

College Curriculum Committee
Meeting Minutes
Tuesday, March 6, 2012
2:04 p.m. – 3:26 p.m.
Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 21, 2012	Move to approve the minutes with one addition; #6 the suggestion was to <u>add</u> another Flex day to accommodate these discussions. (Hartwell, MacNeil) Approved.
2. Announcements	Speaker: Carolyn Holcroft, Scott Lankford
a. Compass Network Group	a. This meeting was chaired by S. Brantz, SJSU faculty member,
b. ASCCC Plenary Reminder	
c. Curriculum Updates	
d. Division Report Out	
e. GE Tracks	

	<p>provided information regarding interest -based GE and student retention rates thru these cohorts is quickly getting higher and higher , especially with students of color. One advantage to tracks is that they can indirectly lead to cohort formation, and cohorts have been shown to significantly increase success among Latino and African American students. Holcroft is working with a few faculty to develop a GE track around sustainability. Please continue to discuss the idea of GE tracks with your constituents.</p>
<p>3. Consent Calendar: a. General Ed Applications</p>	<p>Speaker: Carolyn Holcroft Motion to approve all items. (Starer, Ziegenhorn) Approved. Area 1: ENGL 24, MUS 7, 7D, PHOT 11 Area IV: POLI 9 Area VII: BIOL 9, CNSL 1, 2, 90, COMM 2, 10, 12, CRLP 55, 70.</p>
<p>4. Non-credit Curriculum Process Transition</p>	<p>Speaker: Denise Swett Non-credit curriculum yearly update . The non-credit curriculum process is defined in the Faculty Handbook. The NC committee is made of faculty from various discipline areas since several non-credit areas don't fall neatly into any of our designated departments/divisions . Course creation occurs when a faculty member approaches Denise Swett with an idea. If could potentially serve FH students, a number is requested and the faculty member writes the outline, it's reviewed and forwarded thru the dean, cur reps and forwarded to the Instruction Office through the C3MS processing system. When the course reaches the Instruction Office, it is forwarded to the CCC for review and approval. If the course is approved by CCC, it then goes to the FHDA Board for approval and then to the State Chancellor's Office for final approval. Swett gave update about the courses/programs currently offered.</p>
<p>5. GE SLOs</p>	<p>Speaker: Carolyn Holcroft Accreditation considers GE a program and therefore we must have Program Learning Outcomes. We currently use 'The Four Cs' as both our Institution Level SLOs and our GELOs. Many faculty teaching GE courses forget to add reflections about whether students are successfully mastering the appropriate GELO(s). Reminder that ACCJC requires us to be proficient in the SLOAC process by</p>

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Subject to change

This year's Spring Plenary Session will be held in conjunction with the Annual CIO Conference. Please continue to visit our website for more details about our joint program opportunities.

Thursday, April 19, 2012

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

8:00 a.m. to 8:30 a.m. Continental Breakfast

8:00 a.m. to 8:30 a.m. Candidate Information Session

9:30 a.m. - 3:30 pm: Consultation Council

9:00 a.m. to 10:15 a.m. First Breakout Session

1. Nuts and Bolts
 2. Innovations in the Delivery of Instruction and Student Services
 3. Helping Colleges Prepare for Extreme Budget Fluctuations
 4. Creating a Process to Rapidly Respond to Urgent Issues
- Statewide E!

3:30 p.m. to 4:30 p.m. Second General Session: Student Success Task Force

4:30 p.m. to 6:30 p.m. Caucus Meetings

4:45 p.m. to 5:45 p.m. Resolution Writing

5:00 p.m. to 6:00 p.m. Discipline List Hearing

6:00 p.m. to 6:30 p.m. Candidate Orientation

6:30 p.m. to 8:30 p.m. Presidents' Reception *featuring Mira and the Coasters*

Friday, April 20, 2012

7:30 a.m. Registration/Delegate Sign In

8:00 a.m. to 8:30 a.m. Continental Breakfast

8:30 a.m. to 9:45 a.m. Third General Session: Election Speeches

10:00 a.m. to 12:00 p.m. Area Meetings

12:00 p.m. to 2:00 p.m. Fourth General Session: Lunch and Presentation

2:15 p.m. to 3:30 p.m. Fourth Breakout Session

1. S&P Equivalencies
2. Associate Degrees for Transfer: Messaging to and Counseling for Students
3. Legislation and Advocacy
4. SSTF Implementation Hot Topics
5. Guiding Planning with Assessment
6. Lessons Learned from Finland's World Class Educational System

3:45 p.m. to 5:00 p.m. Fifth Breakout Session

1. COMPASS and Reitalizing GE
2. Building Connections with Other Campus Constituencies
3. What Has the Senate Done for you Lately?
4. Ending Harassment, Intimidation, and Bullying
5. Dealing with Grants that Inhibit Curriculum Development
6. Textbook Affordability

5:15 p.m. to 6:00 p.m. Officers Candidate Forum

5:15 p.m. to 6:00 p.m. Resolution Amendment Discussion Breakout

5:30 p.m. to 7:00 p.m. Caucus Meetings

6:15 p.m. to 6:45 p.m. Executive Committee Meeting

6:00 p.m. to 7:00 p.m. Presidents Circle Reception *(sponsored by The Foundation)*

Saturday, April 21, 2012

7:30 a.m. Registration/Delegate Sign In

7:30 a.m. -8:15 a.m. Breakfast

8:00 a.m. to 12:00 p.m. Fifth General Session

12:00 p.m. -12:45 p.m. Lunch

1:00 p.m. -5:00 p.m. General Session Continues

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555 CAPITOL MALL, SUITE 525 SACRAMENTO, CA 95814
(916) 445-4753

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1 The Role of Counseling Faculty and
2 Delivery of Counseling Services
3 in the California Community Colleges

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5 ADOPTED FALL 1994; REVISED AND ADOPTED SPRING 201 2

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7 Academic Senate for California Community Colleges
8 COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE
TRANSFER AND ARTICULATION COMMITTEE 2011

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Group, and in particular to Lew Mayhew, Modesto College ,

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What's New in the 2012 Revision ? The original paper, "The Role of Counseling Faculty in the California Community Colleges" (1994), provided principled positions of the Academic Senate regarding the essential function of counselors and the delivery of counseling services in helping students achieve success. The paper concluded with specific guidance on appropriate roles for paraprofessionals, and an appendix addressed the role of faculty advisors. Much of the content from the original paper remains in this version because, nearly thirty years after the 1986 Seymour-Campbell Matriculation Act, it is still compelling and necessary for ensuring quality educational experiences for students and useful for local senates in crafting initiatives to improve student success. Some of the Title 5 regulation language has been removed, as legislation pertaining to matriculation is under revision at this time due to the Board of Governors' 2012 endorsement of the Student Success Task Force Recommendations. Added to the paper is a description of education plans and a section on technology and online counseling, and the sections on paraprofessionals and faculty advisors have been incorporated into the body of the paper rather than included as an appendix. Summary recommendations have also been included in this revision.

Introduction

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122 Community Colleges direct the Executive Committee in consultation with
123 counseling faculty, to recommend standards for counseling
124 paraprofessionals to the Board of Governors that define the role and
125 scope of persons in paraprofessional counseling positions and ensure
126 that the professional counseling services are not being provided by
127 paraprofessionals.

128
129 Resolution 8.01 in Fall 2011 directed the Academic Senate to update the
130 original paper:

131
132 Whereas, The Academic Senate for California Community Colleges' 1994
133 paper "The Role of Counseling Faculty in California Community Colleges"
134 describes a range of activities performed by counseling faculty which are
135 still appropriate for counseling in the 21st century but do not include how
136 the role of counseling has evolved with the introduction of technology;

137 Whereas, The Academic Senate for California Community Colleges
138 adopted the 2003 Consultation Council Task Force on Counseling Report, as
139 well as the new minimum qualifications for the counseling discipline,
140 neither of which are reflected in the existing paper;

141 Whereas, In Spring 2008 the Academic Senate for California Community
142 Colleges passed resolution 8.01 (Support for Online Counseling Services)
143 which in part called upon the Academic Senate to develop written
144 documents describing effective practices for the provision of online
145 student services in the California community colleges; and

146 Whereas, Colleges continue to hire paraprofessionals without regard to the
147 guidelines outlined in the 1994 paper or subsequent resolutions approved
by the Academic Senate calling for colleges to adhere to the principles 64so-61.7 (t)0.1 (i) 0.2 (v)

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159 The purposes of this paper are three fold. First, it clarifies the role of the
160 counseling discipline and provides a description of a comprehensive student
161 education plan in the California Community College system. Second, it
162 provides a foundation for discussion of the uses and restrictions of
163 paraprofessionals in the delivery of counseling services. Third, it offers updates
164 on minimum qualifications, the use of faculty advisors, and current trends in
technological tools and online counseling , as well as adviiction

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200 colleges instituted or expanded the role of the faculty advisor.

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202 In 2003 , an increasingly diverse student population, variable funding, and
203 other legislative imperatives were still the norm, yet it was not until the

204 Academic Senate adopted the Consultation Task Force Report on Counseling
(2003) that attention

243 ! In 2011-12, California community colleges continue to be one of the most diverse systems of higher education in the nation and face the challenge of

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¥ Recommended c

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410 problems require counseling faculty to respond with an array of professional
411 skills, sensitivities, and counseling techniques, all grounded in an
412 understanding of human development. Most interactions with students
413 regarding academic matters require sensitive counseling evaluations and are
414 not, as some believe, simply the provision of curriculum information.
415

416 When access to career counseling is reduced, students may spend more time in
417 college and more effort than necessary wrestling with career decisions, remain
418 longer as undeclared majors, take a number of courses without a sense of
419 purpose, lose motivation and drop out, or, in fact, obtain a degree without a
420 clear career goal. A counselor's guidance through this natural struggle is
421 paramount. As long ago as in 1987 Vincent Tinto, recognized leader in student
422 success research, noted that 75% of students will experience uncertainty with
423 stated educational goals, both academic and occupational, and data from the
424 2011 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities
425 Survey Summary Report reveal that community college students rank
426 counseling and academic advising as important or very important and student
427 satisfaction is tied to effective academic advising services.
428

429 Personal counseling is also critical to ensure the success of many of our
430 students. Young students experiencing the stress of their transition into
431 adulthood and re-entry students balancing the burdens of work, family and
academics are both certain to ~~famama~~family ar 50 0 0 T3 0 0 0.24 72.24007 33 0.24 0 0 0.24

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581 necessary for successful advising. Instructors who advise and the
582 counselors who train them share the responsibility to make faculty
583 advising activities a supplement to, rather than a replacement for,
584 counseling services.

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586 Counseling departments should develop a clear written process for engaging
587 faculty advisors as well as provide sufficient training for the advisor to be
588 successful. All parties must understand the following distinctions between
589 counseling and advising and understand that faculty advisors are clear about
590 circumstances under which they must refer a student to a counselor:

- 591
- 592 ¥ Advising focuses on giving students the information they need to reach their stated goals.
593 Advisors explain and clarify this information for students and present their material in a
594 manner sympathetic to the needs and situation of the student. Advising responds to
595 student requests for discipline-specific information.
 - 596
 - 597 ¥ Counseling is required when the student needs more than just specific information.
598 When goals are not yet set, when decisions are not yet made, when the problem goes

624 ! and expanding into the online realm to ensure that students have access to

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667 more commonplace and increasingly accessed by students at community
668 colleges. And while colleges must meet students where they are technologically,
they must equally be mindful of those

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- 750 1. Work with counseling faculty to establish competencies expected of
751 paraprofessionals.
- 752 2. Support and insist on counseling faculty supervision of all training for
753 paraprofessionals working in the counseling department.
- 754 3. Clarify the limits for the use of paraprofessionals in order to protect the
755 integrity of the counseling discipline. When activities with students go
756 beyond providing specific requested information --into the areas of goal
757 setting, planning, and decision -making --the student needs to be referred
758 to a counseling faculty member.
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793 Counseling departments should schedule regular training sessions for
794 counseling faculty interested in participating in online counseling and/or
795 advising.

796 11. Be mindful of the distinctions between counseling and advising and
797 online counseling and online advising when developing and
798 implementing policies and procedures related to counseling services.

799

800 **References**

801

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Hirschinger, James, Farland

! 878 Appendix A
879 Sample Education Plans

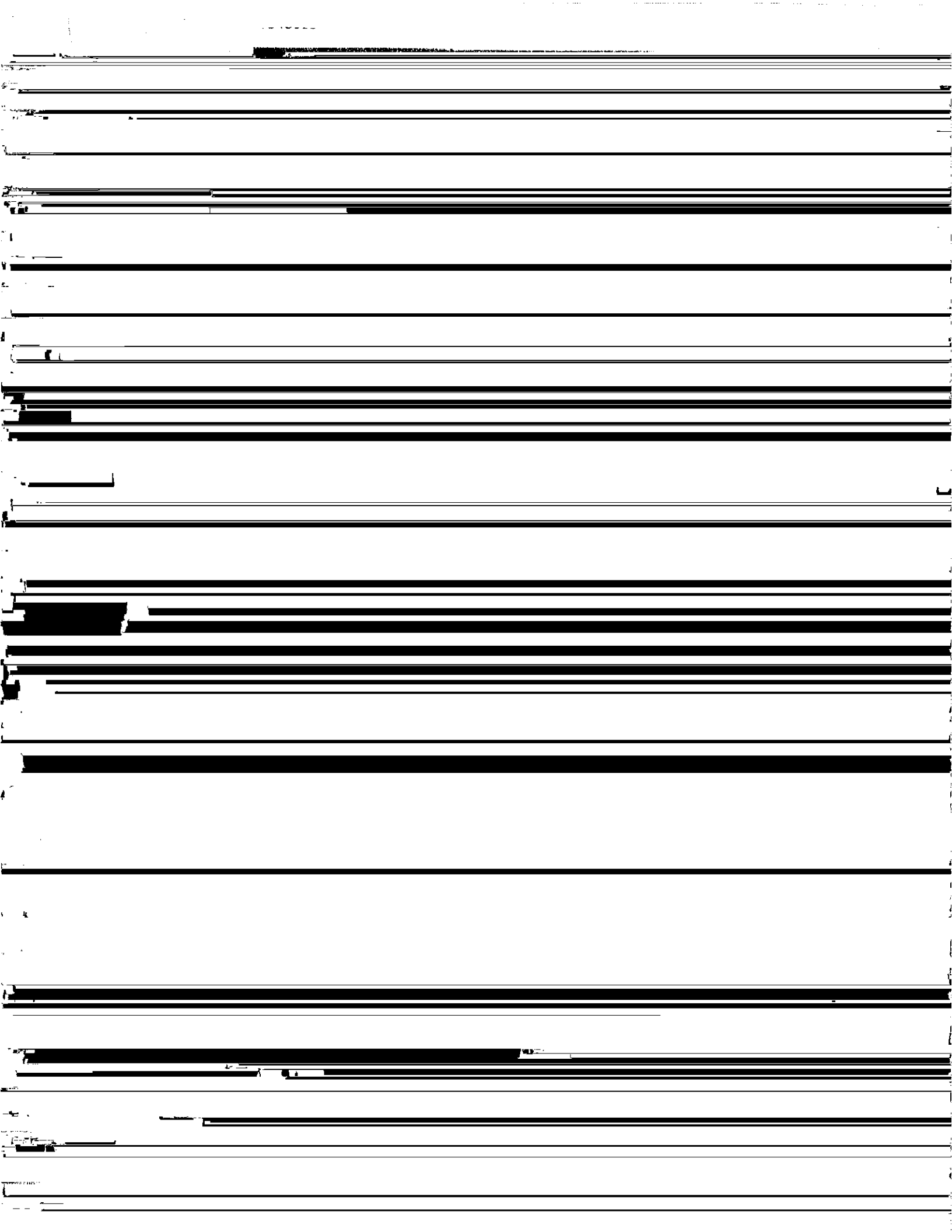
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Univ/College: _____ Major: _____
General Ed Pattern: _____

Fall 2012	Units

Spring 2013	Units

Summer 2013	Units

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LAST Name

First Name

WORK PHONE NO.

General Education Recommendations for CSET Preparation

Multiple Subject Student Educational Plan (SEP)

General Education Recommendations for CSFT Preparation

Department

G GUIDE

12 Units

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13 Units

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Units

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Setting Course Enrollment Maximums : Process, Roles, and Principles

Academic Senate for California Community Colleges

Spring 2012

Curriculum Committee 2011 -2012
David Morse, Long Beach City College (chair)
Julie Bruno, Sierra College
Rich Copenhagen, Student
Maria Heredia, City College of Ma riso

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Table of Contents

Abstract

I. Introduction

II. An Overview of Process

III. Roles and Guiding Principles for Discipline Faculty

IV. Roles and Guiding Principles for Curriculum Committees

V. Roles and Guiding Principles for Academic Senates

VI. Roles and Guiding Principles for Bargaining Units

VII. Roles and Guiding Principles for Administration

VIII. Conclusions

IX. Appendices and Examples

Appendix A: Check List for Curriculum Committee Use in Determining Course

Enrollment Maximums

Appendix B: Class Enrollment Maximum Process Example from Mt. San Antonio
College

Appendix C: Class Enrollment Maximum Process Example from Cuesta College

Appendix D: Mathematical Model for Determining Course Caps

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Abstract

Appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs. Colleges must consider many factors in establishing these enrollment limits, including legal codes, student and instructor safety, instructor workload, and the fiscal viability of the institution. However, the primary basis of any determination regarding enrollment maximums should be the pedagogical factors that influence the success of the students in the course. Many different college constituencies have roles to play in establishing appropriate enrollment limits, including discipline faculty, curriculum committees, academic senates, bargaining units, and administration. This paper outlines the proper roles for each of these constituencies and offers suggestions for establishing clear processes through which decisions regarding enrollment maximums may be made.

I. Introduction

Learning occurs in many places on a college campus but is most commonly initiated and facilitated in one place more than any other: the classroom, where teachers and students interact as instruction takes place. Even if the classroom is virtual, the learning environment begins when relationships among all participants begin to form. ,T0 0 0 50 0 0 Tm /ET

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for each course should be documented in the Course Outline of Record (COR) or other official addenda. How that course enrollment maximum is set should originate with

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sizes can stretch faculty resources and time, causing many faculty to rely on abbreviated means of grading and spending fewer minutes per assignment per student than is effective or desirable, resulting in a less than favorable learning experience for the students.

- B. The number of students in the class should be appropriate to the method of presentation used in the class (Lecture, lab, online, etc.) .

The manner or medium through which a class is presented should be considered when establishing the class enrollment maximum . This consideration might take

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- C. The number of students enrolled in the class should be conducive to the use of a variety of effective grading processes (take-home writing assignments, essay exams, scantrons, presentations, etc.)

Different classes are not only conducted differently but also feature a variety of types of assignments that are deemed appropriate or necessary to meet the learning objectives of the course. A number of factors involving the specific assignments for a class can impact the workload for the instructor and therefore the amount of attention that can be given to each student.

Written assignments, if evaluated carefully and in detail, can require a significant amount of time and effort on the part of the faculty members. Reading and providing thoughtful feedback on student writing may present an unreasonable challenge if a class is too large or has been overenrolled. A course with longer, more numerous, and more complex written assignments, both in and out of class, may appropriately be assigned a lower enrollment maximum in order that students may receive sufficient guidance from the instructor. Such expectations must of course be consistent across all sections of the course and should be specified in the Course Outline of Record.

In addition to the time and effort involved in evaluating student work, faculty must also be certain that the work is authentic and original. Academic honesty may therefore be another relevant aspect of determining appropriate class sizes. To best facilitate academic honesty, the teacher must have a manageable class size. Even the most diligent, attentive teachers have a challenge in monitoring students during an exam when an excessive number of individuals must share the instructional space, particularly if the space is as complex as many lab environments or as expansive as large lecture halls. In order to address potential problems with cheating and plagiarism, class caps must be set in a way that gives the teacher the ability to successfully monitor student work and testing situations.

The types of assignments required during class time may also be a factor to consider in establishing 5000 Tm

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objective, yet clearly pedagogical, factors in identifying the appropriate enrollment

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this paper. Discipline faculty should be afforded the opportunity to explain or defend their conclusions, and the Curriculum Committee must make certain that the discussion by the discipline faculty has been comprehensive and conscientious.

- B. Curriculum Committees should review the data upon which the recommendations of discipline faculty are based to ensure that the data are appropriate and have been given proper consideration.

In evaluating the recommendations of the discipline faculty, Curriculum Committees should review the data upon which those recommendations are based. College research staff may assist the committee in analyzing the data to ensure that it has been interpreted thoughtfully and accurately. This process should not imply that the expertise of the discipline faculty is being second-guessed by the Curriculum Committee in terms of the faculty's pedagogical approach or assessment of student needs within the discipline. Rather, the committee is performing a quality check to ensure that the discipline faculty have considered the data purposefully and effectively and used it to support the conclusions they have reached.

- C. Special population classes (such as those for honors programs) may have valid claims to smaller class sizes.

Some courses in the curriculum of every college are designed for specific populations, and in some cases the design and demands of such courses may justify a lower enrollment cap. In honors program courses, for example, a part of the higher-level student experience is based on the assumption that there will be more extensive interaction with both the instructor and the other students, more opportunities for participation and in some cases more writing or other coursework that must be evaluated by the instructor; for these reasons, a smaller class size may be necessary to allow for this enhanced interaction and instruction. Similar justifications regarding a need for greater student interaction and attention may exist for various other special population classes.

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In order to maintain a sense of balance and fairness, the Curriculum Committee should establish a well-defined set of parameters or criteria for determining when student needs justify a smaller class size. Such criteria may involve many of the issues raised

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- A. Administration must work within the process for establishing course enrollment maximums to ensure the fiscal viability of all courses while still ensuring that academic quality is not diminished.

Because community colleges in California are funded based on enrollment, class sizes have a direct relationship to the economic health of the institution. While the primary basis for determining course enrollment maximums should involve pedagogical factors and instructional excellence, administrators must ensure that budgetary realities are also considered. By working along with faculty, through either the Curriculum Committee or other approp

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to enhance the learning environment and experience for students. Administrations must ask for a reasonable class maximum so as to allow the college to be fiscally responsible. Bargaining units may have negotiated course maximums which are in the contract and the degree of freedom allowed to individual faculty in making exceptions to those maximums. Facilities and physical space available also contribute to decisions about the number of students to allow enrollment into a specific instance of a class. Distance education courses may place additional demands on faculty and therefore may require separate consideration regarding class size when courses are submitted to the curriculum committee. Each aspect of the course design and delivery plays a critical role in appropriately setting course maximums. Discipline faculty, curriculum committees, academic senates, bargaining units, and administration all have roles to play in determining and enforcing course enrollment maximums, and all must work together according to clearly established processes in order to ensure that the primary factor in all decisions about enrollment limits is the attainment of student success in the course.

References

Academic Senate for California Community Colleges. (2003). Survey of Effective Practices in Basic Skills Retrieved from <http://asccc.org/sites/default/files/BasicSkillsEffective.pdf>

Academic Senate for California Community Colleges. (1995). Curriculum Committee Review of Distance Learning Courses and Sections Retrieved from <http://asccc.org/sites/default/files/DLReview.pdf>

American Mathematical Association of Two Year Colleges (1993). Guidelines for Mathematics Departments at Two Year Colleges American Mathematical Association of Two Year Colleges Opening Doors Through Mathematics. Retrieved from <http://www.amatyc.org/documents/Guidelines>

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Appendix B: Course Enrollment Maximum Process Example from Mt. San Antonio College

MT. SAN ANTONIO COLLEGE Procedures for Petitioning for Establishing/Amending Class Size

All requests for establishing or changing class size must be reviewed by the Class Size Committee. All forms described below are to be submitted through the Educational Design Committee after official review of courses. The Class Size CommittdhW.2 (hW5 0u) 0.2 (r) -0.2 .ytt6

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Section II : Contact colleagues, department chairs, division secretaries, or the Office of Instruction at benchmark colleges for assistance in providing official documentation of class size. Please identify name, title, and phone number of contact person at benchmark college if official documentation is not available.

If external accrediting organization is used as source for benchmark data, please provide name of organization and contact information for the person who provided the data.

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FORM A

MT. SAN ANTONIO COLLEGE
PETITION FOR CLASS SIZE APPROVAL
NEW COURSE PROPOSALS

(Class Size Consistent with Existing Class Limits) (

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I. Course name and number _____

Units _____ Hours per week class meets _____
Lecture Lab

Proposed class size limit (maximum): _____

Class size limits for 2-3 similar courses in the department:

(1) _____
Class Class Size Limit

(2) _____
Class Class Size Limit

(3) _____
Class Class Size Limit

Submitted by _____
Faculty Member Department

Campus extension _____ Email address _____

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FORM B

MT. SAN ANTONIO COLLEGE

PETITION FOR ESTABLISHING / AMENDING CLASS SIZE !

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II. Course name and number _____

Units _____ Hours per week class meets _____

New _____ Amendment _____ [check one]

Proposed class size limit: _____ Former class size limit:

Submitted by _____

Faculty Member

Department

Campus extension _____ Email address _____

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¥ Use the space below to provide explanation of teaching approaches you believe will help justify the class size limit you are proposing. (Attach a separate sheet if necessary.)

¥ Technology/seat capacity: How is this capacity connected to educational outcomes? Please explain.

¥ Safety issues and legal mandates regulating class size:

¥ Enrolment trend for the last two semesters [for amended class size requests only]:

	Semester 1	Semester 2
Beginning enrolment	_____	_____
Ending enrolment	_____	_____
Grade distribution %	A _____	_____
	B _____	_____
	C _____	_____

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D _____	_____
F _____	_____
W _____	_____
I _____	_____

¥ Other special considerations:

Please attach a copy of the official course outline and a representative syllabus to this petition.

Date submitted to Class Size Committee: _____

Date of decision by Class Size Committee:

Follow-up notification of decision:

- _____ Requesting faculty member
- _____ Educational Design Committee
- _____ Other

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- o Course-level or Program-level Student Learning Outcomes
- o Course objectives in the COR

F. Use of Existing Course Cap for a similar course(s) within the discipline

- o For new courses only -- can not be used as one of the required criteria for modifying an existing course cap
- o New course should be comparable (i.e. objectives, topics and scope, assignment, assessment, and pedagogy) to other course(s) in the discipline!

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Appendix D: Mathematical Model for Determining Course Enrollment Maximums

One method for determining the appropriate course size is with a mathematical model. The model described here can be easily implemented with a spreadsheet which makes it readily useable by discipline faculty or curriculum committees.

To use the model, the tasks must be completed by the Academic Senate or curriculum committee.

1. First, pedagogical, academic or student based criteria must be identified. Six to eight criteria are optimal, though the model can work with as many as 10 criteria. Examples of these criteria are level and complexity of assignments, faculty workload, homogeneous or heterogeneous preparation of students, etc.
2. Next, each of the criteria must be weighted based on the value given the criteria by the faculty. It's possible to weight all the criteria equally, but chances are that the faculty may find that some criteria tend to stand out as more important, critical, or valuable when comparing all the criteria against each other. The weights of each criteria should add to 100%. (and each weight will be recorded as the decimal version of the percent).
3. Finally, and the most challenging, is to assign optimal class sizes to each criterion. These optimal numbers could come from negotiated values, the college down the street, a standard at the local university for the size of recitation sections (not large lectures since community college faculty do not have graduate assistants), or other reasonable measures.

An example is provided for clarity. All numbers and values are strictly for explanatory purposes and should not be seen as the recommended values by the Academic Senate

Criteria	Initial Course Size for this Criterion	Faculty determined weight for the criterion	Product of column two and three
Complexity of assignments	25 (this number is based on a negotiated class size for a similarly complex course)	0.50	$25 \times 0.50 = 12.5$
Faculty Workload	40 (this number is based on the generic course max defined by the college)	0.30	$40 \times 0.30 = 12$

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Heterogeneous
Preparation of
Students

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General Education Review Request

AREA I - HUMANITIES

Course Number & Title: MUS 1 INTRODUCTION TO MUSIC

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:

- H1. Acquire knowledge and understanding of significant works of the human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 1: Introduction to Music

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

A study of Western music and its place in civilization. Selected listening and readings from the masterpieces of music of Europe and the Western Hemisphere with an emphasis on methods of comprehension, listening techniques, the elements of music, primary musical forms, and a wide concert repertoire. Includes a study of how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history. A variety of media consisting of slides, videos, recordings, and lecture will be used. Live performance used when possible.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course objective(s):

A study of Western music and its place in civilization. Selected listening and readings from the masterpieces of music of Europe and the Western Hemisphere with an emphasis on methods of comprehension, listening techniques, the elements of music, primary musical forms, and a wide concert repertoire. Includes a study of how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Understand the different effects that social, political, philosophical, and religious thinking had on artistic expression with particular emphasis on music.

Distinguish between various types of music in the Western world.

Identification of non-musical trends, artistic styles, or concepts that had a

General Education Review Request
AREA I - HUMANITIES

Comprehend how social, political, philosophical, and other artistic developments of music influenced compositional thinking and how these were integrated into the different periods of Western musical history.

Identification of non-musical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

H3. Develop appreciation for what is significant about human life and its creations;
Matching course objective(s):

General Education Review Request
AREA I - HUMANITIES

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature

General Education Review Request
AREA I - HUMANITIES

Comprehend how social, political, philosophical, and other artistic developments outside of music influenced compositional thinking and how these were integrated into different periods of Western musical history.

Understand the different effects that social, political, philosophical, and religious thinking had on expression with particular emphasis on music.

H9. Appreciation of our common humanity within the context of diverse cultures;
Matching course objectives with the content

General Education Review Request
AREA I - HUMANITIES

Laboratory Exercises: Weekly lab exercises consisting of group activities such as listening, video critique, distinguishing different instruments from the orchestra. These cover and supplement as reading and lecture topics

B2. Computation (appliance) (f /F3.0 1r q 0.24 0 0 0.24 T.s (e) 0.2 aeDm /F324 0.4.24 0 0 t.() 5 (T (i) 5 W -0 0 41 0 0 Tm /F

General Education Review Request
AREA I - HUMANITIES

critique, distinguishing different instruments from the orchestra. These ~~and~~ supplement assigned reading and lecture topics.

Identification of nonmusical trends, artistic styles, or concepts that had a major effect on Western music development.

1. Absolute Monarchy
2. 18th century Enlightenment
3. 19th century literature
4. Impressionism in painting vis a vis late 19th century music
5. Expressionism in painting vis a vis early 20th century music

Requesting Faculty: Paul Davies _____ Date: 11/6/2011 _____

Division Curr Rep: Robert Hartwell _____ Date: 2/24/12 _____

REVIEWCOMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I SubCommittee recommends approval.

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: COMM1A: Public Speaking _____

Breadth Criteria:

At least one of the following criteria must be met:
1. The course must include a minimum of 15 hours of instruction in the area of communication and analytical thinking.
2. The course must include a minimum of 15 hours of instruction in the area of communication and analytical thinking.
3. The course must include a minimum of 15 hours of instruction in the area of communication and analytical thinking.
4. The course must include a minimum of 15 hours of instruction in the area of communication and analytical thinking.
5. The course must include a minimum of 15 hours of instruction in the area of communication and analytical thinking.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: COMM1A: Public Speaking

Course Outline of Record

Depth Map: Must include the following:

C1. Application

Matching course component(s):

1. Introduction

C2. Definition

1.1

Matching course component(s):

2.A. Introduction

C3. Definition

1.2

Matching course component(s):

2.D. Conclusion

C4. Comparison

1.3

Matching course component(s):

2.G. Evaluation

Depth Map: should include some or all:

C5. Comparison

1.4

Matching course component(s):

2.I. Conclusion

General Education Review Request

AREA V -

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

Ap _____ Dd _____ CCC Co-Req _____ De _____

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: COMM1B: Argumentation & Persuasion

questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility

Breadth Criteria:

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

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

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

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

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning,

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: COMM1B: Argumentation and Persuasion

General Education Review Request
AREA V DEPARTMENT OF COMMUNICATION & ANALYTICAL THINKING

Lauren Velasco and Marnie Francisco

Comments:

We approve this course

Approved:

General Education Review Request

AREA V D

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

see below:

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

- 4.B.1. Roles, status, and power
- 4.B.2. Establishing mutuality of concern
- 4.B.3. Elements of interpersonal attraction
- 4.B.4. Developing trust
- 2.D. Recognize principles and appraise styles of leadership.

C6. Identify goals when applying analytical skills

Matching course component(s):

4.E.2. Reaching consensus.

4.D.2. Approaches to problem solving

 4.D.2.a. Descriptive approach

 4.D.2.b. Functional approach

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General Education Review Request

AREA V Đ

General Education Review Request

AREA VII – LIFELONG LEARNING

Course Number & Title: Health 21 Contemporary Health Issues

Breadth Criteria:

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

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

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

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

Depth Criteria for Area VII – Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member (f) 3 (and) 3 (ef) 3 (ef) 32

General Education Review Request
AREA VII ∅ LIFELONG LEARNING

Course Number & Title: HEALTH 21 Contemporary Health Issues

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

Depth Map: Must include the following:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s):

Under Section 2.Course Objectives

A. Appraise and evaluate personal and societal health risk factors and alternatives.

B. Recognize, examine and evaluate personality and emotional health.

D. Explain the dynamics of family and personal relationships including social violence.

H. Explain the role of physical activity and physical fitness.

General Education Review Request
AREA VII – LIFELONG LEARNING

C. Students are assigned weekly projects such as a written dietary analysis.

D. Students are assigned journal reports of community activities.

Depth Map: Additionally , must include at least one of the following:

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;

Matching course component(s):

Under section 2:Course Objectives

H. Explain the role of physical activity and physical fitness.

L9.

General Education Review Request
AREA VII – LIFELONG LEARNING

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

Matching course component(s):

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

General Education Review Request
AREA VII ∅ LIFELONG LEARNING

Matching course objective(s):

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

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

Matching course objective(s):

6B: Four projects on disability including but not limited to: Using chart/ spreadsheet, letter and essay formats, list strengths, challenges, culture and linguistics of persons with specific disabilities and show compensatory strategies that allow the subjects to function in society.

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

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

Matching course objective(s): See Section 6., Methods of Evaluation, General narrative and specific examples from C. Final Project

B4.

General Education Review Request
AREA VII – LIFELONG LEARNING

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bernie Day, Gillian Schultz, Mary Thomas.

Comments:

The review committee recommends approval.

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

100TH ANNIVERSARY

100 Years of the National Aeronautics and Space Administration

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COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) BACKGROUND DOCUMENTS

ASCCC CLEP Resolutions

College Level Examination Program (CLEP) Exam Equivalency List

Spring2011
Resolution 09. 01

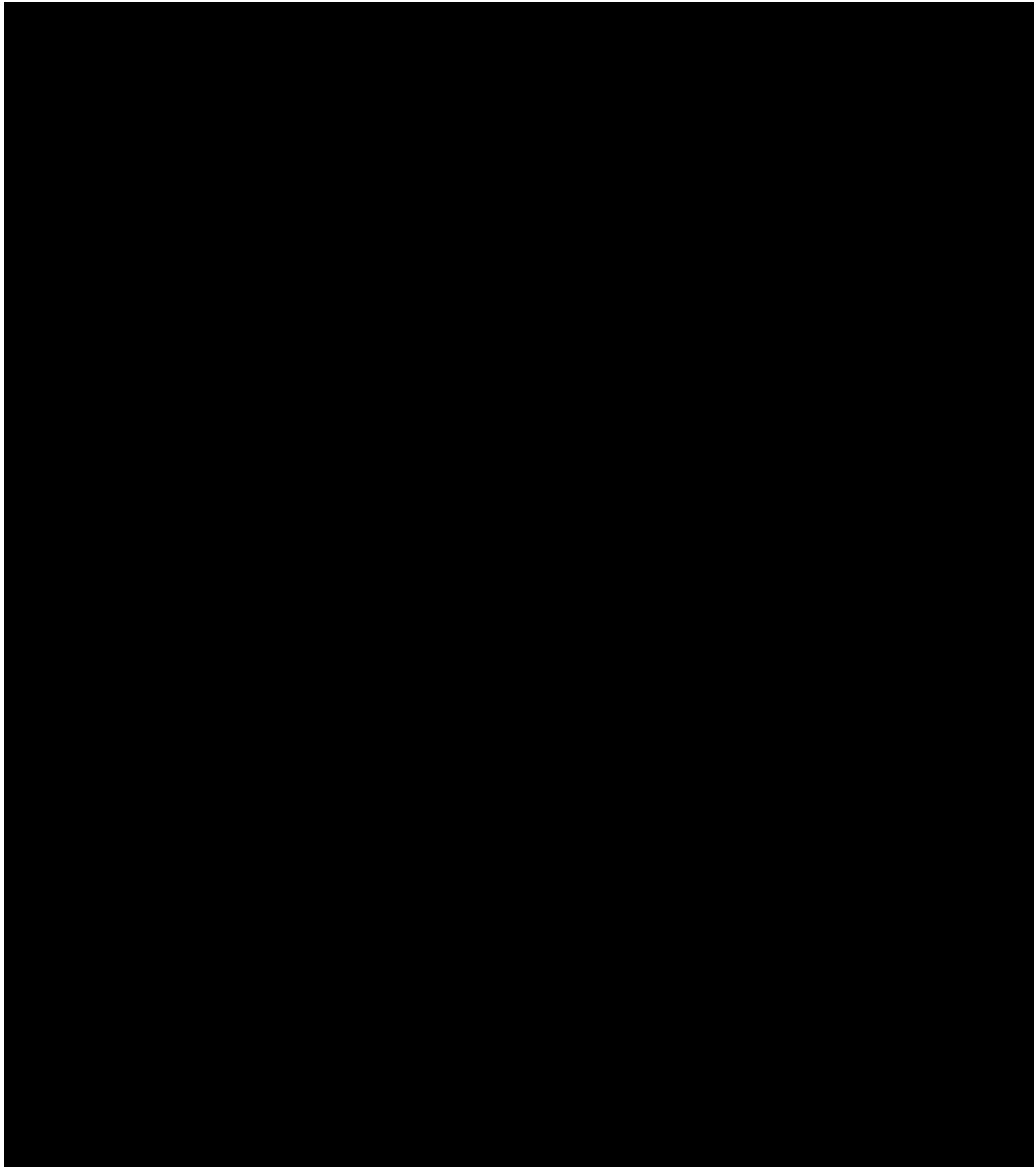
Presenter: Estela Narrie, Santa Monica College, Transfer and Articulation Committee
Topic: Curriculum
Status: Assigned

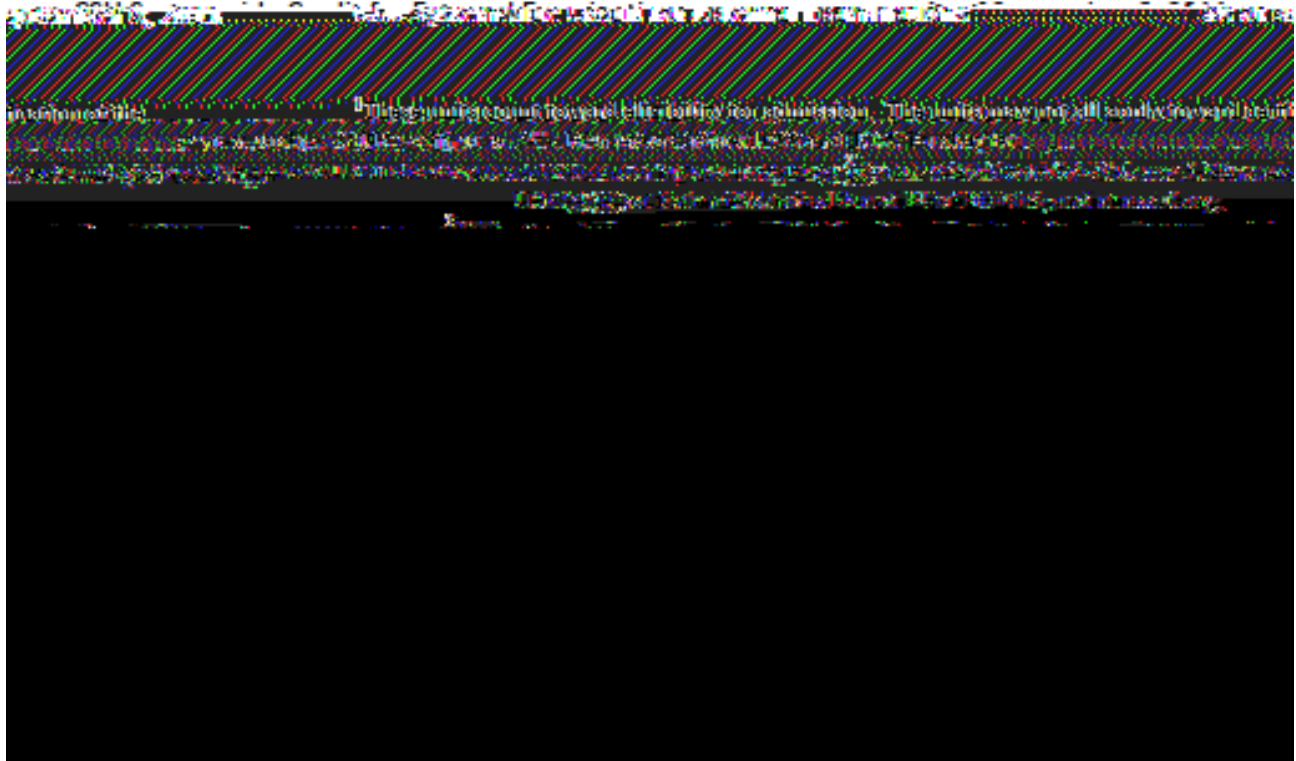
Whereas, Resolution 9.04 F10 College Level Examination Program (CLEP) Exam Applicability to Associate Degree

work schedules, and other factors, and CLEP exams have made earning college credits a realistic possibility for these individuals; and

Whereas, CLEP general education subject area applicability exists ~~system~~ for students completing California State University General Education Breadth (CSU GE), but the University of California does not accept CLEP exams for

CSU POLICY ON CREDIT FOR EXTERNAL EXAMINATIONS





Department	Course Title	Course No.	Fall Semester			Spring Semester		
			Sec.	Cr.	Prereq.	Sec.	Cr.	Prereq.
Religious Studies		RE 101	3	3	NA	3	3	NA

Business Administration	Principles of Accounting (Prereq: June 2007)	ACC 101/102	3	3	NA	3	3	NA
Business Administration	Principles of Management	MG 101	3	3	NA	3	3	NA
Business Administration	Principles of Marketing	MG 155	3	3	NA	3	3	NA
Social Sciences and History		SS 101	3	3	NA	3	3	NA
Spanish Language	Spanish Language Level I	SPN 101	3	3	NA	3	3	NA

NA = Not Applicable
 N = No Credit

This document is for informational purposes only. It is not intended to be used as a contract. The University reserves the right to change the information contained herein without notice.

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- English Composition with Essay

English Composition
Depending on the scoring range for the particular exam, only CLEP scores above 500 (or 50) will be accepted. Official CLEP score reports must be included in the application packet. Subject College Level Examination Program will only be accepted by the Primary Care Program and cannot be used to meet General Education requirements or satisfy the Associate Degree requirements at Foothill College.

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PROGRAM TITLE	CSUCampusShortName	DegreeTyp	CSUCampusDegreeName
Administration of Justice	Bakersfield	BA	Criminal Justice
	Chico	BA	Administration of Justice/Criminal Justice
	Fresno	BS	Criminology - Corrections Option
			Criminology - Forensics & Behavioral Science

Business Administration	Chico	BS	Business Administration - Marketing
	Fresno	BS	Business - Accountancy Option Business - Finance and Business Law Option Business - Information Systems and Decision Sciences Option Business - Management Option Business - Marketing Option
	Fullerton	BA	Economics
	Humboldt	BS	Business - Accounting Business - Finance Business - International Business Business - Management Business - Marketing
	Maritime	BS	Business Administration - International Business and Logistics Program
	Northridge	BS	Business Administration - Business Law Option Business Administration - Global Supply Chain Management Option Business Administration - Insurance and Financial Services Option Business Administration - Real Estate Option Business Administration - Systems and Operations Management Option Finance Management Marketing
	Pomona	BS	Business Administration - Finance, Real Estate, and Law
	Sacramento	BS	Business - Entrepreneurship Business - Human Resources/Organizational Behavior International Business Business - Operations Management
	San Bernardino	BA	Business Administration - Business Economics Business Administration - Entrepreneurial Management Business Administration - Finance Concentration Business Administration - Human Resource Management Business Administration - Information Management Business Administration - Management Concentration Business Administration - Marketing Concentration Business Administration - Public Administration Business Administration - Real Estate Business Administration - Sports and Entertainment Marketing Business Administration - Supply Chain and Transportation Management
	San Francisco	BS	Business (General Business concentration)
	San José	BS	Business Administration - General Business Concentration
	San Luis Obispo	BS	Business

Communication Studies	Monterey Bay Northridge	BA BA	Human Communication - Writing and Rhetoric Communication Studies - Special option Communication Studies (without option) Communication - Organizational Communication option
	Pomona	BS	
	Sacramento	BA	Communication Studies - Digital Media concentration Communication Studies - General Communication concentration Communication Studies - Mass Communication concentration Communication Studies - Organizational Communication concentration Communication Studies - Public Relations concentration
	San Francisco	BA	Communication Studies
	San José	BA	Communication Studies (without option)

Early Childhood Education	Sacramento	BA	Early Childhood Education - Elementary Pre-Credential Early Childhood Education - Individualized Concentrations Early Childhood Education - Social & Community Settings
	San Francisco	BA	Child and Adolescent Development - Early Childhood Concentration Child and Adolescent Development - Policy, Advocacy and Systems Child and Adolescent Development - School Age Child and Family Concentration Child and Adolescent Development - Youth Work and Out of School Time Concentration
	San José	BA	Child and Adolescent Development
	San Luis Obispo	BS	Child Development with minor in Psychology
	Stanislaus	BA	Child Development - Child Development General Option Child Development - Child Development Services Option Child Development - Early Childhood Option Child Development - Middle Childhood Option
English	Bakersfield	BA	English - Credential Emphasis English - Language English - Literature
	Channel Islands	BA	English
	Chico	BA	English - English Education Option English - English Studies Option English - Literature Option
	Dominguez Hills	BA	English - Linguistic Option English - Literature Option
	East Bay	BA	English - Language and Discourse Option
	Fresno	BA	English
	Fullerton	BA	English
	Humboldt	BA	English - Literary Studies English - Writing Practices
	Long Beach	BA	English - Creative Writing Option English - Literature Option English - Rhetoric and Composition Option English - Special Emphasis Option
	Monterey Bay	BA	Human Communication - Creative Writing and Social Action Human Communication - English Subject Matter Preparation
	Northridge	BA	Human Communication - Literary and Film Studies Human Communication - Writing and Rhetoric English - Creative Writing Option English - Honors Option English - Literature Option English - Single Subject Matter Credential Option

English	Sacramento	BA	English - Single Subject Matter Program	
	San Francisco	BA	English - Creative Writing Option English - Individual Major Concentration English - Linguistics Concentration English - Literature Concentration	
	San José	BA	English English - Career Writing Concentration English - Creative Writing Concentration English - Preparation for Teaching (Single Subject) Concentration	
	San Luis Obispo	BA	English	
	San Marcos	BA	Literature and Writing Studies - Literature Concentration	
	Sonoma	BA	Literature and Writing Studies - Writing Concentration English - Creative Writing Option English - Literature Concentration	
	Stanislaus	BA	English - TESOL English (without option)	
	Geology	Bakersfield	BA	Geology
			BS	Geology
		Chico	BS	Geology
East Bay		BA	Geology	
Fullerton		BA	Earth Science	
		BS	Geology	
Humboldt		BA	Geology	
Los Angeles				

History	Sacramento	BA	History
	San Diego	BA	History
	San Francisco	BA	History History - Honors Concentration
	San José	BA	History
	San Marcos	BA	History - History Option
	Sonoma	BA	History
Kinesiology	Chico	BA	Kinesiology - Movement Studies: Pattern in Adapted Phys Ed Kinesiology - Movement Studies: Pattern in Coaching Option Kinesiology - Movement Studies: Pattern in Fitness Wellness Option Kinesiology - Outdoor Education Option Kinesiology - Physical Education Teached Education Option
		BS	Kinesiology - Exercise Physiology
	Dominguez Hills	BA	Physical Education - Fitness Director Concentration
	Fresno	BS	Athletic Training
	Fullerton	BS	Kinesiology
	Humboldt	BS	Kinesiology - Exercise Science/Health Promotion Kinesiology - Physical Education Teaching Kinesiology - Pre-Physical Therapy
	Long Beach	BS	Kinesiology - Sport Psychology and Leadership Option
	Los Angeles	BS	Kinesiology - Adapted Physical Education Concentration Kinesiology - Community Leadership Kinesiology - Exercise and Human Performance
			Kinesiology - Rehabilitation and Therapeutic Exercise Kinesiology - Single Subject Teaching
	Monterey Bay	BS	Kinesiology - Exercise Science Kinesiology - Interdisciplinary Sport Focus Kinesiology - Wellness
	Northridge	BS	Kinesiology - Dance Option Kinesiology - General Studies Option
	Pomona	BS	Kinesiology - Exercise Science Kinesiology - Health Promotion Kinesiology - Pedagogy
	Sacramento	BS	Kinesiology - Therapeutic Exercise and Rehabilitation
	San Francisco	BS	Kinesiology, Exercise and Movement Sciences Concentration
	San José	BS	Kinesiology
Stanislaus	BA	Kinesiology - Health and Wellness Option Kinesiology (without option)	
Mathematics	Bakersfield	BS	Mathematics (Applied option) Mathematics (Statistics option) Mathematics (Teaching option) Mathematics (Theoretical option)

Mathematics

Channel Islands
Chico

BS
BS

Mathematics
Mathematics - Applied Mathematics Option
Mathematics - General Option
Mathematics - Mathematics Education Option
Mathematics - Statistics Option

East Bay

BS

Mathematics (Applied Mathematics option)
Mathematics (no option)
Mathematics (Teaching option)
Statistics

Fresno
Fullerton
Humboldt

BA
BA

Mathematics
Mathematics

Political Science	Monterey Bay	BA	Social and Behavioral Sciences - Political Economy Social and Behavioral Sciences - Social History Social and Behavioral Sciences - Sociology
	Northridge	BA	Political Science - Law and Society Option Political Science - Politics and Government Option Political Science - Public Policy and Management Option
Psychology	Pomona	BA	Political Science
	Sacramento	BA	Government
	San Diego	BA	Political Science
	San Francisco	BA	Political Science
	San José	BA	Political Science
	San Luis Obispo	BA	Political Science - American Politics Concentration Political Science - Global Politics Concentration Political Science - Individualized Course Study Political Science - Pre-Law Concentration
	San Marcos	BA	Political Science - General Concentration Political Science - Global Concentration
	Sonoma	BA	Political Science
	Stanislaus	BA	Political Science
	Bakersfield	BA	Psychology
	Channel Islands	BA	Psychology
	Chico	BA	Psychology
	Dominguez Hills	BA	Psychology
	East Bay	BA	Psychology (without option)
		BS	Psychology - Industrial/Organizational option
Fresno	BA	Psychology	
Fullerton	BA	Psychology	
Humboldt	BA	Psychology	
Long Beach	BA	Psychology	
Los Angeles	BA	Psychology	
Monterey Bay	BA	Psychology	
Northridge	BA	Psychology	
Pomona	BA	Psychology	
Sacramento	BA	Psychology	
San Bernardino	BA	Biopsychology Psychology	
San Francisco	BA	Psychology	
San José	BA	Psychology	
Sonoma	BA	Psychology	
Stanislaus	BA		

Sociology

Chico	BA	Sociology Sociology Distance Education - degree completion program
Dominguez Hills	BA	Sociology
East Bay	BA	Sociology - Social Services option Sociology - Sociology option
Fresno	BA	Sociology
Fullerton	BA	Sociology - Aging and the Life Course concentration Sociology - Deviance and Social Control concentration Sociology - Education concentration Sociology - Family concentration Sociology - Race, Class and Gender concentration Sociology - Social Work concentration Sociology (without concentration)

Sociology	Stanislaus	BA	Sociology - Social Deviance and Criminology option Sociology - Social Inequality option
			Sociology - The Body, Culture, and Society option Sociology (without option)
Studio Art	Bakersfield	BA	Art - Studio Art Concentration
	Chico	BA	Studio Art
	Dominguez Hills	BA	Art - Design Option Art - History Option
	Fresno	BA	Art - Ceramics/Sculpture Emphasis Art - Crafts/Design Emphasis Art - Drawing/Painting Emphasis Art - Graphic Design Option Art - Printmaking/Photography Emphasis
		BFA	Graphic Design - Graphic Design Emphasis Graphic Design - Illustration Emphasis Graphic Design - Interactive Multimedia Design Emphasis
	Fullerton	BA	Art - General Studio Concentration
	Humboldt	BA	Art - Art Studio
	Long Beach	BA	Art - Studio Art
	Los Angeles	BA	Art - Studio Art
	Monterey Bay	BA	Studio Art - Visual & Public Art
	Northridge	BA	Art - Animation Concentration Art - Art Education Concentration Art - Ceramics Concentration Art - Drawing Concentration Art - Graphic Design Concentration Art - Illustration Concentration Art - Painting Concentration Art - Photography Concentration Art - Printmaking Concentration Art - Sculpture Concentration Art - Video Digital Concentration
	Sacramento	BA	Studio Art
	San Bernardino	BA	Art (Studio Art)
	San Francisco	BA	Art - Art Education Concentration Art - Art History and Studio Art Concentration Art - Studio Art Concentration
	San José	BA	Art - Studio Practice Concentration
	San Marcos	BA	Visual and Performing Arts - Arts and Technology Option Visual and Performing Arts - Visual Arts Option
Studio Arts	Sonoma	BA	Studio Art
	Bakersfield	BA	Art - Studio Art Concentration
	Chico	BA	Studio Art
	Dominguez Hills	BA	Art - Design Option Art - History Option

Studio Arts

Fresno	BA	Art - Printmaking/Photography Emphasis
	BFA	Graphic Design - Graphic Design Emphasis
		Graphic Design - Illustration Emphasis
		Graphic Design - Interactive Multimedia Design Emphasis
Fullerton	BA	Art - General Studio Concentration
Humboldt	BA	Art - Art Studio
Long Beach	BA	Art - Studio Art
Los Angeles	BA	Art - Studio Art
Monterey Bay	BA	Studio Art - Visual & Public Art
Northridge	BA	Art - Animation Concentration
		Art - Art Education Concentration
		Art - Ceramics Concentration
		Art - Drawing Concentration
		Art - Graphic Design Concentration
		Art - Illustration Concentration

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<p>321 /3: H!128!4-. !C9? . :!9@563. 243@6!321 /3: H!49!8. 56: 3G. !4-. !214/: 17! ?9: 78!!) OC-1535!35!92!/28. : 5412832<!128!1CC7H32<!4-. !563. 243@6! O. 4-98!/?-36-!C: 9O94. 5!1!5. 25. !9@83569=. : HF!@954. : 5!6: 343617! 1217H535F!128!. 269/: 1<. 5!12!/28. : 5412832<!9@4-. !. : 7143925-3C5! G. 4? . . 2!563. 26. !128!94-. : !- /O12!1643=343. 5M%!O. 2. : 17!) 8/614392! 214/: 17!563. 26. !69/: 5. !5-9/78!. B-3G34!4-. !5!O. !O. 4-985!128!5>3775! /5. 8!GH!563. 243545!/?- . 2!5. . >32<!12!/28. : 5412832<!9@4-. ! /26. : 41324H!128!69OC7. B34H!9@4-. !214/: 17!/?9: 78M</p>	<p>(- . !596317!563. 26. 5!. OG: 16. !1!71: <. !2/OG. : !9@324. : . 714. 8! 5/GY. 645!4-14!. B1O32. !4-. !. : 7143925-3C!9@- /O12!G. 32<5!49!5963. 4HM! ! O9/: 5. 5!O. . 432<!4-. !O. 2. : 17!) 8/614392!T. ! /3: . O. 24!32!*96317!128! W. -1=39: !*63. 26. 5!m !3267/8. !all f hef ll i g!54/8. 24! 7. 1: 232<!9/469O. 5K!</p> <p>*LA!)BC7132!4-. !324. : 1643925!9@C. 9C7. !15!O. OG. : 5!9@5963. 43. 5F! 6/74/: . 5!128!596317!5/G<: 9/C5M</p> <p>*NA!)B. : 635. !6: 343617!4-32>32<!128!1217H43617!9: 17!128Z9: !/? : 344. 2! 5>3775!3267/832<!692538. : 14392!9@. =. 245!128!38. 15!@ 9O! O/743C7. !C. : 5C. 643=. 5M</p> <p>*[A! \. O9254: 14. !>29?7. 8<. !128!1CC73614392!9@4-. !563. 243@6! O. 4-98!32!6928/6432<!. : 5. 1: 6-!128!32!94-. : !O. 4-985!9@ 321 /3: H!: . 7143=. !49!4-. !83563C732. M!</p> <p>! '2!18834392!69/: 5. 5!O. . 432<!4-35!: . ! /3: . O. 24!m !3267/8. !a lea h ee!9@4-. !@9779?32<!54/8. 24!7. 1: 232<!9/469O. 5K!</p> <p>*]A! \. O9254: 14. !1CC: . 6314392!9@128!5. 25343=34H!49?1: 85!83=. : 5. ! 6/74/: . 5!PP!4-. 3: !596317!G. -1=39: 17!128!9: <123S1439217! 54: /64/: . M</p> <p>*^A!)BC7132!/?9: 78!8. =. 79CO. 24!128!<79G17!: . 7143925-3C5M</p> <p>*_A! T. 69<23S. !4-. !: 3<-45!8/43. 5F!: . 5C9253G37343. 5F!128!</p>	<p>LA /4373S. !4-. 3: !/28. : 5412832<! 9@4-. !563. 243@6!O. 4-98!49! 6: 3436177H!. =17/14. !128! 324. : C: . 4!563. 243@6! 32@9: O14392! NA 155. 55!-9?!. : 7. =124! 563. 243@6!32@9: O14392! 69/78!G. !/5. 8!49!32@9: O! 4- 3: !9?2!C. : 59217! . 6929O36!C97343617!128! 596317!8. 6353925!</p>
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