OHLONE COMMUNITY COLLEGE DISTRICT

CURRICULUM COMMITTEE – AGENDA

Monday, April 6, 2009

3:00 – 5:00 p.m.

Room 1307

NO MEETING AT NEWARK – Video conferencing unavailable

CALL MEETING TO ORDER:

APPROVAL OF MINUTES (ACTION): March 2, 2009

CHAIR'S REPORT (INFORMATIONAL):

MINOR REVISIONS (INFORMATIONAL):

MAJOR REVISIONS (ACTION):

ASL 150 **Linguistics of ASL – Sandra Ammons (tabled from 2/2/09 meeting) (tabled from 3/9/09 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) (tabled from 3/9/09 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

BIOT 111A **Genomic and cDNA Library Construction and Analysis – James Baxter**
Change prerequisite from BIOL 105 to BIOT-110A1; minor revision to counselor description; student learning outcomes; outline

BIOT 111B **PCR Primer Design and Optimization and Reverse Transcription PCR – James Baxter**
Change prerequisite from BIOT-110A1 TO BIOT-110A2; minor revision to counselor description; student learning outcomes; outline

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 – Curriculum Committee – tabled from 3/9/09 meeting**

CNET 183 **Implementing Cisco Secure WANs CCNP II – George Wong**
Title change from: Remote Access Networks Cisco Networking Academy Semester CCNP II; catalog description: This is the second of four courses of the advanced study of Cisco Networking Academy. Students will gain classroom and laboratory experience in current and emerging networking technology that will prepare them for the Cisco Certified Networking Professional (CCNP) exam: 642-825 Implementing Cisco Secure WANS (ISCW). Instruction includes DSL, PPPoE, PPPoA, MPLS, Frame Relay, VPN, how to build a remote access network to interconnect central sites to branch offices and home office/telecommuters, and to control access to the central site, as well as maximize bandwidth utilization over the remote links. This course is normally taught in a nine-week period.; class schedule description: Secure Remote access networks, DSL, Cable, MPLS, Frame Relay. Preparation for CCNP. Revision to student learning outcomes; course outline; methods of evaluation/assessment; methods of instruction; updated textbook

COMM 100 **Introduction to Communication Theory – Brenda Ahntholz**
Revision to course outline

CS 133 **Introduction to SAS Programming – Xisheng Fang (tabled from 3/9/09 meeting)**
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

CS 143 **Advanced SAS Programming – Xisheng Fang, Xu Meili**
Change lecture hours from 2.5 to 3.00; change lab hours to 0; change grading option to GR; revision to student learning outcomes; course outline; course assignments; methods of evaluation/assessment; methods of instruction; textbook

NEW COURSES (ACTION):

CS 133A **Data Analysis Using SAS - Meili Xu, Xisheng Fang, Jon Degallier, Dave Topham**
3.00 hrs lecture; 3.00 units
Prerequisite: CS 133
This course focuses on the following key areas: statistical inference, analysis of variance, multiple regression, categorical data analysis, and logistic regression. (GC)

DEAF 116A **ESL Vocabulary I in American Sign Language – Nancy Pauliukonis**
2.00 hrs lecture; 2.00 units
Advisory: Basic ASL Skills
This course is the first of two basic vocabulary courses designed for students who are new to the United States or who wish to build their English vocabulary skills. Students will strengthen their understanding of words through thematic reading and interactive exercises, by studying word parts, synonyms and antonyms, and by analyzing their meanings in various written contexts. The course is not Associate Degree applicable and is taught in ASL. (GC) Repeatable = 3 times

DEAF 116B **ESL Vocabulary II in American Sign Language - Nancy Pauliukonis**
2.00 hrs lecture; 2.00 units
Advisory: Basic ASL Skills
This course is the second of two basic vocabulary courses designed for students who are new to the United States or who wish to build their English vocabulary skills. Students will strengthen their understanding of words through thematic reading and interactive exercises, by studying word parts, synonyms and antonyms, and by analyzing their meanings in various written contexts. The course is not Associate Degree applicable and is taught in ASL. (GC) Repeatable = 3 times

DEAF 118A **ESL Writing I in American Sign Language - Nancy Pauliukonis**
3.00 hrs lecture; 3.00 units
Advisory: Basic ASL Skills
DEAF 118A is the first course of a two-semester ESL writing program for deaf students. This course introduces basic writing skills, emphasizing the structure of English sentences and paragraph development. It is designed for students whose native language is not English. The course is not Associate Degree applicable and is taught in ASL. (GC) Repeatable = 3 times

DEAF 118B **ESL Writing II in American Sign Language - Nancy Pauliukonis**
3.00 hrs lecture; 3.00 units
Advisory: Basic ASL Skills
DEAF 118B is the second course of a two-semester ESL writing program for deaf students. This course further develops basic writing skills, emphasizing the structure of English sentences, and paragraph and essay development. It is designed for students whose native language is not English. The course is not Associate Degree applicable and is taught in ASL. (GC) Repeatable = 3 times

DEAF 119A **ESL Reading I in American Sign Language - Nancy Pauliukonis**
3.00 hrs lecture; 3.00 units
Advisory: Basic ASL Skills
DEAF 119A is the first course of a two-semester ESL reading program for deaf students. This course is designed for students who are new to the United States or who wish to begin a basic study of English reading at a beginning ESL level, with an emphasis on fluency and vocabulary development. The course is not Associate degree applicable and is taught in ASL. (GC) Repeatable = 3 times

DEAF 119B **ESL Reading II in American Sign Language - Nancy Pauliukonis**
3.00 hrs lecture; 3.00 units
Advisory: Basic ASL Skills
DEAF 119B is the second course of a two-semester ESL reading program for deaf students. This course is designed for students who are new to the United States or who wish to continue a basic study of English reading at a beginning ESL level, with an emphasis on fluency and vocabulary development. This course is not Associate degree applicable and is taught in ASL. (GC) Repeatable = 3 times

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)

Tania Munding gave rational for adding this course. This course is to encourage students to consider teaching Math and Science. Change area 6 in the outline from lab component to field work. Explanation to counselor area of the course outline. Table from March meeting. Need to change in methods of evaluation/assessment take out the mention of lab.

ENGL 109 **The Graphic Novel – Tracy Virgil**
3.00 hrs lecture;3.00 units
Advisory: ENGL-101A
This course presents graphic novels and related literature genres by and about characters from various ethnic, cultural, socio-economic, historical, and geo-political backgrounds. These graphic novels will be analyzed with a focus on language, art, design, ideology, substance, and content in order to explore the genre of the graphic novel as an art form and literature form as well as to recognize the undercurrent of themes running through this form of literature. Studying the artists' works and examining the historical, social, psychological, and cultural forces shaping the literary and artistic form of the graphic novel will allow students to become aware of this genre of literature as a unique contribution to the study of literature and art. (GR)

ENVS 105 **Energy: Development and Sustainability – Narinder Bansal**
3.00 hrs lecture; 3.00 units
The course is an exploration of the conversion and use of energy, on the nature of energy and energy systems, and the use of energy in contemporary societies. The course will explain the origin and dimensions of the global energy problem and identify how energy issues and policies affect environmental quality, economic growth and global politics. The course will focus on how energy conservation, energy efficiency and renewable energy sources can be incorporated to create a sustainable society. (GR)

ENVS 106 **Wind Energy: Design and Development – Narinder Bansal**
3.00 hrs lecture; 3.00 units
The role of wind as an energy source, its social, economic, and political implications on the global energy supply will be assessed. (GR)

GEOG 106 **Introduction to Cartographic Design – Narinder Bansal**
3.00 hrs lab; 1.00 units
This course is an introduction to the science and art that is cartography. The contents of this course range from the traditional principles of thematic mapping, compilation and design, then transitioning into modern computer design software applications such as ArcGIS and hardware such as GPS. (GR)

JOUR 108 **Visual Communication – Bill Parks, Pilar Lewis, Gary Kauf**
3.00 hrs lecture; 2.00 hrs lab; 3.00 units
Explore the fundamental elements of visual communication presented through lectures and applied through studio exercises. Examine the methods of visual communications from Gutenberg to Google, analyzing examples in a variety of visual forms including print (newspaper and magazine), graphics, illustrations, photographs, video, motion pictures, and digital media. (GR)

DEACTIVATION (ACTION):
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 Accomp / Web Delivery - Cert of Accomp

CS 126 **Internet Security Programming - Affects the following Certificates**
.NET Programming II - Cert of Accomp

CS 129A **Software Testing**

CS 130 **Systems Analysis**

CS 132 **DNA Computing - Affects the following Certificates**
Computer Applications in Biotechnology - Cert of Accomp

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 Accomp / Intenet Applications Development - Cert of Accomp / Web Delivery - Cert of Accomp

CS 179 **Dynamic Web with ColdFusion - Affects the following Certificates**
Web Content - Cert of Accomp - Choose 9-10 units from the following

ADDITIONAL APPROVALS: (INFORMATIONAL)

GENERAL EDUCATION:

Newly Approved:
COMM 100 Introduction to Communication Theory - for Area II – Social Science
HLTH 125 Stress Management – for Area VB Wellness
SPCH 108 Gender Communication - for Area II – Social Science and Area VI - Cultural Diversity
Re-affirmed:
SPCH 130 – Oral Interpretation of Literature for Area IIIB - Humanities

DISTANCE LEARNING:

PROGRAM REVISIONS: (ACTION)
Certificate of Accomplishment: 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/BIOT 131 Computing in Biotechnology	4
CS/BIOT 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	

Remove BIOT/CS-132, BIOT-122

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
1. Learn the foundation mathematics necessary for further studies in engineering, mathematics and science.
2. Demonstrate proficiency at problem solving techniques.
3. Demonstrate a rudimentary level of knowledge for the construction of formal proofs.
4. Apply their knowledge of problem solving techniques towards the solution of problems in engineering and science.

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	***3***
	Total Units = 4.00

Select two of the following courses:

CHEM 101A General Chemistry	5
ENGI 120 Engineering Mechanics - Statics	3
MATH 159 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

Remove MATH-110

Certificate of Accomplishment: Phlebotomy
The Health Sciences Division is offering a certificate program in phlebotomy that meets all of the new Department of Health Services regulations (AB 1557) that became effective in January 2002. This program is approved by the Department of Health Services for the courses that include theory and lab practice plus a 108-hour externship. No transfer courses from other institutions are accepted for this certificate. Completion of this certificate allows students to sit for the A.S.P.T exam as required by California State Bill AB 1557. All courses must be passed with at least a grade of "C" to earn the certificate.

Certificates of Accomplishment are awarded upon the completion of an organized course of study for a specific purpose, usually career or job related. Certificates of Accomplishment consist of a maximum of 18 units and allow students to finish the program in a shorter period of time. In order to earn a Certificate of Accomplishment, students must:

a. Satisfactorily complete the courses listed for the particular certificate.
b. Complete at least 50% of the required units at Ohlone College.
c. Maintain a 2.0 grade point average.

Student Learning Outcomes
1. Apply knowledge of medical terminology when performing the duties of a certified Phlebotomy Technician.
2. Define the scope and practices of a certified Phlebotomy Technician.
3. Demonstrate safe techniques while drawing blood from a variety of patients.
4. Demonstrate knowledge and skill set needed to fulfill the state requirements for practice as a certified Phlebotomy Technician.

5. Successfully complete 50 venipunctures and 10 skin sticks on live patients as required by California State law.

MAJOR FIELD

AH 110 Medical Terminology	4
AH 117A Basic Phlebotomy Training	2
AH 117B Phlebotomy Skills Lab	0.5
AH 117C Advanced Phlebotomy Training	1.5
AH 117D Phlebotomy Externship	2
	Total Units = 10

Remove AH-111

MEMO

Date: 3/3/2009

To: Rachel Sherman, Chair of Curriculum Committee

From: Walt Birkedahl, Dean, Fine Arts, Business & Communication, Brenda Ahntholz, Teresa Massimo & Kay Harrison
Speech & Communication Studies Department

RE: Change to Liberal Arts AA Degree: Speech and Communication Emphasis

---

The Speech & Communication Studies faculty would like to revise the Liberal Studies AA Degree: Speech Communication Emphasis. Please add:

COMM 100 – Communication Theory	3
SPCH 107 – Leadership Communication	3
SPCH 108 – Gender Communication	3
SPCH 114A1 – Oral Interpretation Workshop	1
SPCH 114A2 – Oral Interpretation Workshop	2
SPCH 114A3 – Oral Interpretation Workshop	3

Also, we would like to limit the number of units students can take in activity courses to maintain the Title V requirements for 1/3 depth to degree programs.

SPCH 110 – Forensics Workshop, SPCH 112 – Argumentation & Debate Workshop, & SPCH 114 - Oral Interpretation Workshop for maximum 4 units total of all three courses and SPCH 190 – Speech Communication Lab Consultant maximum 3 units

PROGRAM DEACTIVATIONS: (ACTION)

- Computer Studies Proficiency
- Data Communication and Internetworking Internet Applications Development
- .NET Programming I
- .NET Programming II
- SQL Database Administrator
- VB Programming

ISSUES: (INFORMATIONAL)

- 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**

- Liberal Arts General Degree Proposed Changes – Speech and Communications Area of Emphasis (Brenda Ahntholz).
- Proposal for New Department: Human Development Studies (Kenn Waters)
- TBA Hours – Compliance – Jim Wright

Memo

November 20, 2008

From: Counseling Department

To: Curriculum Committee

Re: Proposal for AA General Degrees

Based on a discussion at the September 23, counseling department meeting, and after determining from Stephanie Low at the Systems Office that the following decisions can be made at the local level, the counseling department would like to propose the following changes in regards to the five AA General Degrees (in Business, Liberal Arts, Fine Arts, Natural Science, and Social Science):

1. Adding "Area of Emphasis" to student transcript and degree.
2. Adding "Area of Concentration" to student transcript and degree.
3. Allowing students to apply for more than one General Focus AA degree.

Memo

To:	Curriculum Committee
From:	Mandy Yip, Counseling Department
CC:	Martha Brown
Date:	April 6, 2009
Re:	Propose changes to the General Focus Degrees

Propose adding the courses to the following General Focus Degrees:

1. **All transferable AJ courses to the Social Science Degree**
   AJ 101, 102, 104, 106, 107, 115, 116, 117, 118, 119, 120, 123, 131, 150, 195A1,2,3,4

2. **All transferable ASL courses to the Liberal Arts Degree – Language Emphasis**
   ASL 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 140, 142, 145, 150, 181A, 181B

****

3. **All TAG (Tagalog) courses to the Liberal Arts Degree – Language Emphasis**
   TAG 181A & 181B

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU

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: