theatre course offerings and we will use that class to create online content for future offerings of at least once annually.

Comments & other relevant information for discussion:

Division Dean: Simon Pennington

Date: 2/15/17

Division Curriculum Representative: Mark Anderson

Date: 2/15/17

Date of Approval by Division Curriculum Committee: 2/15/17