College Curriculum Committee Meeting Agenda
Tuesday, November 6, 2012
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: October 16, 2012	Action	11/6/12-1	Holcroft – 3 min
2. Announcements	Information		
a. New Course Proposals		11/6/12-2 thru 25	Holcroft – 3 min
b. Division CC Form		11/6/12-26	Nuñez - 2 min
c. ASCCC Fall Session Resolutions		11/6/12-27	Holcroft - 10 min
d. Smarter Balance *		11/6/12-28	
e. Implementation of Common Core Standards		11/6/12-29	
f. Professional Development opportunities			Holcroft - 2 min
3. Report out from Divisions	Information		Curr Reps - 7 min
		11/6/12-32	Armstrong - 3 min

11/6/12-19	New Course Proposal-KINS 12
11/6/12-20	New Course Proposal-MDIA 3
11/6/12-21	New Course Proposal-MUS 82H
11/6/12-22	New Course Proposal-MUS 82I
11/6/12-23	New Course Proposal-NANO
11/6/12-24	New Course Proposal-PHYS-BIOL
11/6/12-25	New Course Proposal-THTR 12A
11/6/12-26	Division Curriculum Committee Form
11/6/12-27	44th Fall Session Resolutions
11/6/12-28	Smarter Balanced & Higher Education: Preparing Young People for Postsecondary Success
11/6/12-29	Implementing the Common Core State Standards
11/6/12-32	Minimum Competencies for Foothill College Certificates of Achievement
11/6/12-33	Kinesiology & Athletics - Families of Activity Courses
11/6/12-34	Fine Arts Families by Department

Kathy Armstrong (PSME), Falk Cammin (LA), Bea Cashmore (ALD), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de

Updated 9/21/12

COLLEGE CURR [illegible]

[illegible]

Brenda Hanning	7486	BH	hanningbrenda@foothill.edu	
Kay Jones	7602	LTR[illegible]	[illegible]	
[illegible]	[illegible]	Articulation Assistant	delacruzteresa@[illegible]	✓
Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu	✓
Jean McCarron	[illegible]	Curr/Schedule Asst.	mccarronjean@fhda.edu	✓
Cori Nũnez	7439	Curr Coordinator	nunezcori@foothill.edu	
[illegible]		ASFC		

Visitors:

[illegible] (A) [illegible] (A)

[illegible]

defining families very conservatively,

continuing. It appears to be another hurdle for some students. She would like to caution against a blanket requirement.

ALL: Consensus was reached that Holcroft will write resolution directing discipline faculty to determine the minimum competencies for each certificate on an

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Introduction to the fundamental concepts of GeoSpatial Technology, including Geographic
Information Systems (GIS), Remote Sensing (RS) and Global Positioning Systems (GP
reading, and cartography. Exploration of how geospatial technologies are used in addre
human and environmental issues and can promote sustainability.

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degree in Geography. First course of transcriptable certificate sequence.
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2,"3"1)='(4#4&"*'5)1-,%3#%"8: !!
Introduction to problem-solving and decision making using geospatial analysis techniques, applicable to a range of disciplines.
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2,"3"1)='/))=@A+1#%B%-4#%"8'C#4#).)8#'This course is a restricted support course for AA degree in Geography. First course of transcriptable certificate sequence.
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=4$1(*/1#'4%&'(%#4/+*$#'4%3$%34%344'*4/.).41%31%1".%4.>1%393#+3-+.%:::%)..1#467%!".%0*(
&'()%#$#$%&"'()"*+"#,&-!).//0#"),$".#   7%!".%(.$0'4$#-#+#12%1'%(#6'('*$+2%(.9#.5%34,%300('9.%
/'*($.$%(.)3#4$%5#1"%1".%,#9#$#'43+%/*((#))*#1)1..$7 !
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=4$1(*/1#'4%&'(%#4/+*$#'4%3$%34%344'*4/.).41%31%1".%4.>1%393#+3-+.%:::%)..1#467%!".%0*((
&'()%#!$#$%&"'()"*+"#,&-!).//0#"),$".# 7%!".%(.$0'4$#-#+#12%1'%(#6'('*$+2%(.9#.5%34,%300('9.%4
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"%#+!#+,!,)<)%/=!/>=%)@!=./A)**:/+#%!B$#%12?9!*:?) *C!D.;#+:E)!=#;)!'/+?)+?F!=./,$')!,0+#>:'!
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This course is and introduction to the critical analysis of film, television, and internet media. Students in this course will explore and apply the core concepts and and language of media theory including approaches through semiotics, post-structuralism, psychoanalysis, queer and feminist theory.

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Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep:
Faculty Author: Eric Kuehnl

Proposed Number:
Proposed Title:

Proposed Catalog Description:
Designing and implementing sound effects for games and interactive multimedia. Recording custom sound effects and working with commercial sound effects libraries. Advanced techniques for designing hard effects, foley sounds, and ambient backgrounds. Industry-standard workflows for sound effects implementation with audio middleware solutions. Hands-on experience with professional examples of game audio sound design on desktop, console, and mobile platforms.

Proposed Discipline:

Proposed Need/Justification Statement:

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

Comments & Other Relevant Information for Discussion:

Instruction Office:

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.*

Date Proposal Given to Division CCC Rep:
Faculty Author: Eric Kuehnl

Proposed Number: MUS 82I
Proposed Title: Music Composition for Games

Proposed Catalog Description:
Composing, orchestrating, and implementing music for games and interactive multimedia. Fundamental composition and orchestration techniques for strings, brass, woodwinds, and percussion. Mixing and mastering finished compositions for optimal interactivity. Industry-standard workflows for interactive music implementation with sophisticated audio middleware solutions. Hands-on experience with professional examples of game music on desktop, console, and mobile platforms.

Proposed Discipline:
Commercial Music
Music

Proposed Need/Justification Statement:
This course is a support course for the A.A. in Music Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
AA in Music Technology
Certificate of Achievement in Music Technology
Certificate of Achievement in Game Audio

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
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Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: Tom Gough

Proposed Number: THTR 12A
Proposed Title: Stage & Screen

Proposed Catalog Description: *An analysis of narrative and plot dissemination through an overview comparison between the popular mediums of live performance and film or video. Ranging from ancient civilizations to the contemporary, source material will be drawn from a broad perspective of culturally diverse works with a specific eye towards comparing the personal and audience impact, the advantages and disadvantages, inherent between the two mediums by analyzing the values and properties of both through shared works of origin.*

Proposed Discipline: THTR

Proposed Need/Justification Statement

FOOTHILL COLLEGE
Division/Department Curriculum Committee Report

I. Action Items:

Course Updates:

44th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON THURSDAY

November 8, 2012

Disclaimer: The enclosed resolutions do not reflect the positions of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 8 - 10, 2012, in Irvine.

CONSENT CALENDAR RESOLUTIONS!

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet this criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, p

Executive Committee Resolutions for Discussion at Area Meetings!

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Executive Committee Resolutions for Discussion at Area Meetings!

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1.0 ACADEMIC SENATE

1.01 F12 Support and Advocacy for Regulatory Mechanisms That Ensure Faculty

!

and the California community college system of participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent the AAUP statement;

Resolved, That the Academic Senate for California Community Colleges affirm its support for the current participatory governance structure defined by AB 1725;

Resolved, That the Academic Senate for California Community Colleges support ways to enhance shared decision-making and collective responsibility for improving student learning and success; and

Resolved, That the Academic Senate for California Community Colleges oppose modifications or amendments to Title 5, Education Code, or other directives that impede the primary authority of academic senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Contact: Phil Smith, American River College, Executive Committee

1.02 F12 Part-time Faculty Award

Whereas, In the Fall of 2010, the Academic Senate for California Community Colleges passed a resolution (01.05) creating a yearly award for a part-time faculty member “that recognizes excellence in teaching and outstanding contributions to the campus environment and to student success, and that the award amount and presentation be consistent with other comparable faculty awards given by the Academic Senate for California Community Colleges”;

Whereas, This resolution was addressed by the Academic Senate Foundation awarding a scholarship for part-time faculty specific to attendance at institutes and plenary sessions, and by the Academic Senate clarifying that part-time faculty are eligible for any of the Senate Awards; and

Whereas, The possibility of a part-time faculty member being awarded any of the existing Senate Awards is limited given that a full-time faculty member’s opportunities to serve professionally are much greater than those afforded by part-time faculty members;

Resolved, That the Academic Senate for California Community Colleges honor the original spirit and intent of the Fall 2010 resolution (01.05) and create a yearly award for part-time faculty that follows criteria for excellence in part-time faculty contributions, and that is similar to the Hayward Award.

Contact: Kenneth Bearden, Butte College, Area A

1.03 F12 Emeritus Status for Greg Gilbert

Whereas, The Bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus on individuals, and

!

Greg Gilbert has satisfied those requirements as a retired faculty member of the California Community College System having completed well more than the required five years of significant service to the Academic Senate:

- Member of Standards and Practices Committee 2002-2003
- Academic Senate Executive Committee member 2003-2007
- Served one term as Area D Representative
- Served two terms as Secretary
- Chaired Research, Curriculum, Resolutions, Accreditation Ad Hoc, Standards & Practices, and Educational Policies
- Served as founding chair and host of the Senate's first Accreditation Institute
- Hosted one Curriculum Institute, the first Senate institute to be organized around a

!

Whereas, In accord with his role as a state leader and his lack of proximity to any known habitation, living where rattlesnakes, coyotes and cacti dare not tread, Greg Gilbert earned the Wile E. Coyote Award for Accomplished Road Runners after traversing thousands of miles of California's diverse landscape on our behalf;

Resolved, That the Academic Senate for California Community Colleges convey its heartfelt thanks to Greg Gilbert for consistently identifying profound and important issues and then crafting elegant but hard-hitting responses to educate our colleagues and influence our adversaries;

Resolved, That the Academic Senate for California Community Colleges recognize Greg Gilbert's extraordinary and distinguished service by awarding him the status of Senator Emeritus with all the rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Greg Gilbert its slightly overdue congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact Person: Stephanie Dumont, Golden West College, Area D

3.0 EQUITY AND DIVERSITY

*3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status

Whereas, All colleges will soon publish their Student Progress and Achievement Rates (SPAR)[1] on their "Scorecard" websites as part of the California Community College System response to the Student Success Task Force recommendations, and the biggest predictor of a college's SPAR rate is the zip code of students attending that college, with zip code acting as a proxy for socioeconomic status[2];

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps, but such gaps, when repeatedly reported, may serve to reinforce stereotypes about ethnicity and ability;

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[1] Board of Governors Meeting 9/10 – 11, 2012 Update on the Implementation of Student Success Task Force Recommendations

[2] Personal Communication, Patrick Perry at meeting of Task Force for the Accountability Report Card for Community Colleges meetings, Spring 2012

[3] More available upon request, see for example: Washington School Research Center, Technical Report #1, July 2001, *"The Relationship Among Achievement, Low Income and Ethnicity Across Six Groups of Washington State Students"*

[4]

!

discontinuance and related issues that have occurred since the 1998 paper *Program Discontinuance: A Faculty Perspective* was written and update the paper as necessary"; and

Whereas, The paper *Program Discontinuance: A Faculty Perspective Revisited* details the changes regarding program discontinuance and related issues that have occurred since 1998;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Program Discontinuance: A Faculty Perspective Revisited*.

Contact: Lesley Kawaguchi, Santa Monica College, Executive Committee

Appendix A

9.02 F12 Protecting Local Degrees

Whereas, Many colleges have AA/AS degrees that are not applicable for transfer yet fulfill labor market demand and student educational goals;

Resolved, The Academic Senate for California Community Colleges continue to advocate for the maintenance and integrity of local degrees.

Contact: Jon Drinnon, Merritt College, Area B

9.03 F12 Support Innovations to Improve Under-prepared non-STEM Student SucTjET Q q0.24 .,Q q0.24 .,Q q0.24 .,Qo Iu ha0.2 (ha) 0.2 (t)]TJET Q q0oBT 50 0 0 50 0 0 T

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Resolved, That the Academic Senate of California Community Colleges work with the Academic Senate of the California State University (ASCSU) to allow for Course Identification Numbering (C-ID) descriptor-based general education articulation; and

Resolved. That the Academic Senate for California Community Colleges work within the C-

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10.0 DISCIPLINES LIST

10.01 F12 Reconsideration for Adding Peace Studies to the Disciplines List

Whereas, The Academic Senate for California Community Colleges (Academic Senate) voted against a previous proposal for the creation of Peace Studies as a separate discipline on the 2010 Disciplines List and the current Academic Senate process requires that resubmitted proposals provide substantively different rationale and come forward either as a resolution from the Senate area meeting or as a resolution from the floor of the plenary session;

Whereas, The previous proposal failed because of the potential impact on smaller colleges in assigning disciplines; however, adding Peace Studies to the Disciplines List does not require local senates to assign any course to the new discipline but, rather, allows local colleges with larger programs in Peace Studies to assign courses to that discipline and to hire, retain, and promote qualified faculty to develop and teach courses and degrees in Peace Studies at a level commensurate with other systems of higher education where students are likely to transfer upon comne Si oflow0.2 (o drt) 0.2 (dv 0.2 (di) 0.2 (st) 0.2 (i)) -0.2(m) 0.2 (j) 0.23 (ir 0.2 (but) 0.2 (ra) 0.2 (ns) -

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textbooks due to escalating prices, forcing many to either postpone or decline the purchase of a textbook altogether, which could have an impact on their success and course completion;

Whereas, A growing number of digital Open Educational Resources (OER) now exist, including textbooks and instructional materials that are readily available to educators at no-cost, which, if deemed appropriate and employed by faculty, would provide significant savings to our students; and

Whereas, Recent legislation requires the participation of community college faculty with other higher education faculty to create a library of OER materials for use in California;

Resolved, That the Academic Senate for California Community Colleges support the appropriately expanded use of Open Educational Resources (OER) resources and work with our education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” -licensed[5] materials; and

Resolved, That the Academic Senate for California Community Colleges endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steinberg, 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourages their wide-spread availability for adoption and use.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

*11.01.01 F12 Amend Resolution 11.01 F12

Amend second whereas:

Whereas, Research has shown that access to and use of textbooks and ancillary materials are ~~important elements in~~ correlated to successful course completion by students, and students ~~struggle to pay for textbooks due to escalating prices, forcing many to either~~ postpone or ~~decline~~ the fail to purchase of a textbooks altogether due to escalating textbook prices and other

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to students who score at a particular level, and the Senate has several resolutions endorsing the use of EAP solely to identify and place students who do not need remediation into transfer-level courses;

Resolved, The Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Resolved, The Academic Senate for California Community Colleges support the conditional premise of California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework within a reasonable time frame at the colleges.

Contact: Beth Smith, Grossmont College, Executive Committee

For more information, please visit the following website: #$$%&''((()*+,-.$/01/,1.)+,2'

15.01.01 F12 Endorse Common Core State Standards in Mathematics and English

Amend the first resolve:

Resolved, The Academic Senate for California Community Colleges endorse ~~the intent of~~ the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer level coursework; and

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges support

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*17. 03 F12 Integration of Grants With College Planning and Budget Processes

Whereas, Unprecedented budget challenges are prompting California community colleges to seek alternative funding sources, such as grants, with increasing urgency;

Whereas, Grants are increasingly a de facto part of college planning and budget processes and are used to maintain and/or expand new and existing programs; and

Whereas, Failure to integrate grants development into college planning and budget development processes circumvents, and thus disrupts, those college processes;

Resolved, That the Academic Senate for California Community Colleges affirm that grant development processes are processes for institutional planning and thus fall under the purview of academic senates in accordance with Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Contact: John Freitas, LA City College, Area C

18.0 MATRICULATION

*18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment

Whereas, Current Title 5 requirements regarding eligibility for noncredit apportionment for supervised tutoring reference Education Code §84757 (a) (2) that limits apportionment to students enrolled in basic skills; and

Whereas, Current effective practice, identified in the *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course, while reducing the stigma and segregation associated with basic-skills-only support;

Resolved, That the Academic Senate for California Community Colleges explore with the Chancellor's Office what changes to code or regulation would be needed to collect noncredit apportionment for supervised tutoring regardless of student skill level.

Contact: Miya Squires, Butte College, Student Learning and Support Committee

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*18.01.01 F12 Amend Resolution 18.01 F12

Amend second whereas:

Whereas, Current effective practice, identified in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007), and elsewhere, specifies that mainstreamed, centralized tutoring programs most successfully support basic skill students enrolled in any course~~, while reducing the stigma and segregation associated with basic-skills-only support~~;

Contact: Jon Drinnon, Merritt College, Area B

19.0 PROFESSIONAL STANDARDS

19.01 F12 Faculty Professional Development College Program

Whereas, The Student Success Task Force (SSTF) final report notes that "Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success" 0.2 (i) .0.2 (c) 0.2 (t) 0.2 (:) 0.2 ( )] TJ ET Q0.24 72 487.68 cm1a.2 (s) -0.2 92125c[0.24 0

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19.01.01 F12 Amend Resolution 19.01 F12

Amend resolve:

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Smarter

Smarter Balanced and Higher Education: Preparing Young People for Postsecondary Success

The Smarter Balanced Assessment Consortium is creating next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics. With more than 40 states implementing the CCSS, the Smarter Balanced assessment system will allow states to certify that students have the knowledge and skills to meet the requirements of entry-level, credit-bearing postsecondary courses in these key subject areas.

Key Features of Smarter Balanced

- **A college- and career-ready evaluation** based on the CCSS with results that are comparable nationwide and internationally benchmarked.
- **High school scores indicate readiness** for credit-bearing postsecondary courses.
- **Extensive collaboration with higher education**, including representation from key higher education leaders on the Smarter Balanced Executive Committee and integration of representation of higher education in and across the advisory structure.
- **Innovative item types** go beyond multiple choice questions to include constructed response and performance tasks that measure critical thinking and problem solving needed in college-level courses.

Common Core State Standards

Developed by the Council of Chief State School Officers, the National Governors Association and 48 states—with significant input from higher education faculty—the CCSS define the knowledge and skills students need to know to succeed in college and the workplace. A recent survey of 1,800 higher education faculty found that the standards are sufficiently challenging to prepare students for entry-level postsecondary courses.

The Smarter Balanced assessment system—including summative and interim assessments and formative resources for teachers—will measure progress toward college- and career-readiness, providing accurate information about what students know before entering college.

Higher Education Involvement

Collaboration with higher education leaders and faculty is critical to ensuring the Smarter Balanced assessments allow students to demonstrate college-readiness. Representatives from higher education are involved in key design decisions—with the goal that colleges and universities across the Smarter Balanced member states will accept the assessment as evidence that high school students are ready for entry-level, credit-bearing coursework.

Each state is represented in the Consortium by a higher education lead. These leads coordinate engagement in their states and are assisted by the director of higher education collaboration and a cadre of regional senior consultants. Representatives from higher education hold two of nine seats on the Executive Committee and serve on key work groups.

Assessment Implementation Timeline

- Fall 2011—Higher education leads established
- Winter/Spring 2013—Pilot testing of assessment items and performance tasks
- Spring 2014—Field testing of summative and interim assessments
- 2014-15 School Year—Implementation of assessment system
- August 2014—Proficiency standards for college/career readiness established

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Jacqueline King (Jacqueline.King@SmarterBalanced.org), director of higher education collaboration.

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Implementing the Common Core State Standards:

JANUARY 2011

Key Areas for Higher Education Engagement

Aligning Key Policies for College Readiness. While the CCSS represent an important step, they are only one part of a broader agenda to align key policies for the school-to-college transition. For example, students and schools also need to understand college expectations in key academic areas beyond mathematics and English language arts, such as science, social studies, and foreign language. At the state level, K–12 and public higher education must fill in the gaps left by the CCSS by developing a more holistic definition of college readiness, including but not limited to mastery of the common standards. Such a definition may include establishing a model college-preparatory curriculum, defining standards in other academic areas, and specifying the other key skills students must develop to be college-ready. Statewide agreement on this definition will help frame subsequent discussions about key policies for the school-to-college transition, such as high school graduation requirements, course requirements for college admission, and college-level course placement standards, all of which send clear signals about expectations for college readiness.

It is important to note that, while the CCSS define the knowledge and skills that students must possess in mathematics and English language arts in order to be ready for college-level work, they do not set—or even suggest—minimum standards for college or university admission. Even if students are eventually unable to earn a high school diploma without meeting the CCSS benchmarks, there will still be considerable variation in student performance above that minimum standard. It will be up to higher education leaders and faculty to determine the standards of performance that are necessary for admission, separate from placement requirements.

Development of K–12 Assessments and Aligning Them with College Placement Policies. There is general agreement that the CCSS will not result in appreciable learning gains unless they are accompanied by state-of-the-art assessments, a means of holding students and schools accountable, and aligned curricula and instruction.

The U.S. Department of Education's Race to the Top grant competition included $362 million to fund a new generation of common assessments tied to the CCSS. In order for these assessments to have credibility as measures of college readiness, they must be developed with the participation of, and have significant buy-in from, the higher education community. To signal the importance of having higher education present and involved, the Department of Education made agreement by colleges and universities to participate in the design and development of the new assessments, with the goal of using the new tests to measure students' readiness for credit-bearing coursework, a major criterion for the Race to the Top assessment competition.

Two multi-state consortia, the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced consortia. Work is just beginning to design new assessment systems for grades 3 through 8 and high school, with the mandate that these assessments become operational in 2014–15.

assessment as indication that a student is ready for entry-level credit-bearing courses, and thereby exempt those students from remediation in mathematics and/or English. This approach is modeled on the Early Assessment Program in California, which exempts students who meet a set score on that state's 11th grade assessment from taking placement exams at either the California Community Colleges or California State University, and certifies that these students are ready for those institutions' entry-level, credit-bearing math and English courses. Importantly, this system gives an early warning to students if they are not ready for credit-bearing college coursework in English and math *il* *ill i* *i* education courses align to the common core? The CCSS thus opens up two types of exciting opportunities for higher education faculty: to work in collaboration with K–12 educators to create seamless transitions between sectors, and to reassess their own curricula for adult, developmental, and general education in light of these new common state benchmarks.

Teacher Preparation and In-Service Professional Development. As states move toward implementation of the CCSS, perhaps no issue looms larger for higher education than teacher preparation and professional development. Will current and new teachers be ready to teach to the new higher standards? What must colleges and universities do—both in their colleges of education and in their schools of arts and sciences—to prepare teachers to be effective?

In reaction to or parallel with the CCSS, there has been recent national teachers. Such groups will be invaluable as states wrestle with implementation in the areas such as assessment, curriculum, and teacher preparation and professional development. Likewise, state- or system-wide groups that bring together chief academic officers and/or deans can be important vehicles for disseminating information and engaging campus participation.

Finally, a number of cities, such as El Paso and San Diego, have already developed close partnerships among colleges, universities, and school districts. These existing partnerships can take implementation of Common Core to the local level, ensuring that the right teachers and faculty are engaged in key conversations.

Conclusion

In a recent speech to the Conference Board on the Mathematical Sciences, University System of Maryland Chancellor William "Brit" Kirwan said:

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For More Information

The following sites provide access to the standards documents, assessment plans, and an array of additional information:

..c. e a da d . . g: Official Common Core site, with access to the full standards documents and a map tracking state adoption.

..ac ie e. . g: A wealth of supplemental information, including comparison of the CCSS to American Diploma Project benchmarks.

..ac ie e. . g/PARCC/: Information on the Partnership for the Assessment of Readiness for College and Careers (PARCC), one of two state consortia awarded Race to the Top funds to create assessments linked to the CCSS. Achieve was chosen by the PARCC states as its project management partner.

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11/2/09

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Division Curriculum Representative: Date: [illegible]

College Curriculum Co-Chairman **Date:**

11/2/09

FOOTHILL COLLEGE

Stand-Alone Course Approval Request

Course #: MUS 35A **Division:** Fine Arts & Communication

Course Title: Special Projects in Music

Catalog Description:

A laboratory course involving an approved student project in traditional music such as

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A – Appropriateness to Mission

The objectives of this course, as defined in the course outline, are consistent with the mission of the

2 "A well-educated population being essential to sustaining and enhancing a democratic society. Foothill College commits itself to providing access to outstanding educational opportunities for all of our

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