

OHLONE COMMUNITY COLLEGE DISTRICT
CURRICULUM COMMITTEE – ISSUES AGENDA

Monday, March 2, 2009

3:00 – 5:00 p.m.

Room 1407 – Fremont Campus
Room NC-1317 – Newark Campus

APPROVAL OF MINUTES:

February 2, 2009

CHAIR’S REPORT:

Curriculum Committee Chair Report Fall 08

February 2, 2009

1. Status of Departments up for 6-year course review:

Fall 08 - All departments still in process.
Due to finish SP09.
Administration of Justice
Consumer Family Science
Early Childhood Studies
Journalism
Speech

Spring 09 - New
Art (and contd. next Fall 09)
Athletics
Graphic Arts
Interior Design
Kinesiology
Multimedia

2. Validation Form / Pre & Co-Requisites

- New form to be created in CurricUNET; combine Entry Knowledge and Requisites areas.

3. Other Programming Issues/Plans

- New AF (All Fields) form (created to address cut & paste problems which were copying over original active courses). Still a problem (will try to get them to block access to pencil area for Active courses).

- Cross-Reference Primary indication needed in CurricUNET.

- Make Launching a one-step process.

4. Plans to Update Website

- FAQ's
- Sample Course contents (updated, with explanations...)

5. GE Additional Approvals form (we're still inconsistent on our re-upping policy; revisit this...)

6. 2009 Curriculum and SLO Institute in Anaheim July 09.

MINOR REVISIONS: (INFORMATIONAL)

AH 117A Basic Phlebotomy Training – Gale Carli
Remove prerequisite of AH-111; minor revision to course content; assignments; methods of instruction; textbook updated

AH 117B Phlebotomy Skills Lab – Gale Carli
Change grading option to “GR”; minor revision to counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; textbook update

AH 117C Advanced Phlebotomy Training – Gale Carli
Minor revision to catalog description; changed a word in the schedule description; a student learning outcome; assignments; methods of instruction; textbook update

- AH 117D Phlebotomy Externship – Gale Carli**
Minor change to catalog description separating “healthcare”; revision to schedule description; minor change to counselor description; methods of evaluation/assessment; methods of instruction
- AH 130 Acupressure Connection I – Deb Parziale**
Cross-Reference with HLTH-130 with Allied Health as the primary
- CNET 162C Planning a Microsoft Windows Networks Infrastructure – Richard Grotegut**
Renumber from CNET-163; change grading option to “GR”; methods of instruction
- MATH 159 Introduction to Statistics – Steven Bitzer**
Title change from Elements of Statistics and Probability; student learning outcome; course content; updated textbook
- NUR 301 Foundations of Nursing – Sally Scofield**
Added advisory of SPCH-101 or SPCH-103; minor revision to course content
- NUR 302 Nursing Care of the Medical-Surgical Patient I – Sally Scofield**
Add to advisory SPCH-101 or SPCH-103 must be completed by second semester of nursing program; Minor revision to catalog description: remove “weekly contact hours are 6.75 hours lecture and 16.9 hours lab. The” Revision to schedule description: remove hyphen between medical-surgical; minor change to student learning outcome; course outline; updated textbooks
- NUR 303 Nursing Care of Women and Children – Sally Scofield**
Add to advisory SPCH-101 or SPCH-103 must be completed by the end of the second semester of the nursing program. Minor revision to course content;
- MAJOR REVISIONS: (APPROVAL - CONSENT)**
- ASL 150 Linguistics of ASL – Sandra Ammons (tabled from 2/2/09 meeting)**
Change repeatability to 0; Prerequisite: ASL-103B and ENGL-151B; counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; textbook
- ASL 157 ASL Storytelling – Sandra Ammons (tabled from 2/2/09 meeting)**
Change grading option to GR; change prerequisite to ASL-103B; class schedule description: Course in storytelling including use of ASL principles and general styles. Taught in ASL only. Revision to: student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; supplies – changed repeatability to 0
- CHIN 102A Intermediate Mandarin Chinese I – Mikelyn Stacey**
Revision to counselor information; Revision to: student learning outcomes; course outline; assignments; methods of evaluation/assessment; methods of instruction; updated textbooks; **Re-affirmed for GE Plan A Area: IIIB Humanities – approved November 10, 2008**
- CS 133 Introduction to SAS Programming – Xisheng Fang**
Add to title Introduction; change lecture hours 3.00; remove lab hours; change grading option to GR; catalog description: The SAS system has become the international standard for data management, manipulation, storage, retrieval, and statistical analysis. This course offers an introduction to the SAS software by using core elements of the SAS system programming language and procedures. Revision to: student learning outcomes; course outline; assignments; methods of evaluation/assessment; methods of instruction; updated textbook

- ECS 301 Childhood Growth and Development – Janice Jones**
 Title change: Remove “Early” from title; catalog description: Catalog Description: This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbook
- ECS 302 Introduction to Curriculum – Janice Jones**
 Title change: remove “Early Childhood” from title; change grading option to “GR”; delete ECS-304 from Advisory; revised counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbook
- ECS 303 Child, Family, and Community – Janice Jones**
 Revision to catalog description: An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Revision to: counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbook
- ECS 307C4 Practicum - Field Experience – Janice Jones**
 Title change from: Advanced Practicum Working With Young Children; Catalog Description: This course offers direct experience working with an observing young children. Students will be trained in the planning, implementing, and evaluating program components and activities for young children. Students must complete this course in the Ohlone Child Care Lab. Student will perform the competencies of a Head Teacher/Site Director. Class Schedule Description: Observe, plan, implement activities for young children as a Head Teacher/Master Teacher/Site Director. Revision to counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbook
- ECS 308 Administration of Programs for Young Children – Janice Jones**
 Advisory: ENGL-101A; ECS 300; ECS 301; ECS 302; **Class Schedule Description:** Principles and practices in management of children’s centers, legal and fiscal management techniques. Revision to student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; textbook
- ECS 309 Teaching In A Diverse Society – Janice Jones**
 Title change from “Cultural Diversity in Programs from Young Children”; catalog description: Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. Revision to: student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbooks
- ECS 312 The Development of Literacy in Early Childhood Education – Janice Jones**
 Remove prerequisites and remove Advisory of ENGL-151B; add Advisory of ENGL-101A; revision to: student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbook

- ECS 314 Literature for the Young Child – Janice Jones**
Remove prerequisites and remove Advisory of ENGL-151B; add Advisory of ENGL-101A; revision to: catalog description: This course provides an in-depth experience with literature for children ages 0-8. Introduces students to the development of reading in young children, their interests, diversity and reading skill levels of young children. Content to be covered includes the historical development of children's literature, effective techniques used to introduce literature, books, poetry, other reading media, story telling and reading to children. Students will learn how to extend literature into other curriculum areas. Revision to: counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction;
- ECS 316 Children With Special Needs in Programs For Young Children – Janice Jones**
Delete prerequisites; Add Advisory of ENGL-101A; catalog description change age range from 0-10 to 0-12 years; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; textbook
- ECS 322 Mentoring and Supervision in Early Childhood Programs – Janice Jones**
Remove prerequisite; Change Advisory to: Completion of ECS-308; ECS-302; ENGL-101A; class schedule description: Mentoring and supervision of adults in Early Childhood Programs. Revision to: counselor description; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of instruction; updated textbooks
- ECS 325A Workshop Series for Parents and Teachers – Janice Jones**
Change grading option to GR; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of evaluation
- ECS 325A1 Workshop Series for Parents and Teachers – Janice Jones**
Change grading option to GR; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of evaluation
- ECS 327 School Age Child Development – Janice Jones**
Change repeatability to 0; change grading option to GR; Add advisory of ENGL-101A; student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of evaluation; updated textbook
- ECS 328 Curriculum for the School Age Child – Janice Jones**
Change grading option to GR; Advisory Eligible for ENGL-101A; Completion of ECS-301 and ECS-302; schedule description: Planning and implementing curriculum for school-age programs. Revisions to: student learning outcomes; course content; assignments; methods of evaluation/assessment; methods of evaluation; updated textbook

NEW COURSES: (APPROVAL)

- BRDC 144 Sports Broadcasting – Gary Kauf**
2.00 hrs lecture; 4.00 hrs lab 4.00 units
Advisory: Completion of one of the following: BRDC 136, 141, 142, 148, 180 or TD 114; Successful completion of at least one of the following Broadcasting Dept. classes is advised: BRDC 134; BRDC 136; BRDC 138; BRDC 141; BRDC 142; BRDC 148; BRDC 152;
Students get training and hands-on experience producing and doing play-by-play of college sporting events which are broadcast live on Ohlone College Television and streamed to the internet. (GR) Repeatable = 1 time
- EDUC 105 Math and Science Future Teacher Seminar – Tania Munding**
3.00 hrs lecture 3.00 units
Advisory: ENGL-101A and MATH-151
This course is designed to provide students pursuing a career in secondary school math or science teaching with theory and hands-on experience working with children in math and science skills at a local elementary school. This course includes work with

mathematics and science material, assessment, methodology, and the school environment. The course includes 50 hours of on-site field experience, as a service learning component, in a local elementary school. (GC)

INT 245 Phantom Interpreting – Shelley Lawrence (tabled from 2/2/09 meeting)
1.00 unit 3.00 lab hours
Prerequisite: Successful completion of INT-145, INT-147, INT-153, and INT-199A are required
Corequisite: Students must also be enrolled in INT 253, 227 and the 199 courses offered. Students will apply knowledge gained in the first year courses by interpreting live situations on campus and in the community. Students will apply Demand-control schema analysis of situations, assignment preparation. (GR)

COURSE DEACTIVATION: (APPROVAL)

All CS Deactivations being put through by David Topham

CS 117 Introduction to Wireless Programming and Technology

CS 122 C#.NET Programming – Affects the following Certificates

.Net Programming I - Cert of Accompl / Web Delivery - Cert of Accompl

CS 126 Internet Security Programming - Affects the following Certificates

.NET Programming II - Cert of Accompl

CS 129A Software Testing

CS 130 Systems Analysis

CS 132 DNA Computing - Affects the following Certificates

Computer Applications in Biotechnology - Cert of Accompl

CS 171 Advanced Java Programming - Affects the following Certificates

Computer Science: AS Degree - Recommended Core Course /Computer Studies:

AA Degree - Major OPTION 2 / Computer Programming - Cert of Accompl / Internet

Applications Development - Cert of Accompl / Web Delivery - Cert of Accompl

CS 179 Dynamic Web with ColdFusion - Affects the following Certificates

Web Content - Cert of Accompl - Choose 9-10 units from the following

ADDITIONAL APPROVALS: (INFORMATIONAL)

GENERAL EDUCATION:

DISTANCE LEARNING:

PROGRAM REVISIONS: (INFORMATIONAL)

ASL-English Interpreter Preparation Program

Certificate of Achievement: Interpreter Preparation Program

The ASL-English Interpreter Preparation Program (IPP) is limited in the number of students it can admit to each class. Students must fulfill minimum requirements listed below prior to applying to the Interpreter Preparation Program.

1. All pre-interpreter students are required to take the placement test OR provide sufficient proof of college level English and Math coursework to waive this requirement:
 - a. Completion of ENGL-101A or equivalent with a grade of C or better.
 - b. Reading Clearance: Clearing ENGL-163 through the Ohlone College English Placement Test or completion of ENGL-163 or substitute reading course from an approved list.
 - c. Completion of MATH-151 or any higher level Math course Math clearance on the Ohlone Math Placement Test.
 - d. Completion of 30 General Education Units (1 year of college-level work) with a cumulative GPA of 2.7 or higher.
2. Students must attend an all day screening. All applications must be evaluated regardless of previous

coursework in ASL.

3. A separate application, found online, must be submitted to the Division Deaf Studies and Special Services by mid-April. The exact deadline is provided online at <http://www.ohlone.edu/instr/deafstudies/ipp/#eligibility>

Requirements for Certificate of Achievement:

- a) Complete Major Field courses as indicated below.
- b) Complete at least six units at Ohlone College.
- c) Maintain a 2.0 grade point average in Major Field courses.

Associate of Arts Degree: Interpreter Preparation Program

The ASL-English Interpreter Preparation Program (IPP) is limited in the number of students it can admit to each class. Students must fulfill minimum requirements listed below prior to applying to the Interpreter Preparation Program.

1. All pre-interpreter students are required to take the placement test OR provide sufficient proof of college level English and Math coursework to waive this requirement:
 - a. Completion of ENGL-101A or equivalent with a grade of C or better.
 - b. Reading Clearance: Clearing ENGL-163 through the Ohlone College English Placement Test or completion of ENGL-163 or substitute reading course from an approved list.
 - c. Completion of MATH-151 or any higher level Math course Math clearance on the Ohlone Math Placement Test.
 - d. Completion of 30 General Education Units (1 year of college-level work) with a cumulative GPA of 2.7 or higher.
2. Students must attend an all day screening. All applications must be evaluated regardless of previous coursework in ASL.
3. A separate application, found online, must be submitted to the Division Deaf Studies and Special Services by mid-April. The exact deadline is provided online at <http://www.ohlone.edu/instr/deafstudies/ipp/#eligibility>

Requirements for AA Degree:

- a) Complete Major Field courses with a grade of C or better.
- b) Complete Plan A, B, or C General Education requirements. These are specified in the Ohlone College catalog.
- c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
- d) Complete at least 12 units at Ohlone College.

AA Degree and Certificate of Achievement: ASL-English Interpreter Preparation Program

The ASL-English Interpreter Preparation Program (IPP) is limited in the number of students it can admit to each class. Students must fulfill minimum requirements listed below prior to applying to the Interpreter Preparation Program.

1. All pre-interpreter students are required to take the placement test OR provide sufficient proof of college level English and Math coursework to waive this requirement:
 - a. Completion of ENGL-101A or equivalent with a grade of C or better.
 - b. Reading Clearance: Clearing ENGL-163 through the Ohlone College English Placement Test or completion of ENGL-163 or substitute reading course from an approved list.
 - c. Completion of MATH-151 or any higher level Math course Math clearance on the Ohlone Math Placement Test.
 - d. Completion of 30 General Education Units (1 year of college-level work) with a cumulative GPA of 2.7 or higher.
2. Students must attend an all day screening. All applications must be evaluated regardless of previous coursework in ASL.

3. A separate application, found online, must be submitted to the Division Deaf Studies and Special Services by mid-April. The exact deadline is provided online at <http://www.ohlone.edu/instr/deafstudies/ipp/#eligibility>

Students have met the requirements and taken and passed all courses satisfactorily.

Student Learning Outcomes

1. Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the deaf community, professional interpreters and interpreter agencies through effective interpersonal and cross-cultural communication skills.
2. Demonstrate critical thinking skills by: a. assessing potential demands of various interpreting situations and construct appropriate responses to mitigate those demands and b. applying and defending appropriate decision-making skills when ethical dilemmas arise.
3. Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.

MAJOR FIELD

INT 106 Discourse Analysis: ASL	3
INT 107 Interpreter Orientation	3
INT 112 Comparative Linguistics: ASL and English	3
INT 115 Interpreting Preparation Skills	2
INT 116 Discourse Analysis: English	3
INT 127 Ethics 1	1
INT 145 Practicum: Deaf Mentorship	5
INT 147 Introduction to Interpreting for People who are Deaf/Blind	2
INT 153 Interpreting: ASL to English	6
INT 199A Introduction to Multicultural Issues in Interpreting	1
INT 199B Introduction to Oral Facilitation	0 - 0.5
INT 199C Introduction to Medical Interpreting	0 - 1
INT 199D Introduction to Educational Interpreting K-12	0 - 1
INT 199E Introduction to Post-Secondary Interpreting	0 - 0.5
INT 199F Introduction to Social Service & Employment	0 - 0.5
INT 199G Introduction to Telephone and Video Relay Interpreting	0 - 0.5
INT 199H Introduction to Mental Health Interpreting	0 - 0.5
INT 199I Introduction to Deaf/Hearing Team Interpreting	0 - 0.5
INT 227 Ethics II: Interpreting Ethics and Decision-Making	3
INT 245 Phantom Interpreting	1
INT 253 Interpreting: English to ASL	6
INT 263 Interpreting Across the Language Continuum	4
INT 295 Interpreting Internship	5
INT 299 Capstone Course	1
BA 121A Developing Your Business Plan	0.5
BA 121B Legal Aspects of Small Business	0.5

Total Units = 52.00 - 55.00

The courses listed above are part of the special application only curriculum for the Interpreter Preparation Program (IPP.) Other courses are open to students not in the Interpreter Preparation Program and are offered regularly. Please refer to a current college schedule of classes or the Ohlone College Deaf Center Web page at http://www.ohlone.edu/instr/div_deaf/ipp/.

Removed from the ASL-English Interpreter Program – INT-110, INT-120, INT-121, INT-160, INT-161, INT-173, INT-175, INT-180, INT-181

All the added courses are bolded in the grid.

Certificate of Achievement : COMPUTER APPLICATIONS IN BIOTECHNOLOGY

The field of computer applications in biotechnology is a complex hybrid of two distinct scientific disciplines—computer technology and bioscience. This certificate is designed to provide an understanding of bioinformatics and other computer related subjects to students with some computer and/or life science background. This program is useful for students who desire to explore this new information science in which computers help to simulate, visualize, and analyze genetic and biological information. It also provides an introduction to the fundamental scientific and computational concepts, methods, and tools central to the growing field of computer applications in biotechnology.

Student Learning Outcomes

1. Examine cutting-edge biological concepts and computer technologies in biotechnology
2. Operate main databases, tools, and methods for the storage, searching, and analysis of biological molecules
3. Solve computational problems common to bioinformatics and apply classical computer science solutions to biotechnology;
4. Use statistical analysis software systems for data analysis.
5. Describe basic fundamentals of cells, major cellular components, DNA, and proteins;
6. Apply fundamental algorithms in biomolecular sequence analysis to problem solving in biotechnology.

Required courses:

BIOT 112 Introduction to Bioinformatics	2
CS 131 Computing in Biotechnology	4
CS 133 SAS Programming	3
BIOT 121 Biotechnology Careers	1
CS 141B SAS Graphing and ODS	2
or	
CS 143 Advanced SAS Programming	3
or	
CS 133A Data Analysis Using SAS	3

Total Units = 12 - 13

Added: CS-141B and CS-143; Deleted CS/BIOT-132 and increased the total units range from 11-13 to 12-13

Mathematics - AS Degree: Transfer Major

Associate of Science Degree: Mathematics - Transfer Major

The Associate of Science Transfer Degree in Mathematics offered by Ohlone College is designed to prepare students for studying Mathematics at most universities. The core courses required in the AS Degree in Mathematics will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in mathematics, physics, and computer studies. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level math and science.

Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone's AS degree program in Mathematics meet with a counselor at the start of their academic work. Counselors will assist students in preparing a Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for future transfer.

Requirements for AS Degree:

- a) Complete the Major Field courses with a 2.0 grade point average.

b) Complete Plan A, B, or C General Education requirements. These are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

e) Complete at least 50% of the Major Field courses at Ohlone College.

f) Complete MATH-101B, MATH-101C, MATH-103, and MATH-104 at Ohlone College.

Student Learning Outcomes

MAJOR FIELD

MATH 101A Calculus With Analytic Geometry	5
MATH 101B Calculus With Analytic Geometry	5
MATH 101C Calculus With Analytic Geometry	5
MATH 103 Introduction to Linear Algebra	3
MATH 104 Differential Equations	5
PHYS 140 Mechanics	4
Total Units = 27	

Select one of the following courses:

CS 102 Introduction to Computer Programming Using C++	4
or	
CS 104A Introduction to .NET Programming	4
or	
MATH 111 Introduction to Matlab (Replacing CS-104B)	3
Total Units = 4.00	

Select two of the following courses:

CHEM 101A General Chemistry	5
ENGI 120 Engineering Mechanics - Statics	3
MATH 159 Elements of Statistics and Probability (Title Change: Introduction to Statistics)	5
MATH 163 Discrete Mathematics for Computers	3
PHYS 141 Electricity and Magnetism	4
PHYS 142 Optics, Heat and Modern Physics	4
Total Units = 7.00 - 10.00	
Total Units = 38.00 - 41.00	

RECOMMENDED COURSES

ENGI 130 Electric Circuit Analysis	4
ENGI 140 Materials Engineering	4
MATH 110 Introduction to Mathematical Software (Replacing MATH-111)	0.5 Now 3.00

ISSUES: (INFORMATIONAL)

- TBA Hours – Compliance – Jim Wright
- AA Degrees and Transcripts Proposed Changes (Diane Berkland) – **Tabled 2/2/09**
- Liberal Arts General Degree Proposed Changes -- Tagalog (Diane Berkland) – **Tabled 2/2/09**

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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January 26, 2009

TO: Superintendents/Presidents
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Admissions Officers and Registrars
Academic Senate Presidents

FROM: Carole Bogue-Feinour, Vice Chancellor
Academic Affairs Division

SUBJECT: To Be Arranged (TBA) Hours Follow Up

After Legal Advisory 08-02 was sent to districts on August 1, 2008, the Chancellor's Office received several inquiries regarding the guidelines provided, and certain concerns were expressed at the CIO fall conference, October 29 – 31, 2008. On December 10, 2008 representatives from the Chief Instructional Officers, Academic Senate for the California Community Colleges, and the System Office discussed specific concerns. This group agreed that the following steps should be taken to address the issues described below:

1. Early Childhood Education

Issue: Students completing Early Childhood Education (ECE) programs need experience working with children in child care centers or student teaching experience. Since on-campus centers cannot always accommodate all ECE students, our colleges schedule student teaching in local child care centers and add a number of TBA hours/week to the appropriate ECE course. While the ECE course instructor visits the child care centers regularly and discusses relevant issues with the students during on-campus classroom hours, those providing immediate supervision of our students engaged in student teaching activities in the child care centers do not meet minimum qualifications to teach ECE courses.

Solution: Title 5 language will be developed permitting immediate supervision for students engaged in student teaching activities to be shared by academic personnel of the district and a person at the local child care center who is not an academic district employee but who possesses, at a minimum, a Master Teacher Child Development Permit issued by the California Commission on Teacher Credentialing or equivalent.

Status: Language has been drafted and will be shared with appropriate groups and submitted to the Consultation Council and Board of Governors during Spring 2009.

2. Foreign Language Lab

Issue: At a large number of community colleges, TBA hours are added to foreign language lecture courses to provide students additional instruction and practice. These TBA hours are provided in foreign language labs that accommodate a limited number of students during any given hour. Due to class schedules, students in different foreign language courses may access the lab during the same hour. The instructor providing immediate supervision for the foreign language lab may meet minimum qualifications to teach only one of the languages in which

students are engaged. Instructors who meet minimum qualifications for each of the languages are not scheduled during all hours of lab operation, and such a practice would likely be cost prohibitive.

Solution: Through the System Advisory Committee on Curriculum (SACC), the Chief Instructional Officers and Academic Senate, Title 5 language will be discussed addressing immediate supervision of foreign language labs and the minimum qualifications appropriate for the faculty member assigned. Language will be proposed to permit a foreign language instructor who meets minimum qualifications for any of the foreign languages offered at the college to provide immediate supervision of the foreign language lab.

Status: Title 5 language is being drafted and will be discussed at the February 10, 2009 SACC meeting. Language will be reviewed and shared with appropriate groups and submitted to Consultation Council and the Board of Governors during Spring 2009.

3. Definition of "regularly scheduled" TBA Hours

Issue: Census-based attendance is normally computed on the basis of regularly scheduled class hours applicable to all enrolled students, as published in the official schedule of classes or addendum e.g., M-W from 8:00 a.m. to 9:00 a.m. each day. If a credit census-based course includes required instructional hours for enrolled students that are not scheduled in this manner and instead are listed as "TBA" in the class schedule, documentation is required to demonstrate that each student has completed the TBA requirement as appropriate for either the Weekly or Daily Census attendance accounting procedures. For weekly census procedure courses, TBA hours must be scheduled the same number of hours each week of the term and specific days and times for each week must be arranged for each enrolled student. For daily census procedure courses, TBA hours must be scheduled for the same number of hours on each scheduled day of the course or as a portion of the hours the course is regularly scheduled for each day it meets.

Solution: Rather than making a change in Title 5, the System Office will address TBA scheduling through administrative guidance. Guidance will be drafted regarding the interpretation of the term "regularly scheduled" when applied to TBA hours attached to a weekly census or daily census course section. This guidance would permit regularly scheduled TBA hours to mean that, within the format of weekly census and daily census courses, students would be required to participate for the same number of stated hours per week for each week that the class is scheduled, and documentation would demonstrate that enrolled students have done so. Audit language will include requirements for regular monitoring of student participation in TBA activities and criteria and conditions that, if not met, would result in invalidation for apportionment purposes of TBA hours for a course. For example, if an audit determined that all students or a significant number of students enrolled in a section did not fulfill the TBA obligation, then the TBA hours would be invalidated for apportionment purposes.

Status: System Office is drafting guidance including:

- a. Requirements for monitoring student participation.
- b. Criteria and conditions that must be met.

Guidance for these matters will be provided during Spring 2009.

As these Title 5 changes and administrative guidance move forward, it is important that the colleges address some areas fundamental to appropriate use of TBA hours at this time. **Please note that the following conditions must be met:**

1. The official course content of record must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course.
2. The TBA hours must provide instruction that is not homework and the student work completed for TBA must be evaluated. In this regard, do not include within TBA hours unsupervised activities such as attendance at plays and concerts. Apportionment may not be collected for such activities.

3. The TBA hours/week required for the course must be included in the published catalog and class schedule.
4. The designated location for the TBA hours must be specified in a way that appropriately informs students.
5. All students enrolled in a course with TBA hours must be required to fulfill the hours and other conditions for TBA. Make sure that all student participation is documented.
6. TBA hours may not be claimed for apportionment under the auspices of individual student tutoring.

When reviewing courses with TBA, please note that a couple of options might be considered:

1. For courses across disciplines, it is acceptable to include TBA hours that specify student learning objectives focused on reading, writing, and math skill development that are related to the content area of the course. In this case, the instructor providing immediate supervision and instruction should meet minimum qualifications in reading, writing and/or math. For example, for a history course, it could be desirable to specify learning outcomes focused on research and writing within the history discipline. Students may be assigned to a learning center to meet those objectives where such instruction can be appropriately provided by a faculty member who meets minimum qualifications in writing. In this case, the college should reference "team teaching" as a means of addressing the student outcomes related to writing for TBA hours on the course content.
2. If TBA hours are problematic for various reasons including availability of facilities to accommodate the students who need to complete TBA hours or availability of instructors who meet minimum qualifications for the area where TBA hours are scheduled, you might examine the possibility of offering hybrid courses instead of courses with TBA hours. In this way, some of the contact hours could be offered in the classroom and others could be provided online as Distance Education (DE) hours. This type of offering may be subject to the Alternative Attendance Accounting Procedure as provided by Title 5, Section 58003.1 (f) and 58009. The Distance Education Guidelines (distributed August 18, 2008) provide additional information.

For further information or questions, you may contact Stephanie Low, Specialist, Academic Affairs at (916) 322-6888 or Carole Bogue-Feinour, Vice Chancellor, Academic Affairs at (916) 322-6881.

ADJOURN: