

**College Curriculum Committee Meeting Agenda**  
**Tuesday, February 19, 2019**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

| <b>Item</b>  | <b>Action</b>           | <b>Attachment(s)</b> | <b>Presenter</b> |
|--|-------------------------|----------------------|------------------|
| 1. Minutes: February 5, 2019                             | Action                  | #2/19/19-1           | Armerding        |
| 2. Report Out from Division Reps                         | Discussion              |                      | All              |
| 3. Announcements<br>a. CourseLeaf Update                 | Information             |                      | Starer           |
| 4. Consent Calendar<br>a. GE Applications                | Action                  | #2/19/19-2—4         | Armerding        |
| 5. Stand Alone Approval Request: PHDA 401                | 2nd Read/<br>Action     | #2/19/19-5           | Armerding        |
| 6. Stand Alone Approval Request: ALCB 467                | 1st Read                | #2/19/19-6           | Armerding        |
| 7. Stand Alone Approval Request: ALCB 468                | 1st Read                | #2/19/19-7           | Armerding        |
| 8. Stand Alone Approval Request: ALTW 233                | 1st Read                | #2/19/19-8           | Armerding        |
| 9. Courses not Taught in Four Years (70R series courses) | Discussion              | #2/19/19-9           | Armerding        |
| 10. Program Creation Process Revision                    | Discussion              |                      | Armerding        |
| 11. Credit by Exam Policy                                | Discussion              | #2/19/19-10          | Armerding        |
| 12. Auto-awarding Degrees/Certificates                   | 1st Read/<br>Discussion | #2/19/19-11          | Armerding        |
| 13. FHDA Administrative Procedures 4100, 4222, 4230      | Discussion              | #2/19/19-12—14       | Armerding        |
| 14. Good of the Order                                    |                         |                      | Armerding        |
| 15. Adjournment  |                         |                      | Armerding        |

**Consent Calendar:**

Foothill General Education (attachments #2/19/19-2—4)  
*Area VII—Lifelong Learning*: PHDA 15A, 15B, 15C

**Attachments:**

- #2/19/19-1 Draft Minutes: February 5, 2019
- #2/19/19-5 Stand Alone Course Approval Request: PHDA 401
- #2/19/19-6 Stand Alone Course Approval Request: ALCB 467
- #2/19/19-7 Stand Alone Course Approval Request: ALCB 468
- #2/19/19-8 Stand Alone Course Approval Request: ALTW 233
- #2/19/19-9 Courses not Taught in Four Years
- #2/19/19-10 Process to List a Course as Available for Credit by Examination—draft
- #2/19/19-11 CCC Resolution re: Auto-Awarding Degrees and Certificates—draft
- #2/19/19-12 Draft FHDA AP 4100: Graduation Requirements for Degrees and Certificates
- #2/19/19-13 Draft FHDA AP 4222: Remedial Coursework
- #2/19/19-14 Draft FHDA AP 4230: Grading and Academic Record Symbols

## **2018-2019 Curriculum Committee Meetings:**

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

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

## **2018-2019 Curriculum Deadlines:**

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

### **Distribution:**

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

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2018-19

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

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

Voting Membership (12 total; 1 vote per division)

|                                     |                    |      |                |                            |
|-------------------------------------|--------------------|------|----------------|----------------------------|
| <input type="checkbox"/>            | Rachelle Campbell  | 7469 | BH             | campbellrachelle@fhda.edu  |
| <input checked="" type="checkbox"/> | Zachary Cembellin  | 7383 | PSME           | cembellinzachary@fhda.edu  |
| <input checked="" type="checkbox"/> | Stephanie Chan     |      | LA             | chanstephanie@fhda.edu     |
| <input type="checkbox"/>            | Bernie Day         | 7225 | Articulation   | daybernie@fhda.edu         |
| <input checked="" type="checkbox"/> | Kimberly Escamilla | 7316 | LA             | escamillakimberly@fhda.edu |
| <input type="checkbox"/>            | Lisa Eshman        | 7203 | BH             | eshmanlisa@fhda.edu        |
| <input type="checkbox"/>            | Valerie Fong       | 7135 | Acting Dean—LA | fongvalerie@fhda.edu       |
| <input type="checkbox"/>            | Marnie Francisco   | 7420 | PSME           | franciscomarnie@fhda.edu   |
| <input checked="" type="checkbox"/> | Evan Gilstrap      | 7675 | CNSL           | gilstrapevan@fhda.edu      |
| <input checked="" type="checkbox"/> | Allison Herman     | 7460 | LA             | hermanallison@fhda.edu     |
| <input type="checkbox"/>            | Kurt Hueg          | 7394 | Dean—BSS       | huegkurt@fhda.edu          |
| <input checked="" type="checkbox"/> | Eric Kuehnl        | 7479 | FA             | kuehneric@fhda.edu         |
| <input checked="" type="checkbox"/> | Rosa Nguyen        | 7421 | PSME           | nguyenrosa@fhda.edu        |
| <input type="checkbox"/>            | Simon Pennington   | 7156 | Dean—FA/KA     | penningtonsimon@fhda.edu   |
| <input checked="" type="checkbox"/> | Katy Ripp          | 7355 | KA             | rippkaty@fhda.edu          |
| <input checked="" type="checkbox"/> | Lisa Schultheis    | 7780 | BH             | schultheislisa@fhda.edu    |
| <input checked="" type="checkbox"/> | Leticia Serna      | 7059 | CNSL           | sernaleticia@fhda.edu      |
| <input type="checkbox"/>            | Barbara Shewfelt   | 7658 | KA             | shewfeltbarbara@fhda.edu   |
| <input checked="" type="checkbox"/> | Mary Thomas        | 7522 | Library        | thomasmary@fhda.edu        |
| <input checked="" type="checkbox"/> | Nick Tuttle        | 7056 | BSS            | tuttlenick@fhda.edu        |
| <input type="checkbox"/>            | Anand Venkataraman | 7495 | PSME           | venkataramananand@fhda.edu |
| <input type="checkbox"/>            | Bill Ziegenhorn    | 7799 | BSS            | ziegenhornbill@fhda.edu    |

Non-Voting Membership (4)

|                                     |              |      |                 |                      |
|-------------------------------------|--------------|------|-----------------|----------------------|
| <input checked="" type="checkbox"/> | Mary Vanatta | 7439 | ASFC Rep.       | vanattamary@fhda.edu |
| <input type="checkbox"/>            | Kent McGee   | 7298 | Evaluations     | mcgeekent@fhda.edu   |
| <input type="checkbox"/>            |              |      | SLO Coordinator |                      |

VisitorsRon Painter, Ben Schwartzman

**College Curriculum Committee  
Meeting Minutes  
Tuesday, February 5, 2019  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

| Item   | Discussion   |
|--|--|
| 1. Minutes: January 22, 2019<br>2. Report Out from Division Reps | <p><b>Approved by consensus.</b></p> <p><b>Speaker: All</b><br/>Fine Arts: No updates to report.</p> <p>Counseling: Reviewing curriculum for possible overlap.</p> <p>Language Arts: Working on possibly moving some credit courses to noncredit; working on new programs.</p> <p>PSME: Working on curriculum sheets.</p> <p>BSS: Working on non-transcriptable certificates and curriculum sheets. Recent question from faculty, regarding maximum unit limit for students taking Independent Study courses (70R series); limit of 6 total units. Why is limit enforced, and may it be raised? Vanatta researched CCC minutes and could not find anything related to why limit was set. Armerding suggested further research to see if we’re legally allowed to raise limit; will bring topic to future meeting for further discussion.</p> <p>Bio Health: Developing new certificate and working on ADTs.</p> <p>Kinesiology: Discussing courses not taught in four years; new Sport &amp; Cinema course.</p> <p>Library: Ongoing discussions regarding the way academic librarians think about information literacy; noticed places in GE pattern where information literacy embedded, and discussing if language should be updated.</p>                            |
| 3. Announcements<br>a. New Course Proposals                      | <p><b>Speakers: Ben Armerding</b></p> <p>The following proposals were presented: JRYM 105, 106; NCEN 401, 442A, 442B. Please share with your constituents. Starer explained special circumstances related to JRYM proposals—currently trying to reconvene the Apprenticeship CC; meanwhile, these proposals were submitted but have not been approved by any division CC. Starer would like group to take action on proposals, as a proxy for the division CC. Armerding noted “Associates of Science” mentioned—related to GE application on today’s agenda, program is hoping to create AS degree. PSME rep concerned they do not have discipline expertise necessary to approve. Hueg noted this is one challenge of our divisional structure, as sometimes these sorts of situations arise. Day asked for clarification, related to approval—not the CORs, just the New Course Proposal forms. Abstention from voting is allowed. Armerding stated this will not set a precedent for the future. Motion to approve New Course Proposals for JRYM 105 &amp; 106 <b>M/S</b> (Kuehnl, Serna). <b>Approved.</b> 2 abstentions.</p> <p>Armerding noted English dept. considering using NCEN 401 for AB 705 support (as ENGL 1A corequisite), instead of previously-</p> |

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| <p>b. Notification of Proposed Requisites</p> <p>c. Venue Change for 3/19/19 CCC Meeting</p> <p>d. ADT Update</p> <p>e. Curriculum Sheets for 2019-20—clarification</p> | <p>approved ENGL 246A. Will also be part of a noncredit certificate. Dept. believes noncredit will be better fit for instructors, as well as benefit students. NCEN 442A &amp; 442B will replace current ENGL 242A &amp; 242B coreqs for ENGL 1S &amp; 1T—dept. has found that students have not been enrolling in current credit coreqs.</p> <p>Ongoing requisites for CHEM 1A.</p> <p>We’ve been asked to move the March 19th meeting, so the venue has changed to Room 3504, in the Library. PSME rep asked if a better room is available; Counseling rep suggested 8330—Starer will look for a possible different room. Vanatta will send an updated Outlook invitation to confirm new room.</p> <p>Day presented topic. Presented list of CA community colleges’ ADT offerings, periodically published by the state Chancellor’s Office (CCCCO). Foothill still missing two required ADTs: Chemistry (high unit issue, but might be resolved) and Music (we don’t offer all of the required courses, due to repeatability issues—faculty have been working to revise curriculum, but CCCCCO will soon release guidelines related to collaborative programs, which might solve the issue). PSME rep asked if a student enrolled in Music ADT (as a collaborative program) would have to take courses at a different college—yes, but the courses might be offered online at other college, not necessarily face-to-face. Fine Arts rep asked about signing agreements with other colleges—document being released by CCCCCO will include information about that and everything else related to creation of such programs. Day will share with group when it is released.</p> <p>Additional ADTs of note: Agriculture/Plant Science—we might be missing just one course; Environmental Science—division has shown interest; Journalism—we have all necessary courses, just need faculty interest. Armerding asked if faculty need MQs to draft narrative—Day doesn’t think so, just need MQs to teach courses. Law, Public Policy &amp; Society—we have all necessary courses; Nutrition &amp; Dietetics—we have all necessary courses; Social Work &amp; Human Service—missing one course in fieldwork. If any faculty interested in developing any of these, reach out to Day.</p> <p>Vanatta presented topic. Some faculty and reps have asked about how to handle, on curriculum sheets for next year, non-transcriptable certificates that are in the process of changing to certificates of achievement. Since we have still heard nothing from the CCCCCO, regarding any timeline/deadline for submitting these certs., please keep them listed as non-transcriptable on the sheets, and Vanatta will make any necessary updates later on.</p> |
| <p>4. Consent Calendar</p> <p>a. GE Applications</p>  | <p><b>Speaker: Ben Armerding</b></p> <p>The following GE applications were presented: Area I—ENGL 38; Area III—Plumbing Technology Apprenticeship Program.</p> <p>Mark Likeness and Brian Murphy, Apprenticeship faculty, and Katie Galvin, who worked on GE mapping, present for discussion of Plumbing app. Plumbing app. would approve GE Area III for students who complete the full program, not one individual course. Armerding noted option for the group to pull the app. for a first and second read, if preferred. Bio Health rep asked for clarification regarding how program maps to the scientific method—Likeness explained that, along with manipulative process, metallurgy and</p>  |

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|  | <p>physical properties are covered; students learn the science behind temperature-pressure relationships and physics behind drainage, and assembly of piping systems. Rep asked if hypothesis testing involved—Murphy gave example of how a student required to troubleshoot an issue after having learned related science.</p> <p>No comments regarding ENGL 38 app.</p> <p>Motion to approve <b>M/S</b> (Venkataraman, Thomas). <b>Approved.</b></p>   |
| <p>5. Stand Alone Approval Request: APSC 400</p> | <p><b>Speaker: Ben Armerding</b><br/>                 Second read of Stand Alone Approval Request for APSC 400. No comments.</p> <p>Motion to approve <b>M/S</b> (Ziegenhorn, Venkataraman). <b>Approved.</b></p>  |
| <p>6. Stand Alone Approval Request: PHDA 401</p> | <p><b>Speaker: Ben Armerding</b><br/>                 First read of Stand Alone Approval Request for PHDA 401. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>  |
| <p>7. Courses not Taught in Four Years</p>       | <p><b>Speaker: Ben Armerding</b><br/>                 Vanatta emailed the list to reps and deans last week. For the first time, list includes Independent Study courses (70R series). Vanatta noted that, in most cases the full 70R/71R/72R/73R series is not listed, meaning that the series has had some enrollment in the past four years. CCC Team wondering how to handle these courses; e.g., should they be up for deactivation only if the full series is listed? BSS rep noted intention of list is not just to clean up the catalog but, more importantly, so students know what courses are expected to be offered when looking through the catalog; IS courses are somewhat outside of this, as they are always an option for a student. PSME rep agreed that they should be exempt from the list and process. Starer agreed but noted that by keeping them, they do need to be updated for Title 5 and SLOs maintained, so depts. should keep that in mind. PSME rep asked if the catalog states that students must work with faculty to register. Armerding suggested group review catalog language about IS courses at future meeting and make decision about how to handle IS courses then.</p> <p>Day noted general issue with keeping a course active in the catalog that hasn't been offered: for students transferring, if a course is articulated for a major, the transfer institution might penalize the student for not having taken it. Asked depts. to consider this when discussing their lists.</p> |
| <p>8. New English Proficiency Statement</p>      | <p><b>Speaker: Ben Armerding</b><br/>                 AB 705 mandates we discontinue use of placement tests, which are included in current statement. New statement eliminates that language and replaces with “multiple measures.” No concerns from group about new statement. Vanatta noted effective date of spring 2019 quarter on list of affected courses, and asked group if this is acceptable; would like to update CORs at the same time as making MATH-related updates—group approved of this plan. Vanatta also noted shorter lists of courses that currently use non-standard language related to English proficiency— reps in BSS &amp; Counseling will follow up with those depts.</p>  |
| <p>9. Credit by Exam Policy</p>                  | <p><b>Speaker: Ben Armerding</b><br/>                 Now that group has reviewed and discussed what we're legally allowed to include in CBE policy, Armerding noticed current</p>   |

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|   | <p>Foothill policy is in compliance, so we do have option to keep current policy. Note differences between our policy and De Anza's, related to readability and clarity. However, even if we keep current policy, need to draft process for faculty to submit courses to be included in CBE list published in the catalog. Could be as simple as division CC including in meeting minutes approval of courses to be added to CBE list, or could create a form to be submitted. Day noted importance of determining if/how a course is appropriate for CBE, and figuring out administrative aspects and support for faculty (e.g., professional development). Counseling rep noted issue of transferability; major prep courses are usually not appropriate for CBE. Armerding noted process could include need for faculty to discuss with certain people/groups on campus. Language Arts rep noted concern that CBE could create extra work for adjunct faculty. Armerding noted that, since student enrolls in course, will be included in faculty load for the course—adjunct will administer exam, but student will no longer be attending class. Rep asked who evaluates exam—the faculty teaching.</p> <p>Day asked how exam developed—need to discuss more as a group, but Armerding suggested that exam developed when a course initially added to CBE list. Starer mentioned one dept. using final exam as CBE exam. PSME rep noted concern that using same exam for final and CBE could open up opportunity for cheating. BSS rep asked what happens if student fails CBE exam—receives a failing grade in the class and would need to re-enroll. PSME rep asked if faculty teaching could set their own grade/score requirement for CBE students (e.g., must get 80% on exam)—need to discuss and determine. Other PSME rep asked if exam must be given within first two weeks—yes, required by Title 5 <i>[correction: this is required by our local Foothill policy, and not by Title 5 or FHDA Administrative Procedure]</i>. BSS rep asked if credit received via CBE differs from regular credit for a course—yes, transfer institutions might not accept; current policy does advise student to speak with counselor.</p> <p>Armerding noted new FHDA Administrative Procedure being developed, related to curriculum and partially related to CBE. Foothill currently offers some noncredit courses that mirror credit versions (e.g., EMS dept.); this policy would allow students who complete noncredit version to use CBE to receive credit and apply toward associate degree. Academic Senate would like feedback from CCC. PSME rep asked who is proposing—Foothill and De Anza Academic Senates; has come forward for first read. Armerding unsure exactly how policy came to be; will follow up with Isaac Escoto for more information. Day noted one example of mirrored courses with four hours of lab per week; could be challenging for faculty to assess student's proficiency for such a course.</p> |
| <p>10. Auto-awarding Degrees/Certificates</p> | <p><b>Speaker: Ben Armerding</b><br/>         Continuing discussion from previous meeting, related to auto-awarding degrees/certificates when a student completes requirements. Brian Roberts, Evaluations Specialist, and Mimi Overton, Veterans Resource Center Counselor, present for discussion. Roberts mentioned logistical challenges related to determining when a student becomes eligible for completion, especially to ensure student is not flagged in error. Language Arts rep asked about data on how many students have completed</p>   |

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|                                       | <p>programs but haven't received award—CCC Team hasn't yet submitted data request, but assumption is that there are many. Counseling rep noted that A&amp;R ran a process in the past to determine which students had achieved 90 units, but not specific to a program. BSS rep noted complexity of task and suggested that Foothill devote resources, considering college will receive additional state funding as outcome—Armerding noted other colleges have purchased specific software. Day noted process, last spring, to auto-award students receiving ADTs with corresponding certificate of achievement for transfer (CSU GE/IGETC)—553 total students, who might not have realized otherwise. Language Arts rep asked if students (in general) resistant to applying for completion due to paperwork required—Counseling rep noted paperwork, as well as time/cost if a student needs just one more course. Armerding noted importance of considering such concerns, as well as possibly offering an opt-out.</p> <p>Overton explained that VA awards benefits related to one goal at a time; student's Ed Plan must match that goal, and student cannot take any extra classes. However, students not restricted to just one goal. If certificate fits within degree stated in student's goal, may be awarded without issue. Counseling rep asked if any consequences if student earns certificate before completing degree stated in goal—no. BSS rep asked if any advantage to a student first having goal of cert., and then goal of degree after cert. awarded—no difference in benefits, as long as student is full-time (i.e., 12 units per quarter). Impetus for veteran is to become employed; have a limited amount of GI Bill benefits, so focus is on what will help them become employable.</p> <p>Armerding asked group if interested in drafting policy—yes. CCC Team will begin draft to bring to future meeting for further discussion. Will also follow up with colleges who have implemented auto-awarding and then cancelled, to find out why. Fine Arts rep asked about timeline for implementation—Hueg noted technology involvement will likely slow process, due to needing to involve ETS. Language Arts rep asked if continuing IGETC cert. award process—Counseling rep believes so.</p> |
| 11. Program Creation Process Revision | <p><b>Speaker: Ben Armerding</b><br/>Topic moved to next meeting, due to time constraint.</p>   |
| 12. Good of the Order                 |   |
| 13. Adjournment                       | <b>3:32 PM</b>  |

**Attendees:** Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Katie Galvin (guest), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Mark Likeness (guest—APPR), Brian Murphy (guest—APPR), Rosa Nguyen (PSME), Mimi Overton (guest—VRC), Ron Painter (guest—PSME), Katy Ripp (KA), Brian Roberts (guest—Evaluations), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

**Minutes Recorded by:** M. Vanatta



# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15A Modified Total Fitness

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area 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 or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement **must** help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- 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;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15A Modified Total Fitness

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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):**

**Description:** Designed to provide the student the opportunity to engage in an appropriate and safe total body workout. Exercise programs will be developed with consideration given to each student's individual needs and abilities. Students will learn the components of physical fitness and how they apply to specific exercises.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Contraindicated exercises
- E. Lifelong fitness

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Contraindicated exercises
- E. Lifelong fitness

**Methods of Evaluation:**

- A. Pre-and post-activity measurements
- B. Measurable progress as noted on SEC
- C. Written self-evaluation

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course component(s):**

**Course Objectives:**

- A. Identify and apply the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand contraindicated exercise as it pertains to their physical condition
- E. Recognize the benefits of lifelong participation in a fitness program

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

**Matching course component(s):**

**Course Objectives:**

- A. Identify and apply the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

- |   |
|---|
| D. Understand contraindicated exercise as it pertains to their physical condition<br>E. Recognize the benefits of lifelong participation in a fitness program |
|---|

**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;

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
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|-------------------------------|
| <b>Methods of Evaluation:</b> |
|-------------------------------|

- |  |
|--|
| A. Pre- and post-activity measurements<br>B. Measurable progress as noted on SEC<br>C. Written self-evaluation |
|--|

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

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
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**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
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|                           |
|---------------------------|
| <b>Course Objectives:</b> |
|---------------------------|

- |  |
|--|
| A. Identify and apply the components of a comprehensive fitness program<br>B. Understand the principles of fitness<br>C. Demonstrate proper technique and body mechanics of each exercise<br>D. Understand contraindicated exercise as it pertains to their physical condition<br>E. Recognize the benefits of lifelong participation in a fitness program |
|--|

**L9.** Use technology to analyze problems and create solutions.

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
|--------------------------------------|

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

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

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
|--------------------------------------|

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

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
|--------------------------------------|

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

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
|--------------------------------------|

**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).

|                                      |
|--------------------------------------|
| <b>Matching course component(s):</b> |
|--------------------------------------|

|                        |
|------------------------|
| <b>Course Content:</b> |
|------------------------|

- |  |
|--|
| A. Components of fitness<br>B. Principles of fitness |
|--|

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

- C. Body mechanics
- D. Contraindicated exercises
- E. Lifelong fitness

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

**Matching course component(s):**

Requesting Faculty: Rita O'Loughlin Date: 1/28/19

Division Curriculum Rep: Ben Schwartzman Date: 1/28/19

---

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Bernie Day, Bruce McLeod, Lety Serna

Recommended for Approval:  Not Recommended for Approval:  Date: 2/11/19

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

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 or coach. These courses can be taken for up to 2 units.

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15B Intermediate Modified Total Fitness

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### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area 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 or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement **must** help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- 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;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15B Intermediate Modified Total Fitness

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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):**

**Description:** Designed to provide the student the opportunity to engage in an appropriate and safe total body workout. Exercise programs will be developed with consideration given to each student's individual needs and abilities. Students will progress in their level of exercise, incorporating balance and coordination activities.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Balance and coordination training
- E. Improved muscular strength and muscular endurance
- F. Improved flexibility and joint range of motion

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Balance and coordination training
- E. Improved muscular strength and muscular endurance
- F. Improved flexibility and joint range of motion

**Methods of Evaluation:**

- A. Pre- and post-activity measurements
- B. Measurable progress of SEC
- C. Written self-evaluation

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course component(s):**

**Course Objectives:**

- A. Identify and apply the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand training benefits of balance and coordination activities.
- E. Incorporate balance and coordination activities into fitness program
- F. Understand body equilibrium, proprioception and special awareness
- G. Understand the role that muscular strength, muscular endurance and flexibility plays towards improved balance and coordination

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**Matching course component(s):**

**Course Objectives:**

- A. Identify and apply the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand training benefits of balance and coordination activities.
- E. Incorporate balance and coordination activities into fitness program
- F. Understand body equilibrium, proprioception and special awareness
- G. Understand the role that muscular strength, muscular endurance and flexibility plays towards improved balance and coordination

**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):**

**Methods of Evaluation:**

- A. Pre- and post-activity measurements
- B. Measurable progress as noted on SEC
- C. Written self-evaluation

**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):**

**Course Objectives:**

- A. Identify and apply the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand training benefits of balance and coordination activities
- E. Incorporate balance and coordination activities into fitness program
- F. Understand body equilibrium, proprioception and special awareness
- G. Understand the role that muscular strength, muscular endurance and flexibility play towards improved balance and coordination

**L9.** Use technology to analyze problems and create solutions.

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

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

**Matching course component(s):**

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

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

**Matching course component(s):**

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

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Balance and coordination training
- E. Improved muscular strength and muscular endurance
- F. Improved flexibility and joint range of motion

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

**Matching course component(s):**

Requesting Faculty: Rita O'Loughlin Date: 1/28/19

Division Curriculum Rep: Ben Schwartzman Date: 1/28/19

---

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Bernie Day, Bruce McLeod, Lety Serna

Recommended for Approval:  Not Recommended for Approval:  Date: 2/11/19

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

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 or coach. These courses can be taken for up to 2 units.

**FOR USE BY CURRICULUM OFFICE:**

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



# General Education Review Request

## AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15C Progressive Modified Total Fitness

---

### 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 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 or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement **must** help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- 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;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

## General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: PHDA 15C Progressive Modified Total Fitness

---

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):**

**Description:** Designed to provide the student the opportunity to engage in an appropriate and safe total body workout. Exercise programs will be developed with consideration given to each student's individual needs and abilities. Students will progress to a higher level of exercise, adding functional fitness activities incorporating all components of fitness including balance and coordination skills.

**L2.** Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Functional training
- E. Functional program design
- F. Functional exercise as part of the overall fitness program

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body mechanics
- D. Functional training
- E. Functional program design
- F. Functional exercise as part of the overall fitness program

**Methods of Evaluation:**

- A. Pre- and post-activities measurements
- B. Measurable progress as noted on SEC
- C. Written self-evaluation

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course component(s):**

**Course Objectives:**

- A. Identify the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand functional training
- E. Understand functional exercise program design
- F. Incorporate functional exercise into a fitness program
- G. Understand how functional exercise complements an overall fitness program

**L5.** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**Matching course component(s):**

**Course Objectives:**

- A. Identify the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand functional training
- E. Understand functional exercise program design
- F. Incorporate functional exercise into a fitness program
- G. Understand how functional exercise complements an overall fitness program

**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):**

**Methods of Evaluation:**

- A. Pre- and post-activity measurements
- B. Measurable progress as noted on SEC
- C. Written self-evaluation

**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):**

**Course Objectives:**

- A. Identify the components of a comprehensive fitness program
- B. Understand the principles of fitness
- C. Demonstrate proper technique and body mechanics of each exercise
- D. Understand functional training
- E. Understand functional exercise program design
- F. Incorporate functional exercise into a fitness program
- G. Understand how functional exercise complements an overall fitness program

**L9.** Use technology to analyze problems and create solutions.

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

**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.

**Matching course component(s):**

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

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

**Matching course component(s):**

**Course Content:**

- A. Components of fitness
- B. Principles of fitness
- C. Body Mechanics
- D. Functional Training
- E. Functional program design
- F. Functional exercise as part of the overall fitness program

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

**Matching course component(s):**

Requesting Faculty: Rita O'Loughlin Date: 1/28/19

Division Curriculum Rep: Ben Schwartzman Date: 1/28/19

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Bernie Day, Bruce McLeod, Lety Serna

Recommended for Approval:  Not Recommended for Approval:  Date: 2/11/19

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

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 or coach. These courses can be taken for up to 2 units.

**FOR USE BY CURRICULUM OFFICE:**

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

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

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

**Course #:** PHDA 401

**Course Title:** Adapted Movement

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

This course is designed for students with disabilities. Provides personal instruction, addressing the individual needs of each student. Will focus on improving muscular strength and endurance, cardiovascular endurance, flexibility, balance and coordination. Will also promote the awareness and application of personal wellness through physical activity.

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

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

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

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

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

**Criteria A. Appropriateness to Mission**

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

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

Transfer

Workforce/CTE  
 Basic Skills

**Criteria B. Need**

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

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

This course provides the student with the opportunity to learn and practice skills needed to improve their overall health and wellbeing. The student will engage in an exercise program developed with their individual needs and abilities in mind. Successful completion of this course will allow the student to thrive and become a more independent and productive member of society.

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

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

**Faculty Requestor:** Rita O'Loughlin **Date:** 1/28/19

**Division Curriculum Representative:** Ben Schwartzman **Date:** 1/28/19

**Date of Approval by Division Curriculum Committee:** 10/23/18

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### PHDA 401 ADAPTED MOVEMENT

[Edit Course Outline](#)

PHDA 401 ADAPTED MOVEMENT

Summer 2019

3 hours laboratory per week.

0 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 36 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: Lab Hours: 3 Weekly Out of Class Hours:

Note: If Lab hours are specified, the **item 10. Lab Content** field must be completed.

#### Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is an adapted physical education course serving the needs of students with disabilities. This course will be offered on the Foothill campus and throughout the community. As a result, the student demographics may differ or change depending on the location of the class, as well as the needs, interests, and ability levels of the students. Because this is an adapted course the students taking the course would greatly benefit from repeated practice and participation.

#### Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/8/18

#### Division Dean Information -

Seat Count: 30

Load Factor: .045

FOAP Code: 114000131101083580

#### Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

**Program  
TOPs Code:**

**Program  
Unique  
Code:**

**Content  
Review  
Date:**

**Former ID:**

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**Need/Justification -**

This course will be part of the adapted physical education curriculum providing lifelong learning and enrichment opportunities on the Foothill campus and throughout the community. Students will greatly benefit from the opportunity to repeat this noncredit course. The course was developed in response to expressed community interest and needs. The course falls under the area of noncredit, per Title 5, Education Programs for Persons with Substantial Disabilities.

**1. Description -**

This course is designed for students with disabilities. Provides personal instruction, addressing the individual needs of each student. Will focus on improving muscular strength and endurance, cardiovascular endurance, flexibility, balance and coordination. Will also promote the awareness and application of personal wellness through physical activity.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Demonstrate proper technique of exercises.
- B. Perform appropriate muscular strength and endurance exercises for improving daily activities of life.
- C. Demonstrate exercises that improve balance and coordination.
- D. Perform basic flexibility exercises.
- E. Demonstrate the understanding of the benefits of lifelong participation in physical activity.

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

Appropriate classroom for movement activity and appropriate chairs.

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

- A. Principles of fitness
  1. Cardiovascular exercise
  2. Muscular strength
  3. Muscular endurance
  4. Flexibility
  5. Balance and coordination
- B. Application of exercise program
  1. Proper breathing technique
  2. Proper exercise technique
  3. Proper body mechanics and posture
  4. Range of motion
- C. Equipment
  1. Dumbbells
  2. Resistance bands
  3. Medicine balls
  4. J-cords
- D. Benefits of participating in lifelong physical activity
  1. Heart disease
    - a. Cardiovascular exercise
    - b. Nutrition and diet
  2. Obesity
    - a. Cardiovascular exercise
    - b. Nutrition and diet



- c. Mobility concerns
  - 3. Inactivity
    - a. Heart disease and stroke
    - b. Mobility concerns
    - c. Mental health
- E. Application of appropriate personal fitness program
  - 1. Cardiovascular exercise development
  - 2. Muscular strength and endurance development
  - 3. Balance and coordination activities
  - 4. Basic flexibility exercises
  - 5. Recreational activities

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

**6. Methods of Evaluation** -

- A. Written self-evaluation
- B. Measurable progress on SEC

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

Instructor-prepared materials.

**8. Disciplines** -

Physical Education (Adapted): Disabled Student Programs and Services

**9. Method of Instruction** -

Instructor discussion, demonstration and interaction

**10. Lab Content** -

During the periods of instruction the student will be:

- A. Demonstrating proper warm up activities
- B. Demonstrating skill by performing each exercise with awareness and the application of proper technique

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

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

Optional reading and writing assignments as recommended by instructor.

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

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

**Course #:** ALCB 467

**Course Title:** Healthy Living

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

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

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

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

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

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

**Criteria A. Appropriateness to Mission**

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

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

- Transfer
- Workforce/CTE
- Basic Skills

**Criteria B. Need**

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

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

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

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

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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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

# Submissions Course Outline Editor

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## Student Resource and Support Programs

### ALCB 467 HEALTHY LIVING

[Edit Course Outline](#)

ALCB 467 HEALTHY LIVING

Summer 2019

24 hours lecture total per quarter.

0 Units

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

#### Status -

**Course Status:** Active

**Grading:** No Credit

**Degree Status:** Non-Applicable

**Credit Status:** Non-Credit

**Degree or Certificate Requirement:** Stand Alone Course

**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:**

**Validation:** 6/21/18

#### Division Dean Information -

**Seat Count:**

**Load Factor:**

**FOAP Code:**

#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content**

**Review****Date:****Former ID:**

---

**Need/Justification -**

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

**1. Description -**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Identify strategies for improving or maintaining their physical health.
- B. Identify strategies for improving or maintaining their mental health.
- C. Better understand the biological relationship between stress, exercise, and healthy living.
- D. Identify and utilize resources on campus and in the community to lead a healthy lifestyle.

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

Accessible classroom.

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

- A. Physical health
  1. Exercise
  2. Nutrition
  3. Obesity
  4. Hygiene
  5. Sleep
  6. Disease prevention
  7. Resources available to assist with maintaining physical health
- B. Mental health
  1. Stress management
  2. Handling negative emotions
  3. Relaxation techniques
  4. Negative thinking traps
  5. Optimism
  6. Resilience
  7. Resources available to assist with maintaining mental health
- C. Reproductive health
  1. Sexuality
  2. Reproduction
  3. Contraception
  4. Resources in the community available for maintaining reproductive health
- D. Substance use and abuse
  1. Legal substances
  2. Illicit substances
  3. How substance use affects physical health and brain function

4. Resources in the community for assistance with substance abuse
- E. Safety
1. Strategies for maintaining safe behavior on campus and in the community
  2. Avoiding dangerous situations and scenarios
  3. Strategies for handling emergencies or injuries

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

**6. Methods of Evaluation -**

- A. Progress on Student Educational Contract
- B. Class participation
- C. Instructor observation

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

Taggart, Lawrence. Health Promotion For People With Intellectual And Developmental Disabilities. Open University Press, 2014.

Selected articles, websites and other reference materials as assigned by instructor.

**8. Disciplines -**

Specialized Instruction (Disabled Students Programs and Services): Vocational Noncredit

**9. Method of Instruction -**

Lecture, small group discussion, cooperative learning exercises, exploration of current health topics that relate to course content.

**10. Lab Content -**

Not applicable.

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

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

Not applicable.

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

**Course #:** ALCB 468

**Course Title:** Social Skills

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Focuses on the etiquette of appropriate interaction in the general public, educational settings, community involvement and employment arenas. Enhancement of self-esteem and socialization skills in order to increase confidence in personal and social interactions. Additionally, the course will assist students with developing and maintaining friendships, as well as identifying potential sources of friendships in the community.

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

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

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

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

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

**Criteria A. Appropriateness to Mission**

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

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

- Transfer
- Workforce/CTE
- Basic Skills

**Criteria B. Need**

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

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

The Adaptive Learning Community-Based program has been offering courses to disabled adults on campus for several years, which are in demand and usually filled to capacity. This course will focus on skills that can be utilized in several environments, including the classroom, on the job, group living and other social situations. The course will help participants be successful in all of these environments.

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

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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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



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## Student Resource and Support Programs

### ALCB 468 SOCIAL SKILLS

[Edit Course Outline](#)

ALCB 468 SOCIAL SKILLS

Summer 2019

24 hours lecture total per quarter.

0 Units

#### Repeatability -

**Statement:** Unlimited Repeatability.

**Criteria:** As a community-based course, the content covered and the student demographics may differ or change each time the course is offered, depending on the needs, interests, and ability levels of the students. In addition, as it is an adaptive learning course, the students would greatly benefit from repeated practice of the skills covered.

#### Status -

**Course Status:** Active

**Grading:** No Credit

**Degree Status:** Non-Applicable

**Credit Status:** Non-Credit

**Degree or Certificate Requirement:** Stand Alone Course

**Foothill GE Status:** Non-GE

#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:**

**Validation:** 6/21/18

#### Division Dean Information -

**Seat Count:**

**Load Factor:**

**FOAP Code:**

#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content**

**Review****Date:****Former ID:**

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**Need/Justification -**

The Adaptive Learning Community-Based program has been offering courses to disabled adults on campus for several years, which are in demand and usually filled to capacity. This course will focus on skills that can be utilized in several environments, including the classroom, on the job, group living and other social situations. The course will help participants be successful in all of these environments.

**1. Description -**

Focuses on the etiquette of appropriate interaction in the general public, educational settings, community involvement and employment arenas. Enhancement of self-esteem and socialization skills in order to increase confidence in personal and social interactions. Additionally, the course will assist students with developing and maintaining friendships, as well as identifying potential sources of friendships in the community.

Prerequisite: None

Co-requisite: None

Advisory: None

**2. Course Objectives -**

The student will be able to:

- A. Demonstrate an understanding and application of appropriate social skills
- B. Display appropriate behavior in professional and work situations
- C. Interact more effectively with peers, family members and others
- D. Politely start and stop conversations and to make small talk
- E. Notice and respond to non-verbal body language
- F. Express feelings and respond to the feelings of others
- G. Ask appropriate questions
- H. Engage in reciprocal conversation

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

Accessible classroom.

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

- A. Developing self-awareness, self-esteem and strategies to improve self-image
  - 1. Positive feelings and behavior
  - 2. Positive self-talk
  - 3. Interaction with others
- B. Social protocol
  - 1. Standards for social behavior
    - a. Introductions
    - b. Greetings
    - c. Compliments
- C. Appropriate forms of behavior in addressing strangers
  - 1. Issues of safety in the community
  - 2. Reading body language and facial expressions
  - 3. Appropriate forms of greeting in the United States and other cultures
- D. Behavior in professional and work situations
  - 1. Initiating appropriate conversation
  - 2. Protocol for phone usage
- E. Relationships
  - 1. Types of relationships
  - 2. Boundaries for different relationships
  - 3. Differences between professional, personal friendships, community members and peers
- F. Assertiveness training
  - 1. Manifesting confidence through body-language and verbal empowerment
  - 2. Anti-bullying strategies and techniques
- G. Appropriate usage of social media
  - 1. Protocol for social media sites
  - 2. Positive and negative effects of using social media sites

H. Empathy

1. Understanding own feelings
2. Understanding feelings of others

I. Asking questions

1. Asking on-topic questions
2. Avoiding questions that are too personal
3. Utilizing active listening techniques in order to know what questions to ask

J. Reciprocal conversation

1. How to appropriately engage in back-and-forth conversation
2. How to avoid hogging the conversation
3. How to maintain conversation on a variety of topics

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

**6. Methods of Evaluation** -

- A. Progress on Student Educational Contract
- B. Class participation
- C. Instructor observation

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

Andrews, Bill. Social Skills: Improve Your Social Skills: Build Self-Confidence, Manage Shyness and Make Friends. Instant Help, 2018.

**8. Disciplines** -

Specialized Instruction (Disabled Students Programs and Services): Vocational Noncredit

**9. Method of Instruction** -

Lecture, small group discussion.

**10. Lab Content** -

Not applicable.

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

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

Not applicable.

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## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

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

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

**Course #:** ALTW 233

**Course Title:** Healthy Living for Students with Learning Differences

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

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

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

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

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

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

**Criteria A. Appropriateness to Mission**

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

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

- Transfer
- Workforce/CTE
- Basic Skills

**Criteria B. Need**

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

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

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

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

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

**Faculty Requestor:** Ben Schwartzman **Date:** 2/12/19

**Division Curriculum Representative:** Anh Tran and Ben Schwartzman **Date:** 2/12/19

**Date of Approval by Division Curriculum Committee:** 2/7/19

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

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## Student Resource and Support Programs

### ALTW 233 HEALTHY LIVING FOR STUDENTS WITH LEARNING DIFFERENCES

[Edit Course Outline](#)

ALTW 233 HEALTHY LIVING FOR STUDENTS WITH LEARNING DIFFERENCES Summer 2019  
2 hours lecture. 2 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 2 Lab Hours: 0 Weekly Out of Class Hours: 4

Note: If Lab hours are specified, the item 10. Lab Content field must be completed.

#### Repeatability -

Statement: Not Repeatable.

#### Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

#### Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/21/18; 1/2019

#### Division Dean Information -

Seat Count:

Load Factor:

FOAP Code:

#### Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

## **Need/Justification -**

Students with learning differences are often prescribed medication to ameliorate common symptoms resulting from anxiety, stress, attentional issues, depression, mood disorders, repetitive behaviors, compulsions, seizure activity, etc. These medications often lead to increases in appetite and/or decreased energy, which in turn leads to difficulty maintaining a healthy lifestyle. In regards to mental health, students with learning differences often have difficulty managing stress, dealing with negative emotions/events, and managing negative behaviors. In addition, topics addressing reproductive health and substance use are often not taught to special education students. This course is needed to assist this population of students in making healthy choices in regards to both physical and mental health.

## **1. Description -**

Focuses on assisting individuals with learning differences in leading healthy lifestyles, in regards to both physical and mental health. Aspects of physical health that will be explored include: physical activity and exercise, nutrition, hygiene, sleep, disease prevention, obesity, substance abuse, reproductive health, and safety. Aspects of mental health that will be covered include: stress management, relaxation techniques, negative thinking traps, optimism, and resilience. The course will address strategies for helping students with learning differences make healthy life choices on their path to becoming more independent adults.

Prerequisite: None

Co-requisite: None

Advisory: None

## **2. Course Objectives -**

The student will be able to:

- A. Identify strategies for improving or maintaining their physical health.
- B. Identify strategies for improving or maintaining their mental health.
- C. Better understand the biological relationship between stress, exercise, and healthy living.
- D. Identify and utilize resources on campus and in the community to lead a healthy lifestyle.

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

Accessible classroom.

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

- A. Physical health
  1. Exercise
  2. Nutrition
  3. Obesity
  4. Hygiene
  5. Sleep
  6. Disease prevention
  7. Resources available to assist with maintaining physical health
- B. Mental health
  1. Stress management
  2. Handling negative emotions
  3. Relaxation techniques
  4. Negative thinking traps
  5. Optimism
  6. Resilience
  7. Resources available to assist with maintaining mental health
- C. Reproductive health
  1. Sexuality
  2. Reproduction
  3. Contraception
  4. Resources in the community available for maintaining reproductive health
- D. Substance use and abuse
  1. Legal substances
  2. Illicit substances
  3. How substance use affects physical health and brain function
  4. Resources in the community for assistance with substance abuse
- E. Safety
  1. Strategies for maintaining safe behavior on campus and in the community
  2. Avoiding dangerous situations and scenarios
  3. Strategies for handling emergencies or injuries

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

**6. Methods of Evaluation** -

- A. Exams
- B. Quizzes
- C. Homework assignments
- D. Final project
- E. Class participation
- F. Instructor observation

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

Taggart, Lawrence. Health Promotion For People With Intellectual And Developmental Disabilities. Open University Press, 2014.

Selected articles, websites and other reference materials as assigned by instructor.

**8. Disciplines** -

Developmental Disabilities: Disabled Students Programs & Services

**9. Method of Instruction** -

Lecture, discussion, cooperative learning exercises, electronic discussions/chat, exploration of current health topics that relate to course content.

**10. Lab Content** -

Not applicable.

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

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

- A. Short paragraph responses to discussion questions.
- B. Visits to agencies/organizations in the community related to healthy living.
- C. Presentations.



Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                    | Extension granted in 2016 | Extension granted last time - 2017 (if applicable)        | Note |
|----------|---------------|--------------------------------|---------------------------|---|------|
| SRC      | ALCB_F223.    | CAREER RESOURCES               |                           |   |      |
| SRC      | ALCB_F413.    | RELAXATION TECHNIQUES          |                           |   |      |
| SRC      | ALLD_F206.    | PARAGRAPH REMEDIATION          |                           |   |      |
| SRC      | ALLD_F210.    | UNDERSTAND LEARNING DIFFER     |                           |   |      |
| BSS      | ANTH_F067B    | CULTURES OF THE WORLD: BELIZE  |                           |   |      |
| APPR     | APPR_F159.    | ADVANCED ARC WELDING           |                           |   |      |
| APPR     | APPR_F166.    | JOB SUPERVISION                |                           |   |      |
| APPR     | APPT_F121.    | INTRO TO RESID PLUMB/SAFETY/TO | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F122.    | RESIDENTIAL DRAINAGE SYSTEMS   | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F123.    | RESIDENTIAL GAS & WATER INSTAL | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F124.    | MATHEMATICS FOR RESIDENTIAL PL | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F125.    | RESIDENTIAL BLUEPRINT READING  | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F126.    | RESID PIPING LAYOUT/INSTALL/FI | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F127.    | RESIDENTIAL PLUMBING CODE      | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APPT_F128.    | RESIDENTIAL GAS INSTALL;SERV W | Yes                       | Approved 3/21; will be offered winter 2018 or spring 2018 |      |
| APPR     | APRT_F111.    | COMPTR LITRCY/TRADE APPRENTICE | Yes                       | Granted carryover approval from 2016                      |      |
| APPR     | APRT_F144A    | INTRO MARINE SHT MTL TRAINING  | Yes                       | Granted carryover approval from 2016                      |      |
| APPR     | APRT_F144B    | INTRO MARINE SHT MTL TRAINING  | Yes                       | Approved 3/21; will be offered winter 2018                |      |
| APPR     | APRT_F151A    | INTMED MARINE SHT MTS TRAINNG  | Yes                       | Approved 3/21; will be offered winter 2018                |      |
| APPR     | APRT_F155A    | SAFETY/TOOLS SHT MTL, SID, DK  | Yes                       | Approved 3/21; will be offered winter 2018                |      |
| APPR     | APRT_F155B    | BLUPRNT RDG/SHT MTL, SID, DK   | Yes                       | Approved 3/21; will be offered winter 2018                |      |
| APPR     | APRT_F156A    | WELDING/SHT MTL, SIDNG, DECKIN | Yes                       | Approved 3/21; will be offered winter 2018                |      |
| APPR     | APRT_F156B    | MEAS/DRWNG/LFTNG SHT MTL,SD,DK | Yes                       | Approved 3/21; will be offered winter 2018                |      |

Courses not Taught in Four Years - 2019 list

| <b>Division</b> | <b>Course Number</b> | <b>Short Title</b>             | <b>Extension granted in 2016</b> | <b>Extension granted last time - 2017 (if applicable)</b> | <b>Note</b> |
|-----------------|----------------------|--------------------------------|----------------------------------|---|-------------|
| APPR            | APSM_F130.           | SMQ-30 ADVANCED WELDING        |                                  |   |             |
| APPR            | APSM_F134.           | SMQ-34 ADVANCED LAYOUT FABRICA |                                  |   |             |
| APPR            | APSM_F135.           | SMQ-35 PROJECT MGMT/TAKEOFFS/E |                                  |   |             |
| APPR            | APSM_F137.           | SMQ-37 FINAL HVAC PROJECT      |                                  |   |             |
| APPR            | APSM_F138.           | SMQ-38 FINAL ARCHITEC/INDUST/O |                                  |   |             |
| FA              | ART_F072R            | INDEPENDENT STUDY IN ART       |                                  |   |             |
| PSME            | ASTR_F077.           | SEMINAR EXCITING TOPICS ASTR   |                                  |   |             |
| KA              | ATHL_F011C           | FUNC FITNESS MEN'S BASKETBALL  |                                  |   |             |
| KA              | ATHL_F011E           | INTRCLG BASKETBALL (MEN)       |                                  |   |             |
| KA              | ATHL_F011F           | INTERCOLLEGIATE BSKTBALL II ME |                                  |   |             |
| KA              | ATHL_F012C           | FUNC FITNESS WMN'S BASKETBALL  |                                  |   |             |
| KA              | ATHL_F012E           | INTRCLG BASKETBALL (WOMEN)     |                                  |   |             |
| KA              | ATHL_F012F           | INTRCLG BASKETBALL II (WOMEN)  |                                  |   |             |
| KA              | ATHL_F021E           | INTERCOLLEGIATE SOCCER (MEN)   |                                  |   |             |
| KA              | ATHL_F022E           | INTERCOLLEGIATE SOCCER (WOMEN) |                                  |   |             |
| KA              | ATHL_F032B           | SPORT TECH/COND SWIMMING       |                                  |   |             |
| KA              | ATHL_F032E           | INTERCOLLEGIATE SWIM (MEN&WOM) |                                  |   |             |
| KA              | ATHL_F033E           | INTERCOLLEGIATE WATER POLO (WM |                                  |   |             |
| KA              | ATHL_F042A           | PRESEASON COND WMN'S VOLLEYBAL |                                  |   |             |
| KA              | ATHL_F042B           | SPORT TECH/COND WMN'S VOLLEYBA |                                  |   |             |
| KA              | ATHL_F042E           | INTERCOLLEGIATE VOLLEYBALL(WMN |                                  |   |             |
| KA              | ATHL_F044E           | INTERCOLLEGIATE TENNIS (MEN)   |                                  |   |             |
| KA              | ATHL_F045E           | INTERCOLLEGIATE TENNIS (WOMEN) |                                  |   |             |
| KA              | ATHL_F073R           | INDEPENDENT STUDY IN ATHLETICS |                                  |   |             |
| BSS             | BUSI_F054H           | HONORS INSTITUTE SEMINAR BUSIN |                                  |   |             |
| BSS             | BUSI_F062.           | PRINCIPLES OF SALESMANSHIP     |                                  |   |             |
| PSME            | C S_F054C            | VMWARE VIEW                    |                                  |   |             |
| PSME            | C S_F056A            | ENTERPRISE WIRELESS LAN        |                                  |   |             |
| PSME            | C S_F061A            | WINDOWS 8 CONFIGURATION        |                                  |   |             |
| PSME            | C S_F084A            | DB-DRIVEN WEB APP DEVLPMNT     |                                  |   |             |
| PSME            | CHEM_F070.           | STUDY SKILLS/PROB-SOLV STRAT   |                                  |   |             |

Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                    | Extension granted in 2016 | Extension granted last time - 2017 (if applicable)                   | Note |
|----------|---------------|--------------------------------|---------------------------|--|------|
| CNSL     | CNSL_F090A    | INTRO LEADERSHIP INDEP STUDY   |                           |  |      |
| CNSL     | CNSL_F090B    | LEADERSHIP INDEP STUDY II      |                           |  |      |
| CNSL     | CNSL_F090C    | LEADERSHIP INDEP STUDY III     |                           |  |      |
| FA       | COMM_F054A    | FORENSIC SPEECH                |                           | Approved 3/21; will be offered spring 2017                           |      |
| FA       | COMM_F070R    | INDEPENDENT STUDY COMM STUDIES |                           |  |      |
| FA       | COMM_F071R    | INDEPENDENT STUDY COMM STUDIES |                           |  |      |
| FA       | COMM_F072R    | INDEPENDENT STUDY COMM STUDIES |                           |  |      |
| FA       | COMM_F073R    | INDEPENDENT STUDY COMM STUDIES |                           |  |      |
| KA       | DANC_F008.    | DANCE PRODUCTION:REHEARSAL & P |                           |  |      |
| KA       | DANC_F070R    | INDEPENDENT STUDY IN DANCE     |                           |  |      |
| KA       | DANC_F071R    | INDEPENDENT STUDY IN DANCE     |                           |  |      |
| KA       | DANC_F072R    | INDEPENDENT STUDY IN DANCE     |                           |  |      |
| KA       | DANC_F073R    | INDEPENDENT STUDY IN DANCE     |                           |  |      |
| BHS      | DMS_F071R     | INDEPENDENT STUDY IN DMS       |                           |  |      |
| BHS      | DMS_F072R     | INDEPENDENT STUDY IN DMS       |                           |  |      |
| BHS      | DMS_F073R     | INDEPENDENT STUDY IN DMS       |                           |  |      |
| LA       | ESLL_F246.    | APPLIED GRAMMAR/EDIT SKILLS    |                           |  |      |
| LA       | ESLL_F250.    | RHETORICAL GRAMMAR FOR ESLL    |                           |  |      |
| BSS      | GEOG_F011.    | INTRO MAPPING & SPATIAL REASON |                           |  |      |
| BSS      | GEOG_F012.    | INTRO GEOSPATIAL TECHNOLOGY    |                           |  |      |
| BSS      | HIST_F016.    | INTRODUCTION TO ANCIENT ROME   |                           |  |      |
| BSS      | HIST_F016H    | HONORS INTRO TO ANCIENT ROME   |                           |  |      |
| BSS      | HIST_F019.    | HISTORY OF ASIA:CHIN/JAP       |                           |  |      |
| BSS      | HIST_F054H    | HONORS INSTITUTE SEMINAR HIST  |                           | Approved 3/21; will be offered winter 2018 or spring 2018            |      |
| BHS      | HORT_F090E    | HORT & LANDSCAPE PHOTOGRAPHY   |                           |  |      |
| BHS      | HORT_F090K    | LANDSCAPING WITH EDIBLES       |                           |  |      |
| BHS      | HORT_F090L    | PLANT PROPAGATION:BASIC SKILLS |                           |  |      |
| APPR     | JRYM_F101A    | BASIC ELEC SHT MTL A/C         | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |

Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                    | Extension granted in 2016 | Extension granted last time - 2017 (if applicable)                   | Note |
|----------|---------------|--------------------------------|---------------------------|--|------|
| APPR     | JRYM_F101B    | ADV ELEC SHT MTL A/C           | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F102A    | BASIC REFRIG SHT MTL A/C       |                           |  |      |
| APPR     | JRYM_F102B    | ADV REFRIG SHT MTL A/C         | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F103A    | AIR DISTRIB SHT MTL A/C        | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F103B    | REFRIG THRY SHT MTL A/C        | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F104.    | SHT MTL JOURNEY LEVEL UPGRADE  |                           |  |      |
| APPR     | JRYM_F152A    | HVAC BASIC SYS SHT MTL JRNYPRS | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F154.    | RECIPROCATING REFRIGERATION    | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F155A    | BASIC ELEC SHT MTL A/C JRNYPRS | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F157.    | HAZ MAT TRNG/TRADES            | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F158.    | HAZ MAT RECERT/TRADES          | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F165.    | PRE-AP INTRO SHEET METAL       | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F166A    | MARINE SHT METAL TRAIN I       | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F166B    | MARINE SHT METL TRAIN II       | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F168A    | JRYMLEVEL DIGITAL SYS I        | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F168B    | JRYMLEVEL DIGITAL SYS II       | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |

Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                    | Extension granted in 2016 | Extension granted last time - 2017 (if applicable)                   | Note |
|----------|---------------|--------------------------------|---------------------------|--|------|
| APPR     | JRYM_F169A    | FIELD MEASURE& LAYOUT I        | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F170A    | ADV SHT MTL SERVICE I          | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F170B    | ADV SHT MTL SERVICE II         | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F171B    | SPECIAL CAD SM JOURNEY II      |                           |  |      |
| APPR     | JRYM_F171C    | SPECIAL CAD SM JOURNEY III     |                           | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F171D    | SPECIAL CAD SM JOURNEY IV      | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F172A    | ELEC SYS OPER CONTRL DEV-JRYM  | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F172B    | HVAC TEST/BAL PROC-JRYM        | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F173A    | AIR DIST/MFG SYSTMS-JRYM       | Yes                       | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F173B    | SYS TNST/TRBLSHOOTNG-JRYM      |                           | Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018 |      |
| APPR     | JRYM_F174A    | ADVANCED WELDING               |                           |  |      |
| KA       | KINS_F055.    | INTRO TO AQUATIC EXERCISE      |                           |  |      |
| KA       | KINS_F072R    | INDEPENDENT STUDY KINESIOLOGY  |                           |  |      |
| KA       | KINS_F073R    | INDEPENDENT STUDY KINESIOLOGY  |                           |  |      |
| KA       | KINS_F082.    | APPLIED PRINC ADAPTIVE FITNESS |                           |  |      |
| KA       | KINS_F083.    | PHYSICAL DIMENSIONS OF AGING   |                           |  |      |
| KA       | KINS_F084.    | FUNCTION FITNESS & ADAPT MOVEM |                           |  |      |
| KA       | KINS_F085.    | PRINC OF ADAPTIVE WATER EXERC  |                           |  |      |
| BSS      | LINC_F070A    | WEB PAGE DESIGN I              |                           |  |      |
| BSS      | LINC_F072C    | ADOBE INDESIGN I               |                           |  |      |
| BSS      | LINC_F085A    | ADOBE FLASH I                  |                           | Approved 3/21; will be offered spring 2017                           |      |
| BSS      | LINC_F085C    | ADOBE FLASH OVERVIEW           |                           |  |      |

Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                     | Extension granted in 2016 | Extension granted last time - 2017 (if applicable) | Note   |
|----------|---------------|---------------------------------|---------------------------|--|--|
| BSS      | LINC_F086.    | SCREENCASTING OVERVIEW          |                           | Approved 3/21; will be offered fall 2018           |  |
| PSME     | MATH_F042.    | MATH FOR ELEMENTARY TEACH       |                           |  |  |
| FA       | MDIA_F009.    | GLOBAL MEDIA                    |                           |  |  |
| FA       | MDIA_F032.    | MOTION GRAPHICS                 |                           |  |  |
| FA       | MDIA_F040.    | DIGITAL SOUND, VIDEO & ANIMATI  |                           |  |  |
| FA       | MDIA_F051.    | WEB VIDEO                       |                           |  |  |
| FA       | MDIA_F081B    | SOUND DESIGN FOR FILM/VIDEO     |                           | Approved 3/21; will be offered fall 2017           |  |
| FA       | MUS_F002F     | HISTORY OF AMERICAN MUSICAL TH  |                           |  |  |
| FA       | MUS_F007E     | HISTORY OF THE BLUES            | Yes                       | Approved 3/21; will be offered fall 2017           |  |
| FA       | MUS_F041.     | LIVE MUSIC PERFORMANCE WORKSHO  | Yes                       | Approved 3/21; will be offered TBD                 |  |
| FA       | MUS_F072R     | INDEPENDENT STUDY MUS/MUS TECH  |                           |  | Approved 3/21; will be offered summer 2018 at the latest |
| LA       | NCEL_F402.    | VOCATNL ESL FOR AH:GERIATRIC H  |                           |  |  |
| LA       | NCEL_F403B    | TRANSTN TO COLLEGE ESL PART II  |                           |  |  |
| LA       | NCEL_F447.    | ADV VOCAB DEVL P READNG/WRITING |                           |  | Formerly ESLL 247  |
| SRC      | PHDA_F022.    | TEAM SPORTS SPEC POPULATIONS    |                           |  |  |
| KA       | PHED_F013B    | ADVANCED WATER POLO             |                           |  |  |
| KA       | PHED_F024B    | SKILLS OF GOLF COURSE PLAY      |                           |  |  |
| KA       | PHED_F026D    | INTERMEDIATE DOUBLES TENNIS     |                           |  |  |
| KA       | PHED_F026E    | ADVANCED DOUBLES TENNIS         |                           |  |  |
| KA       | PHED_F026F    | AEROBIC TENNIS                  |                           |  |  |
| KA       | PHED_F031D    | TOURNAMENT FUTSOL: INDR SOOCER  |                           |  |  |
| KA       | PHED_F038D    | INTERMEDIATE BASKETBALL         |                           |  |  |
| KA       | PHED_F038E    | ADVANCED BASKETBALL             |                           |  |  |
| KA       | PHED_F040B    | ADVANCED VOLLEYBALL             |                           |  |  |
| KA       | PHED_F041C    | INTRM INDOOR CYCLE:HILLS/SPR    |                           |  |  |
| KA       | PHED_F071R    | INDEPENDENT STUDY PHYSICAL EDU  |                           |  |  |
| KA       | PHED_F072R    | INDEPENDENT STUDY PHYSICAL EDU  |                           |  |  |
| KA       | PHED_F073R    | INDEPENDENT STUDY PHYSICAL EDU  |                           |  |  |
| FA       | PHOT_F078A    | LANDSCAPE FIELD STUDY IN PHOTO  |                           |  |  |

Courses not Taught in Four Years - 2019 list

| Division | Course Number | Short Title                    | Extension granted in 2016 | Extension granted last time - 2017 (if applicable) | Note  |
|----------|---------------|--------------------------------|---------------------------|--|---|
| BSS      | POLI_F054H    | HONORS INSTITUTE SEMINAR POLI  |                           |  | Approved 3/21; will be offered winter 2018 or spring 2018 |
| PSME     | PSE_F041.     | CLASS PRACTICES: MIDDLE SCHOOL |                           |  |   |
| PSME     | PSE_F042.     | CLASS PRACTICES:ELEMENTARY SCI |                           |  |   |
| PSME     | PSE_F043.     | CLASS PRACTICES: HIGH SCHOOL S |                           |  |   |
| BHS      | R T_F071.     | ADV CLINICAL EXPER:MRI         | Yes                       |  | Granted carryover approval from 2016                      |
| BSS      | SOSC_F071R    | INDEPENDENT STUDY SOCIAL SCIEN |                           |  |   |
| BSS      | SOSC_F072R    | INDEPENDENT STUDY SOCIAL SCIEN |                           |  |   |
| BSS      | SOSC_F073R    | INDEPENDENT STUDY SOCIAL SCIEN |                           |  |   |
| LA       | SPAN_F010A    | SPANISH FOR HERITAGE SPEAKERS  | Yes                       |  | Approved 3/21; will be offered spring 2017                |
| FA       | THTR_F071R    | INDEPENDENT STUDY THEATRE ARTS |                           |  |   |
| BSS      | WMN_F070R     | INDEPENDENT STUDY WMN'S STUDIE |                           |  |   |
| BSS      | WMN_F071R     | INDEPENDENT STUDY WMN'S STUDIE |                           |  |   |
| BSS      | WMN_F072R     | INDEPENDENT STUDY WMN'S STUDIE |                           |  |   |
| BSS      | WMN_F073R     | INDEPENDENT STUDY WMN'S STUDIE |                           |  |   |

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

Background

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

Process

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

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

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



**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Auto-Awarding Degrees and Certificates**

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

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students receiving Financial Aid and/or Veteran's Benefits are not adversely affected;

Whereas students who earn a degree or certificate from a California community college nearly double their earnings within three years ([according to CCCC data](#));

Resolved, the College Curriculum Committee supports the adoption of an automatic awarding of degrees and certificates policy at Foothill College.

Draft



**FOOTHILL-DE ANZA  
Community College District**

|         |   |
|---------|---|
| Book    | Administrative Procedures   |
| Section | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)  |
| Title   | Graduation Requirements for Degrees and Certificates  |
| Code    | AP 4100   |
| Status  | New   |
| Legal   | Title 5, Sections 55060 et seq.   |
| Origin  | CCLC legally required - 11/28/18 APM - Revised to remove the number of units required for Cert of Achievement. Seeking senate feedback. |

**(CCLC NOTE:** This procedure is **legally required**. Local practice may be inserted. Procedures must address at least the following:)

### **ASSOCIATE DEGREES**

**For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 90 quarter units of college work.**

**A definition of “college work” that provides that courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5 Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.**

**The work must include at least 27 quarter units in general education and at least 27 quarter units in a major listed in the Community Colleges “Taxonomy of Programs.”**

**The work must include at least 18 quarter units of study in residence; exceptions to the residence requirement can be made by the Board when an injustice or undue hardship would result.**

**The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.**

**Students may seek to have noncredit courses counted toward the satisfaction of requirements for an associate degree in accord with Title 5, Section 55050, Credit by Examination.**

**Ethnic studies must be offered.**

**District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor’s Office.**

### **CERTIFICATE PROGRAMS**

**For a certificate of achievement, a student must successfully complete a course of study or curriculum that meets or exceeds the legally required minimum number of units of degree-applicable credit coursework. The certificate of achievement shall**

**be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.**

**Shorter credit programs that lead to a certificate may be established by the District.** (Note: With the change to the certificate of achievement language above, do we still need this statement?)

**Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of Foothill-De Anza Community College District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.**

**Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.**

**See Board Policy 4100 Graduation Requirements for Degrees and Certificates**

Last Modified by Paula J Norsell on January 24, 2019



**FOOTHILL-DE ANZA**  
**Community College District**

|         |  |
|---------|--|
| Book    | Administrative Procedures  |
| Section | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)   |
| Title   | Remedial Coursework (formerly Remedial Limit Waivers)  |
| Code    | AP 4222 (formerly BP 6050)   |
| Status  | Up For Revision  |
| Legal   | Education Code Section 78213<br>California Code of Regulations, Title 5, Section 55035<br>ACCJC Accreditation Standard II.A.4  |
| Adopted | September 21, 1992   |
| Origin  | Legally required - CCLC update to to reflect an amendment to Education Code Section 78213 that places certain limits on enrolling students in remedial English or mathematics coursework. Replace outdated language from 1992 with CCLC recommended language. APM to review and seek senate feedback 11/28/18. |
| Office  | Chancellor's Office  |
| Upload  | February 8, 2015   |

~~It is the policy of Foothill and De Anza Colleges not to grant waivers to the 45 remedial quarter unit limit. This policy is subject to review based on future experience.~~

**(CCLC NOTE:** This procedure is **legally required**. Local practice may be inserted here, which must include the following:)

**Remedial coursework consists of pre-collegiate basic skills courses.**

**A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.**

**No student shall receive more than 45 quarter units for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.**

**No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to success in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if the [ designate position ] determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The [ designate position ] shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.**

**A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.**

**Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.**

**Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.**

**College catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.**

Approved 9/21/92

Last Modified by Paula J Norsell on November 19, 2018



FOOTHILL-DE ANZA  
Community College District

|         |   |
|---------|---|
| Book    | Administrative Procedures   |
| Section | Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)  |
| Title   | Grading and Academic Record Symbols   |
| Code    | AP 4230   |
| Status  | New   |
| Legal   | California Code of Regulations, Title 5, Section 55023<br>California Code of Regulations, Title 5, Section 55024  |
| Origin  | CCLC Legally required - 11/28/18 APM – Change to add FW grade, explanation regarding plus/minus grades, and Title 5 language related to withdrawal. Seek senate feedback. |

**(CCLC NOTE:** This procedure is **legally required**. Local practice may be inserted, but must comply with Title 5.)

**Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:**

**Evaluative Symbols:**

**A+ Excellent (Grade Point = 4.0)**

**A Excellent (Grade Point = 4.0)**

**A- Excellent (Grade Point = 3.7)**

**B+ Good (Grade Point = 3.3)**

**B Good (Grade Point = 3)**

**B- Good (Grade Point = 2.7)**

**C+ Satisfactory (Grade Point = 2.3)**

**C Satisfactory (Grade Point = 2)**

**D+ Less than satisfactory (Grade Point = 1.3)**

**D Less than satisfactory (Grade Point = 1)**

**D- Less than satisfactory (Grade Point = .7)**

**F – Failing (Grade Point = 0)**

**FW – Unofficial withdrawal (Grade Point = 0) (the “FW” grade symbol is used to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The “FW” symbol may not be used if a student has qualified for and been granted military withdrawal.**

**P – Passing (At least satisfactory – units awarded not counted in GPA)**

**NP – No Pass (Less than satisfactory, or failing – units not counted in GPA)**

**SP – Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)**

**CCLC NOTE:** Districts that have adopted “plus-minus” grades would insert those grades. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

**CCLC NOTE:** Districts that have adopted the "FW" grade symbol (unofficial withdrawal) would insert that symbol under the list of evaluative symbols. The "FW" symbol may not be used if a student has qualified for and been granted a military withdrawal. If "FW" is used, its grade point value is 0.

### Non-Evaluative Symbols:

**I – Incomplete:** Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the "I" shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted nor for grade points.

**IP – In Progress:** The "IP" symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" symbol shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluation symbol (grade) to be recorded on the student's permanent record for the course.

**RD – Report Delayed:** The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

**W – Withdrawal:** The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

- Withdrawal from a course or courses shall be authorized through 75 percent of a term. The governing board, however, may establish a final withdrawal date which prohibits withdrawal after a designated point in time between 30 percent of a term and 75 percent of a term. The academic record of a student who remains in a course beyond the time allowed by district policy must reflect a symbol as authorized in section Title 5, Section 55023 other than a "W."
- The governing board may by regulation authorize withdrawal from a course or courses in extenuating circumstances after 75 percent of the term upon petition of the student or his or her representative and after consultation with the appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first 30 percent of a term. The governing board may establish a period of time shorter than 30 percent of a term, during which no notation shall be made.
- Withdrawal between 30 percent of the term (or such time as established by the district) and 75 percent of a term shall be authorized, provided the appropriate faculty is informed.
- Withdrawal after 75 percent of a term when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W."
- For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator.
- The "W" shall not be used in calculating grade point averages, but shall be used in determining probation and dismissal pursuant to Title 5, Sections 55031 et seq.
- A "W" shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made pursuant to sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.
- The district policy shall establish the number of times (not to exceed three times) that a student may withdraw and receive a "W" symbol on his or her record for enrollment in the same course. The district policy may permit a student to enroll again in a course after having previously received the authorized number of "W" symbols in the same course in colleges within the district, if the chief instructional officer, chief student services officer or other

district official designated in the district policy approves such enrollment after review of a petition filed by the student.

- The district policy may provide that a “W” symbol will not be assigned to any student who withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.
- The district policy shall include provisions for intervention in cases of multiple withdrawals.

MW – Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5, Section 55024.

- “Military Withdrawal” (MW) occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a “MW.”
- Military withdrawals shall not be counted in progress probation and dismissal calculations.
- Military withdrawals shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.
- In no case may a military withdrawal result in a student being assigned an “FW” grade.

EW – Excused Withdrawal: The “EW” symbol may be used to denote withdrawal in accordance with Title 5, Section 55024.

- “Excused Withdrawal” (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in Title 5, Section 55024(a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-term transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.”
- Excused withdrawal shall not be counted in progress probation and dismissal calculations.
- Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.
- In no case may an excused withdrawal result in a student being assigned an “FW” grade.

See Board Policy 4230 Grading