

College Curriculum Committee Meeting Agenda
Tuesday, May 9, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: April 25, 2017	Action	#5/9/17-1	Escoto
2. Announcements a. New Course Proposals b. White Paper on Streamlining Curriculum Processes c. OER Materials (SB 1359) follow-up d. Honors Courses follow-up e. Upcoming Deadlines f. Music History & Literature Certificate of Achievement Approval	Information	#5/9/17-2—15 #5/9/17-16—17 #5/9/17-18	Escoto
3. New Program Application: Social Justice Studies ADT	1st Read	#5/9/17-19—20	Escoto
4. Statway (C-ID and ADTs)	Discussion	#5/9/17-21—22	Escoto
5. Non-transcriptable Certificate Approval Process	Discussion		Escoto
6. Equity Across Curriculum	Discussion	#5/9/17-23	Escoto
7. Policy Update: Academic Adjustments for Students with Disabilities	1st Read	#5/9/17-24	Escoto
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

Attachments:

- #5/9/17-1 Draft Minutes: April 25, 2017
- #5/9/17-2 New Course Proposal: DMS 200
- #5/9/17-3 New Course Proposal: ESLL 126
- #5/9/17-4 New Course Proposal: LINC 77
- #5/9/17-5 New Course Proposal: LINC 77A
- #5/9/17-6 New Course Proposal: LINC 77B
- #5/9/17-7 New Course Proposal: LINC 77C
- #5/9/17-8 New Course Proposal: LINC 77D
- #5/9/17-9 New Course Proposal: LINC 78A
- #5/9/17-10 New Course Proposal: LINC 78B
- #5/9/17-11 New Course Proposal: LINC 78C
- #5/9/17-12 New Course Proposal: LINC 84A
- #5/9/17-13 New Course Proposal: LINC 84B
- #5/9/17-14 New Course Proposal: MTEC 49
- #5/9/17-15 New Course Proposal: NCBS 403
- #5/9/17-16 CCCCCO Memo AA 17-24
- #5/9/17-17 Streamlining Curriculum Processes in the California Community College System
- #5/9/17-18 California Senate Bill No. 1359
- #5/9/17-19 Social Justice Studies ADT Narrative

- #5/9/17-20 Social Justice Studies ADT TMC
- #5/9/17-21 ASCCC Memo: C-ID Math 110 and Intermediate Algebra
- #5/9/17-22 Community College League of California Memo: Statway
- #5/9/17-23 Curriculum Committee(s) Responsibilities
- #5/9/17-24 Policy and Procedures for Providing Academic Adjustments for Students with Disabilities - draft

2016-2017 Curriculum Committee Meetings:

<u>Fall 2016 Quarter</u>	<u>Winter 2017 Quarter</u>	<u>Spring 2017 Quarter</u>
10/11/16	1/24/17	4/25/17
10/25/16	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	3/21/17	6/20/17

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

2016-2017 Curriculum Deadlines:

- ~~12/1/16~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/16~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/1/17~~ Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
- ~~2/15/17~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- 6/1/17 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/23/17 COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

Distribution:

Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2016-17

Meeting Date: 5/9/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Mark Anderson	7156	F A	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH-CTE	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper		BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean-BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@fhda.edu
<input checked="" type="checkbox"/>	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Tiffany Rideaux (W & S)		BSS	rideauxtiffany@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	K A	rippkaty@fhda.edu
<input type="checkbox"/>	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Paul Starer	7227	Dean-L A	starerpaul@fhda.edu
<input type="checkbox"/>	Lori Silverman	7455	Dean-PSME	silvermanlori@fhda.edu
<input type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Basil Farooq	7231	ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Elizabeth Brumbaugh, Kyle Brumbaugh, Evan Gilstrap,
Keith Pratt, Bruce Tambling, John Fox, Teresa Ong,
Bruce Macleod, Ben Schwartzman

**College Curriculum Committee
Meeting Minutes
Tuesday, April 25, 2017
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. Minutes: March 21, 2017	Motion to approve M/S (Anderson, Armstrong). Approved. 2 abstentions.
2. Announcements a. New Course Proposals	<p>Speaker: Isaac Escoto</p> <p>The following proposals were presented: AHS 60B, 60D, 60E, 60F; APSM 151A, 151B, 151C, 152A, 152B, 152C, 153A, 153B, 153C, 154A, 154B, 154C, 155A, 155B, 155C, 156A, 156B, 156C, 157A, 157B, 157C, 158A, 158B, 158C, 159A, 159B, 159C, 171A, 171B, 171C, 172A, 172B, 172C, 173A, 173B, 173C, 174A, 174B, 174C, 175A, 175B, 175C, 176A, 176B, 176C, 177A, 177B, 177C, 178A, 178B, 178C, 179A, 179B, 179C; C S 3C, 30D; GEOG 20; PSE 20; V T 84L. Please share with your constituents.</p> <p>Apprenticeship rep noted that APSM proposals were originally developed last year but not approved by the BSS CC at that time; new Apprenticeship CC has cleaned up courses for resubmission. Noted that new slate of courses will be the cleanest way to offer programs, and reflect curriculum changes determined by Apprenticeship bodies outside the college. Question regarding the way that hours are listed on proposals—Apprenticeship courses list total hours and do not split them out weekly. Question regarding disciplines listed on proposals—from Minimum Qualifications handbook, as with any discipline.</p> <p>Comment regarding potential overlap between AHS 60B and KINS 15. Suggestion for AHS faculty to contact Nicole Kerbey in Child Development related to potentially similar course content. Bio Health rep noted that AHS courses will teach to specific guidelines from the American Heart Association, which differs from existing courses in other departments. Apprenticeship rep noted possibility of offering similar training and will be in contact with Bio Health rep regarding collaboration.</p> <p>Apprenticeship rep provided general update, including development of new Culinary Arts program. Question regarding reality of new courses being offered on a regular basis, in regard to annual Courses not Taught in Four Years list—Apprenticeship CC plans to review all programs in near future. Noted that certain programs are still recovering from low enrollment due to the recession. Question regarding admission process for Apprenticeship programs—all by application (some annually, some biannually), driven primarily by availability of work for graduates. Applicants take a test as part of application; become eligible for program if minimum qualifications met. LaManque noted that we have a separate MOU with the trades, and applicants are admitted to programs, not specific courses—different than our regular open admission policy. LaManque will check the MOU language specific to courses and will follow up.</p> <p>b. CCC Notification of Proposed Requisites</p> <p>Ongoing requisite, for which a Content Review form was not on file.</p>

<p>c. Foothill GE list for 2017-18</p>	<p>Foothill General Education requirements for 2017-18. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents.</p>
<p>d. Global Studies ADT Approval</p>	<p>The CCCCCO has approved the Global Studies ADT. Note that Social Justice Studies ADT will be on the next CCC agenda as a first read. Thanks to everyone who has worked on these recent ADTs, which have involved cross-division collaboration. Question regarding status of Elementary Education ADT—Day noted that some new courses need to be approved and sent to C-ID before program can be submitted to the CCCCCO. LaManque noted that local approval of program does not need to wait for the new courses to be approved.</p>
<p>e. Succession Planning</p>	<p>Still have not yet identified new faculty co-chair, to replace Escoto. ASCCC Leadership Institute in June and Curriculum Institute in July would both be very valuable resources for new co-chair. Escoto willing to work closely with new co-chair, to help transition. Question regarding what the plan is if no one steps up—LaManque would serve as sole CCC chair. Reminder that new co-chair needs to have served on CCC within the past three years. Question regarding release time—negotiated every year, but has been 50% for Escoto (in total, for serving as CCC co-chair and VP of Senate).</p>
<p>f. Spring Plenary</p>	<p>Escoto will send out the newest packet once posted, listing amended resolutions and approvals. Of particular note: Support for Marginalized Students, asks ASCCC to work with CCCCCO to provide legal guidance to colleges considering passing resolutions to support marginalized students (approved by acclamation)—marginalized groups include LGBTQIA+, targeted religious groups, undocumented immigrants, DACA; Support for Students with DACA Status (approved by acclamation); Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes, paper will come to fall plenary 2018; Addressing the Needs of Students Impacted by Changes to Course Repetition, asks ASCCC to work with partners to collect data and address needs, to see how Title 5 changes from 2012 have affected students, either positively or negatively; Support for Federal Funding of Arts and Humanities Programs, ASCCC affirms in strongest possible terms support for such funding as vital public goods, and will work with stakeholders to convey message to state and federal elected leaders (approved by acclamation). Escoto has breakout session booklet and can share his notes and/or links to PowerPoint presentations, for those interested.</p> <p>Comment regarding repeatability as related to potential development of local policy to address recency of prerequisites, which could involve allowing students to re-take a prerequisite course. LaManque noted recent change in placement testing policy, related to recency—passed by Math, English & ESLL, district-wide; will follow up with specifics at next meeting. Question regarding how repeatability affects students who need to meet prerequisite recency when transferring—currently, student must bring case to Academic Council for approval to re-take course. LaManque noted any discussion of local policy regarding prerequisite recency will involve review of Title 5. Escoto noted</p>

<p>g. New Vice President of Instruction & Institutional Research</p>	<p>need, in any such discussion, to consider other options for students who might not need to re-take entire course content.</p> <p>New VP will begin in the summer: Dr. Kristy Lisle, currently VP of Academic Affairs and Student Affairs at Kennedy-King College in Chicago. She has served as faculty, department chair, assistant dean, and VP; has experience with both lower and upper division.</p>
<p>3. Program Name Change: Sports Medicine</p>	<p>Speaker: Isaac Escoto Kinesiology & Athletics has approved a name change for the Athletic Injury Care AS degree program. The new name of Sports Medicine will go into effect for the 2017-18 catalog. The department believes that the new name will attract more students.</p>
<p>4. Honors Courses</p>	<p>Speaker: Isaac Escoto Continuation of discussion from previous meeting. Some honors courses carry an additional unit over the regular version. Concerns expressed during prior discussion include increased cost to student (potential equity issue), potential of not being able to include honors course on ADT due to tight unit maximums. Escoto noted that topic is appropriate to discuss at CCC as it affects students across campus. PSME rep noted that the 1 unit addition to her honors course (Chemistry) was to ensure that course content and rigor was at honors-level, as well as to attract students and increase likelihood of course's success. Question regarding availability of data to understand how many students are being affected, and whether or not they have completed a program and/or transferred—Day noted that demographic data is available but unsure about transfer information; data is self-reported. LaManque noted that a data request can be submitted. Day noted the larger concern of equity, especially as honors courses might benefit a student's application for transfer to certain schools. LaManque noted that demographic data for honors students currently available via Program Review—will follow up at next meeting with information. Question regarding pay of faculty for honors courses—PSME rep noted discussion in her department; faculty are passionate about teaching honors courses, regardless of difference in pay. PSME dean noted that honors courses do generally result in increase in work for the student and that additional unit sends a message that more work/dedication will be necessary. Please share discussion with your constituents.</p>
<p>5. AP Credit Policy</p>	<p>Speaker: Bernie Day Last year, Day worked with departments to review then-current local AP policies; in middle of process, state passed legislation directing CA community colleges to adopt common AP credit policy, state-wide, beginning July 1st. Day has revised local AP policy to integrate this new mandate. Noted that we previously did not award AP credit for French, German, or Italian, but are now required to; also, students can now use AP credit to satisfy natural sciences requirement for local GE. Please review revised policy and contact Day with questions or concerns as soon as possible, as policy will be published in 2017-18 catalog. PSME rep suggested including language in new policy to encourage students to take full sequence of, for example, science courses, which is frequently required for transfer. Day noted that revised policy does include general note directing students to meet with a counselor, who would surely advise students thusly.</p>
<p>6. OER Materials (SB 1359)</p>	<p>Speaker: Isaac Escoto Present for discussion are Romeo Paule, Bookstore Director, and Judy Baker, Dean of Online Learning. SB 1359 requires us to identify in our online schedule courses that use digital</p>

	<p>texts/materials that are available free of charge (aka OER); effective January 1, 2018. Discussions should address how such information can/should be posted on the schedule; need to include Committee on Online Learning (COOL), senate, and CCC. Baker encouraged group to contact her with questions related to OER resources; noted that use of OER materials attracts students due to cost savings. Also encouraged group to contact faculty already using OER materials to understand experience. Escoto mentioned OER listserv. Baker mentioned Openstax website. Question regarding timeline of determining procedure, as this will affect winter 2018 quarter—just starting discussions. Baker noted schedule currently calls out other special circumstances (e.g., second spring), so we do have the ability to include special section-level information. Paule noted schedule currently includes link to bookstore for text information related to each section, which does include OER information—Baker noted that this is close but might not precisely meet law’s requirements. Noted that identifier must be accessible, so cannot simply highlight course in a different color, as we do for second spring.</p>
<p>7. Major Course to Stand Alone</p>	<p>Speaker: Isaac Escoto While reviewing curriculum sheet updates for 2017-18, Vanatta identified a few instances where courses being removed are now Stand Alone, as they are not part of any state-approved program or Foothill GE. Need to determine policy/procedure for courses in this situation, which were never approved by CCC as Stand Alone. Reminder that VPI and faculty co-chair must annually certify to state that CCC has done due diligence when reviewing/approving Stand Alone courses. Courses identified by Vanatta: CHLD 72 (removed from Child Development), GID 40 (removed from Art), THTR 46C & 81 (removed from Theatre Arts). Also identified BUSI 95E as not being on any curriculum sheet (department declined to add to Business Administration sheet). Suggestion that departments follow regular Stand Alone process/application. Escoto noted previous discussion of some programs with lengthy lists of support courses possibly being too much choice for the student; this is not to discourage departments from removing courses, if done in the best interest of the student. Vanatta will contact faculty to request Stand Alone forms be submitted for these courses.</p>
<p>8. Report Out from Division Reps</p>	<p>Speaker: All Bio Health: Discussion regarding AHS courses serving multiple programs, so which department gets the WSCH? LaManque noted that the course gets the WSCH, which benefits the division in general; not split up among individual programs. Language Arts: Curious how departments in other divisions handle new course proposal and COR processes, before proposal/COR sent to division CC. In English department, proposal is action item at department level but COR is info item (then approved at division CC). PSME rep stated they encourage department curriculum coordinator to review course and disseminate among department faculty before forwarding to division CC. Bio Health rep shared Biology's process—informal process of discussion/feedback, but not noted in any minutes at department level. BSS rep noted that division uses Canvas site to discuss ahead of division CC meetings; agenda items must be posted to site to be included at meeting. Bio Health rep noted that one new faculty shared draft of COR via Office 365 to gather feedback. Fine Arts rep noted that any faculty can request a Canvas site through MyPortal.</p>

	<p>LaManque updated the group regarding TracDat upgrade. Ben Schwartzman is faculty coordinator, working with Justin Schultz on new version. Still tweaking the system and putting together cheat sheet. Schwartzman is scheduling training and can attend division meetings. Please contact Schultz, Schwartzman, or LaManque with any questions or issues. Question regarding courses having rolled over—they should be, but contact Schultz if you notice anything. Question regarding Program Review in TracDat—next phase is to use for annual Program Review (plan to pilot with a few departments). Also planning to integrate into single sign-on within MyPortal.</p>
<p>9. Good of the Order</p>	
<p>10. Adjournment</p>	<p>3:24 PM</p>

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Judy Baker (guest—Online Learning), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Marnie Francisco (PSME), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Bruce McLeod (Apprenticeship), Romeo Paule (guest—Bookstore), Tiffany Rideaux (BSS), Katy Ripp (KA), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Steven Knight

Proposed Number: DMS 200

Proposed Units: 2

Proposed Hours: 1.5 hours lecture, 1.5 hours laboratory

Proposed Transferability: None

Proposed Title: Introduction to Diagnostic Medical Sonography

Proposed Catalog Description & Requisites:

Introduction to the profession of diagnostic medical sonography. Emphasis on terminology, communication skills, legal and ethical aspects of diagnostic medical sonography practice and credentialing requirements. An overview of the scope of diagnostic medical sonography including ultrasound guided invasive procedures, infection control and correct equipment handling. Is intended for students applying to the DMS program. Must meet general prerequisites for acceptance to the DMS program or have approval of the program director.

Proposed Discipline:

Diagnostic Medical Technology

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

DMS Certificate

A.S. DMS (future goal)

Baccalaureate for DMS (future goal)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

None

Comments & Other Relevant Information for Discussion:

Currently several clinical technology programs offer a 200 course. This course would allow applicants to the DMS program to comprehend the scope of the intense 18 month DMS program and be better prepared. Some applicants may learn that the profession of DMS is not a good match for them. The course content will also give students a good preparation for the academic expectations if they are accepted into the program.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Keith Pratt

Proposed Number: ESLL 126

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: N/A

Proposed Title: Introduction to Persuasive Writing

Proposed Catalog Description & Requisites:

An introduction to persuasive writing based on critical reading and thinking. Text-based writing assignments that include critical analysis and synthesis of textual content. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience.

Proposed Discipline:

ESL

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

N/A

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

English: Course provides instruction in skills necessary for success in ENGL 1A.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 77

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Design Thinking Overview

Proposed Catalog Description & Requisites:

An overview of the Design Thinking methodology and its applications in education, business, industry and government. Focus is on introducing all aspects of the design cycle through inquiry-based facilitation and engaging immersive activities to develop understanding of the design thinking process.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 77A

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Design Thinking Process

Proposed Catalog Description & Requisites:

Students delve deeper into Design Thinking to hone skills in facilitating the design thinking methodology when working in groups. Special attention is given to using the Design Thinking process for exploring how to bring positive disruptions and shifts in mindsets in order to arrive at innovative solutions.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 77B

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Design Thinking & Tinkering

Proposed Catalog Description & Requisites:

Student participants from community, business, and education practice design thinking, a process that innovators, designers, policy makers, and educators are using to develop innovative and collaborative solutions to real world challenges. Participants will use the design thinking process as they build low resolution prototype models using both physical materials and a 3D rendering program. Focus is on working individually and in teams, to hone skills of defining problems, collecting information, brainstorming and developing solutions.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 77C

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Design Thinking for Teachers

Proposed Catalog Description & Requisites:

Student-participants who are familiar with the design thinking process, originally created by the d.school at Stanford University, will develop innovative and collaborative solutions to real world challenges in education. Focus is on developing a project that would be easy to implement in a school environment and allow for immediate engagement in the design process by making and doing.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 77D

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Design Thinking Challenges

Proposed Catalog Description & Requisites:

Student-participants who are familiar with the design thinking process, originally created by the d.school at Stanford University, will work in groups to select a real world challenge project and create solutions. Focus is on working through the design thinking principles to develop and present prototype solutions for challenges that emerge from a wide variety of areas.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 78A

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Computational Thinking for Educators

Proposed Catalog Description & Requisites:

Computational Thinking is the basis of all technology used in the world today. This course, which is designed for educators, would provide instruction in the three basic components of Computational Thinking concepts (Abstraction, Automation, and Analysis). Emphasis will be placed on providing opportunities to integrate these concepts into instructional practices in multiple and inter-disciplinary areas within Education.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Communication and collaboration with the PSME Division is on-going. While this content would generally be taught within their division, the focus on educators as the intended audience and the application of learning outcomes with a pedagogical emphasis more appropriately places the course within the LINC (Learning in New Media Classrooms) department.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 78B

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Block Based Coding Concepts

Proposed Catalog Description & Requisites:

This course, designed for educators, provides the foundational Computer Science concepts using block based computer programming languages like, Scratch, Blockly, Logo and others. These concepts illustrate the use of scripts, loops, and arrays in computer science, without the need to type or master the syntax of higher level programming languages.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Communication and collaboration with the PSME Division is on-going. While this content would generally be taught within their division, the focus on educators as the intended audience and the application of learning outcomes with a pedagogical emphasis more appropriately places the course within the LINC (Learning in New Media Classrooms) department.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 78C

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: Project Based Learning Technologies

Proposed Catalog Description & Requisites:

Intended for educators and others, this course will provide opportunities to integrate technology into project based learning. Use of Arduinos, Raspberry Pi and other educational technologies to enhance project based learning will be covered.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Communication and collaboration with the PSME Division is on-going. While this content would generally be taught within their division, the focus on educators as the intended audience and the application of learning outcomes with a pedagogical emphasis more appropriately places the course within the LINC (Learning in New Media Classrooms) department.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 84A

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: 3D Design Concepts

Proposed Catalog Description & Requisites:

Intended for educators and others, this course will provide the basics to move designs from concepts to finished learning projects. Throughout the course, there will be a focus on application of finished products to meet a specific need or learning outcome. Within the course, troubleshooting and basic maintenance concepts will be covered to allow educators to manage 3D printers in their schools.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Communication and collaboration with the PSME Division is on-going. While this content would generally be taught within their division, the focus on educators as the intended audience and the application of learning outcomes with a pedagogical emphasis more appropriately places the course within the LINC (Learning in New Media Classrooms) department.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kyle Brumbaugh

Proposed Number: LINC 84B

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: CSU

Proposed Title: 3D Design and Fabrication

Proposed Catalog Description & Requisites:

Intended for educators and others, this course will provide the fundamentals of 3D design and fabrication concepts. The use of basic design software and online libraries will be used to assist in developing and designing 3D projects for learning projects by students in grades K-12. An emphasis will be placed on design concepts to meet a specific educational / instructional need.

Advisory: Experience with internet software tools, browsers, hyperlinks, online media resources, and basic skills using a computer.

Proposed Discipline:

Instructional Design/Technology or Education

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

Certificate of Achievement in Design/Making in Education (proposed/not yet submitted)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Communication and collaboration with the PSME Division is on-going. While this content would generally be taught within their division, the focus on educators as the intended audience and the application of learning outcomes with a pedagogical emphasis more appropriately places the course within the LINC (Learning in New Media Classrooms) department.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Bruce Tambling

Proposed Number: MTEC 49

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: History of Music Technology

Proposed Catalog Description & Requisites:

The history of music technology and sound recording from the earliest analog devices to current digital streaming services. How technological change is inseparable from economic, cultural and political change. Ways that music producers responded to different access of technologies shaped by geographical and economic factors. Historical, cultural and theoretical understanding of recorded sound, media, and digital distribution. How the digital era, laptop computers and mobile phones made home studios the dominant location for commercial record production. Hands on experience with a variety of analog and digital audiovisual technologies. Identify hallmark sounds from commercially released recordings by historically significant audio engineers, music producers and artists.

Proposed Discipline:

Music or Commercial Music

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

A.A. in Music Technology, C.A. in Music Technology

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

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

**Foothill College
College Curriculum Committee
New Course Proposal**

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

Faculty Author: Eric Reed

Proposed Number: NCBS 403

Proposed Units: 0 (Noncredit)

Proposed Hours: 24.5 total per quarter

Proposed Transferability: None

Proposed Title: Math Bridge

Proposed Catalog Description & Requisites:

The Math Bridge Program is designed to help students who are placed into MATH 235, MATH 220, MATH 108 or MATH 105, to refresh their math skills by having the students work on an online, adaptive, self-paced platform with in class tutorial support. Students will be allowed to retake their placement exam after completing the Math Bridge Program.

Proposed Discipline: Mathematics—Basic Skills: Noncredit

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

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

Proposed Non-Credit Math

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

No

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400

SACRAMENTO, CA 95811-6549

(916) 322-4005

<http://www.cccco.edu>

May 1, 2017

AA 17-24
VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate for California Community Colleges
Curriculum Chairs
Curriculum Specialist
Articulation Officers

FROM: Pamela D. Walker, Ed.D.
Vice Chancellor, Educational Services

SUBJECT: WHITE PAPER ON STREAMLINING CURRICULUM PROCESSES

Working through the guidance of California Community Colleges Curriculum Committee (5C), a work group consisting of Chief Executive Officers, Chief Instructional Officers, Deans, faculty, staff and Chancellor's Office staff, met numerous times over the last several months. Local and state curriculum practices were discussed with the primary focus of developing new policies and practices regarding local and state practices for curriculum approval.

This work group authored a white paper (attached), supported by 5C, regarding new processes for curriculum approval. The white paper is one of many steps being taken to streamline the curriculum processes that has been termed "streamlining curriculum" with the goal of having the new curriculum processes for credit courses and credit programs in place by the Curriculum Institute, July 2017. Once this has been accomplished, the workgroup and 5C will work on changing the curriculum process for Associate Degrees for Transfer and noncredit courses and programs.

Attachment: Streamlining Curriculum Processes in the California Community College System

Streamlining Curriculum Processes in the California Community College System

Executive Summary

The streamlining of curriculum processes constitutes the intersection of a number of key initiatives and projects currently in progress in the California Community College system. Some projects have been in response to the needs of the field by the Chancellor's Office, such as the development of the new Chancellor's Office Curriculum Inventory (COCI). Other efforts have been in response to legislation focused on statewide initiatives such as the Online Education Initiative, the Student Success Taskforce, and Strong Workforce Program, including clarification of the processes for regional consortia and regional curriculum projects. Additional efforts have been undertaken through the work of the California Community College Curriculum Committee (5C), formerly known as the System Advisory Committee on Curriculum (SACC), including the delineation of authority and the movement toward local Curriculum Chair/Chief Instructional Officer certification.

A work group was convened during Fall 2016 to examine existing curriculum processes and suggest options for streamlining these processes. This work group was comprised of representatives from the Academic Senate for California Community Colleges, Chief Executive Officers, Chief Instructional Officers, college curriculum specialists, and the Chancellor's Office (Academic Affairs, Finance and Facilities, Legal, Student Support Services and Special Programs, and Workforce and Economic Development). The work group reviewed the history of the curriculum approval process within the California Community College system, laws and regulations impacting the curriculum approval process, financial issues surrounding curriculum and its approval, issues impacting student services and curriculum, and finally, potential unintended consequences.

The most significant factors for an examination and streamlining of curriculum processes in the California Community College system include:

1. Interest in increasing local control of the curriculum approval process.
2. Requests for more efficient curriculum approval process from the Chancellor's Office, including the Board of Governors Strong Workforce Task Force Recommendation #8, which states:

"Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval."
3. Shifting roles of authority for the Chancellor's Office for curriculum review and approval.

This paper provides the field with information on roles and authority, as well as impacts of improved curriculum technology and possible changes to California Code of Regulations, title 5, with the goals of streamlining and improving curriculum approval processes so that colleges may deliver courses and programs that meet student needs, transfer requirements, and labor market demand as efficiently as possible. As curriculum processes are streamlined, there will be new responsibilities for Chief Instructional Officers and Curriculum Chairs, new roles and opportunities for the Chancellor's Office Academic Affairs Division, and new technology to support all new roles and opportunities. However, curriculum will still be required to be submitted to the Chancellor's Office.

Greater Local Control of the Curriculum Approval

History of Curriculum Review and Legislation

Pursuant to Education Code, section 70901, the Board of Governors has the general authority to review and approve all educational programs offered by community college districts and all courses that are not offered as part of an educational program approved by the Board of Governors. Additionally, the Board has the ability to transfer such approval authority to the governing board of each community college district.

Furthermore, in accordance with California Education Code, section 70902, the governing board of each community college district shall establish policies for the approval of, and approve, courses and educational programs. Once approved by the local governing board, new educational programs shall be submitted to the Board of Governors for approval. Courses that are not offered in approved educational programs shall be submitted to the Board of Governors for approval. The governing board shall establish policies for the approval of, and approve, individual courses that are offered in approved educational programs, without referral to the Board of Governors.

Traditionally, the curriculum process involved up to three steps. First, curriculum was developed locally by faculty, vetted through a college and/or district curriculum committee, and then approved by the local governing board. If the program was in a Career and Technical Education (CTE) field, the program also went through a review at the regional consortium. Once approved locally, curriculum was forwarded to the Chancellor's Office for review and approval. Within the streamlining project, authority at these three touch points is defined in statute as follows:

Legal Authority Involving Local Curriculum Approval

With the passage of AB 1725 (Vasconcellos, 1988), oversight of local curriculum rests with the local academic senate and, by extension, with faculty. It is faculty's responsibility to ensure that curriculum is timely, pedagogically sound, and responsive to the needs of students, the colleges, and the workforce. At the local level, approval of curriculum is the responsibility of the Academic Senate or a subcommittee of the Academic Senate, which would include the curriculum committee or other group comprised primarily of faculty, which has been designated as the approving body.

Desire for greater local control of the curriculum approval processes arose during the years of local approval of stand-alone courses, which expired on January 1, 2014. Following the sunset of that legislation, the System Advisory Committee on Curriculum (SACC, now known as California Community Colleges Curriculum Committee or 5C) requested a review of courses that had been submitted to the Chancellor's Office prior to the expiration of local control. Those submissions were found to be relatively error free, prompting SACC to request that local approval of stand-alone courses be reinstated. Local approval of stand-alone courses was approved by the Board of Governors at its July 2016 meeting.

During discussions in 5C, local approval of other types of courses, in addition to stand-alone credit courses, was deemed possible following the submission of a completed certification form by the Chief Instructional Officer and the Curriculum Chair. The areas covered by the certification include:

1. Stand-alone credit courses;
2. Substantial changes to existing credit courses;
3. Nonsubstantial changes to existing credit courses; and
4. The addition of new credit courses to an existing program.

These certifications went into effect at the end of the 2016 calendar year. As a result, the processes for these courses is to go through local processes as usual, then submit the courses through the Chancellor's Office Curriculum Inventory (COCI) for a control number. Once the COCI is fully integrated, the control numbers for these courses will be generated automatically upon submission to the Chancellor's Office.

Current Concerns Regarding Curriculum Approval Processes at the Local College

Faculty, working within their organizational structure, do not have an efficient method to submit curriculum for state approval. The following local factors were discussed:

- Lack of training at the local level for college curriculum specialists (and sometimes the lack of a curriculum specialist at all at the local college);

- Lack of training for curriculum chairs, as well as turnover of curriculum chairs and lack of release time at the local college;
- Varying local curriculum timelines;
- Varying local curriculum procedures such as curriculum submissions to local Boards of Trustees; and
- Concerns that the current process does not keep courses and programs up to the ever-changing industry standards.

Current Concerns Regarding Curriculum Approval Processes at the Chancellor's Office

The curriculum proposal queue at the Chancellor's Office has grown significantly, such that it is no longer tenable. Factors contributing to this situation include:

- The new volume of programs in the Associate Degree for Transfer (ADTs) initiative following the passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013);
- Shift in Chancellor's Office priorities in response to several new mandated initiatives that did not include additional staffing or other resources to support them. Staffing these mandated initiatives, including but not limited to the Baccalaureate Degree (Block, SB 850), Inmate Education (Hancock, SB 1391) and Military Credit (Block, AB 2462), depleted the availability of existing staffing resources from working on the curriculum queue;
- The inundation of the curriculum queue with new courses due to the changes in the repeatability guidelines; and
- Lack of software bridging between the Chancellor's Office Curriculum Inventory and local curriculum management systems.

Recommendations

- **Enhanced Responsibilities for the Chief Instructional Officer/ Curriculum Chair.** The shift to local approval provides an opportunity for some curriculum to be certified by the Curriculum Chair and the Chief Instructional Officer. The streamlined course approval process based on enhanced local responsibility and approval creates a larger role and increased responsibilities for college Chief Instructional Officers, Curriculum Chairs, and local curriculum committees.

When the Chief Instructional Officer and Curriculum Chair of a college certify the four types of curriculum above , they are ensuring the following:

- The college/district has followed the Program and Course Approval Handbook processes and that course and program information is accurate;
- The college/district has followed the CCCCCO Course Unit Calculation guidelines and course hours and units are correct;
- The college's/district's governing board has approved the course outline of record and/or program requirements;
- The college/district has provided training regarding curriculum laws, regulations, and policies to ensure compliance; and
- The college/district has developed a local policy, regulation, or procedure specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit.

Additionally, Chief Instructional Officers have responsibility for managing local curriculum inventories to ensure that all courses and programs have gone through appropriate approval processes, notifying student services colleagues of curricular changes, coordinating the local curriculum inventory with financial aid to ensure that the Participation Program Agreement (PPA) is up to date and accurate, and notifying the appropriate accrediting agencies of new programs.

The Credit Course Certification Form provides information to implement an expedited process for all credit course proposals. The form will be due to the Chancellor's Office by October 1 annually.

- **Changes to California Education Code and California Code of Regulations, title 5.** Language pertaining to curriculum approval was discussed with the Chancellor's Office Academic Affairs and Legal Divisions as well as 5C. Further progress regarding these discussions will be forthcoming.
- **Forthcoming technology improvements.** For the past year, the Academic Affairs Division has been working with representatives of the ASCCC, CIOs, and the Butte

Technology Center to develop a more efficient technology, the Chancellor's Office Curriculum Inventory (COCI), to house the curriculum inventory for the 113 community colleges.

The COCI project objectives:

- To be more intuitive than the current inventory system and will incorporate rule sets, based on the Data Element Dictionary, to ensure data quality;
- Auto-generation of control numbers for courses (not for programs because this is still the purview of the Chancellor's Office); and
- The potential that COCI could be linked to C-ID and ASSIST next generation.

NOTE: COCI is not currently set up for model curriculum/portability; it is not a repository for all curriculum in the system to be shared.

- **Boards of Trustees Responsibilities.** Title 5 recognizes that approval of curriculum falls under the direction of the local boards of trustees. However, authority over curriculum belongs to the academic senates and, by extension, to the faculty. Boards encourage development of curriculum by using timely processes to approve new courses and programs and by recognizing the primacy of faculty in the development of curriculum in all areas of the college.

Request for the Improvement of Streamlining Curriculum Approval Processes from Statewide Initiatives

The desire to produce curriculum and improve curriculum approval processes has been a part of many California Initiatives. The Student Success Task Force, the Online Education Initiative, Open Educational Resources, Associate Degrees for Transfer, Baccalaureate Degree Pilot Programs, Basic Skills Initiatives, Inmate Education Pilot Programs, College and Career Access Pathways, and the Strong Workforce initiative have all had curricular processes and responses as part of their plans for student success. The California Community Colleges play an important role in boosting our state's economy by serving more than 2.6 million students a year. One out of four community

college students in the U.S. is enrolled in a California Community College, making it the nation's largest system of higher education.

Recently, the Strong Workforce Task Force focused on several areas of curricular practices, including priority/emergent sectors and industry clusters; effective practices to scale; integration and leverage of programming between funding streams; promotion of common metrics for student success; and removal of structural barriers to completion. Local, regional, and state curriculum processes must be responsive to these recommendations.

Conversations around the state including faculty, administrators, the Academic Senate for California Community Colleges, the divisions of Academic Affairs and Workforce and Economic Development at the Chancellor's Office industry leaders, and sector navigators, have identified six specific recommendations that pertain to California Community College curriculum:

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment;
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval;
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data;
- Facilitate curricular portability across institutions;
- Develop, identify, and disseminate effective CTE practices; and
- Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Legal Authority Involving Regional Consortia

California Code of Regulations, title 5, section 55130(b)(8)(E) provides the regional consortia with the power to recommend Career and Technical Education (CTE) Programs based on labor market need and other factors. The community colleges in California are organized into 15 economic regions, grouped into seven macro regions. Each macro region has a CTE consortia of CTE faculty and administrators from community colleges in the

region, along with community partners. The CTE Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development with CTE programs and services;
- Develop and coordinate staff development; and
- Increase the knowledge of programs and services in the region and to disseminate best practices;

It is important to note that the role of the regional consortia in the curriculum process is different from the role the regional consortia plays in aligning expenditures related to the Strong Workforce Program. If colleges choose to use Strong Workforce Program monies, they must align their work with the regional goals, and the regional consortium's role is to ensure that these funds are spent appropriately.

Current Concerns Regarding Curriculum Processes at the Regional Consortia Level

The regional consortia have in many cases taken on a role beyond those specified out in California Code of Regulations, title 5, section 55130.(b)(8)(E) Some concerns that were discussed include:

- Opening of programs to examine individual pieces of curriculum, rather than the program as a whole;
- Providing "approval" for programs, as opposed to the California Code of Regulations, title 5 language of "recommendations", which caused confusion in the field;
- Taking long periods of time to recommend programs (often due to the issues above);
- Varying local curriculum timelines;
- Varying local curriculum procedures such as curriculum submissions to local Board of Trustees; and
- The current process does not keep courses and programs up to the ever-changing industry standards.

Recommendations

Changes in Regional Consortia Recommendation Processes.

Before CTE programs can be submitted to the Chancellor's Office, they must be reviewed by the regional consortia. These reviews

are to include labor market information and information about similar programs at nearby colleges only, but often require two or more readings.

Timelines and content of these requirements varied significantly from one regional consortium to another. During Fall 2016, many regional consortia tightened their review procedures and utilized electronic measures in an effort to speed up regional consortium review procedures. As these efforts continue, it is expected that the role of the regional consortia will continue to be more streamlined and more uniform.

Shifting Roles of Authority in Curriculum Processes at the Chancellor's Office

Legal Authority Involving Chancellor's Office Curriculum Approval

Legislative requirements outlining the Chancellor's Office role in curriculum approval include the following:

1. Review and approve all educational programs (70901(b)(10));
2. Review and approve all courses that are not program-related (70902(b)(2));
3. Establish policies for courses of instruction and educational programs (70902(b)(2));
4. Review and approve courses of instruction and educational programs (70902(b)(2));
5. Review and approve program courses (70902(b)(2)).

As streamlining efforts evolve, so will the role of the Chancellor's Office. With local authority shifting to the college district, the Chancellor's Office will develop in-depth training and technical assistance through webinars and in-person trainings. The Chancellor's Office will also chapter each curricular item to assure that all credit courses and programs have a unique control number and are chaptered in COCI. The unique control number (for each course and program) is used to assign the appropriate values for the student record through MIS Data Elements. As a state agency, the Chancellor's Office will continue to shape curriculum related policy and conduct periodic reviews to ensure compliance. The California Community Colleges Chancellor's Office Audit Manual will also be updated to reflect the new role of the Chancellor's Office in conducting periodic reviews to ensure compliance.

This will be a significant change to the infrastructure of the curriculum approval processes and there will be a period of adjustment. To establish the new infrastructure for these revised curriculum approval processes and to provide the appropriate support for local processes, there will be changes to California Code of Regulations, title 5 language, trainings, convenings, and workshops. Additionally, there are plans to develop revised processes for the approval of noncredit and Associate Degrees for Transfer (ADTs).

Recommendations

The streamlining effort is a systemwide collaboration that will take significant time, energy, and patience to appropriately facilitate the lifecycle of curriculum.

Currently, the recommendations are as follows:

- Develop a process for local approval
- Develop a process for regional recommendation
- Develop a new process for state chaptering

Effective Practices for Local Curriculum Approval

Suggestions for Effective Practices

- Curriculum goes to the Board of Trustees every meeting;
- Succession planning for Curriculum Chairs—consider a Vice Chair for the committee;
- Overlap between out-going Curriculum Specialist and incoming Curriculum Specialist so that transfer of knowledge occurs;
- Develop local processes that works to ensure continuity at your college;
- Curriculum Chair should receive significant reassigned time; and
- Provide curriculum training opportunities.

Practices to be addressed

- Noncredit programs and courses need local certification; California Code of Regulations and title 5 changes will need to come through 5C.
- New programs will still need to go through the Chancellor's Office for approval.
- More dialogue needs to occur between the California Community Colleges Chancellor's Office and California State University Chancellor's Office regarding the review and approval of new and revised ADTs.
- Create a mechanism for curriculum portability.
- Resolve curriculum proposals with issues in the Curriculum Inventory System.

- COCI add notifications to CIO, Curriculum Chairs, and others so that all will be apprised of status.

- **External Factors:** Streamlined substantive process at the Accrediting Commission for Community and Junior Colleges (ACCJC); C-ID approval of courses that are part of an ADT; articulation; additional approvals for CTE programs (e.g. FAA for aviation); catalog use by external institutions; keeping external partners in the loop for curriculum development (e.g. employers); best practices regarding catalog/addendum production; keeping external accrediting requirements in mind.

Conclusion

The three areas discussed in this paper will lead to more streamlined and efficient curriculum approval processes, both locally and statewide.

These changes will mean greater administrative responsibility and Chief Instructional/ Educational Officers will need to be cognizant of their roles and responsibilities regarding the following:

- Certification processes create greater accountability locally, specifically with Curriculum Chairs and CIOs;
- Audit capabilities should be leveraged to include pieces of curriculum;
- Effective practice points to standing curriculum items at each governing board meeting, with appropriate training for boards and guidelines for trustees;
- Reassigned time for Curriculum Chairs (data with small/medium/large colleges); and
- Integration of local curriculum inventory management systems with local student services processes.

Appendix: California Code of Regulations, title 5, section 55130

California Code of Regulations, title 5, section 55130 Approval of Credit Programs

(a) Before offering any credit course as part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

- (1) The name of the proposed program.
- (2) The description of the proposed program.
- (3) A list of required courses to be included in the program.
- (4) Course outlines of records for all courses in the program.
- (5) The purposes and specific objectives of the proposed program.
- (6) The place of the proposed program in the district master plan.
- (7) An explanation of how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.
- (8) The need for the proposed program ascertained with regard to at least the following factors:
 - (A) Other community colleges in the area currently offering the program;
 - (B) Other programs closely related to the proposed program offered by the college;
 - (C) Relation of the proposed program to job market analysis, where applicable;
 - (D) Enrollment projection for the proposed program;
 - (E) Recommendations of career technical education regional consortia, when applicable; and
 - (F) The classification of the courses in the program in accordance with section 55001.
- (9) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:
 - (A) Library and media center resources;
 - (B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.
 - (C) Availability of adequate or proposed financial support; and
 - (D) Availability of faculty.

(c) The development, establishment and evaluation of an education program shall include representative faculty involvement.

(d) An approval is effective until the program or implementation of the program is discontinued or modified in any substantial way. The Chancellor may evaluate an educational program, after its approval, on the basis of factors listed in this section. If on the basis of such an evaluation the Chancellor determines that an educational program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) In multicollege districts, program approval is granted for a specific college.

Additionally, Education Code places the responsibility of conducting and reviewing a job market study of the labor market area for new CTE programs with the local governing board of the community college. The authority to establish these programs also lies with the local governing board:

California Education Code, section 78015

(a)(1) The governing board of a community college district, prior to establishing a vocational or occupational training program, shall conduct a job market study of the labor market area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.

(2) The governing board of the community college district shall make copies of each job market study available to the public.

(b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.

(c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall determine, by resolution, whether the program shall be offered through the district's own

facilities or through a contract with an approved private postsecondary school pursuant to Section 8092.

Senate Bill No. 1359
CHAPTER 343

An act to add Section 66406.9 to the Education Code, relating to public postsecondary education.

[Approved by Governor September 13, 2016. Filed with Secretary of State September 13, 2016.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1359, Block. Public postsecondary education: course materials.

The Donahoe Higher Education Act authorizes the activities of the 4 segments of the postsecondary education system in the state. These segments include the 3 public postsecondary segments: the University of California, which is administered by the Regents of the University of California, the California State University, which is administered by the Trustees of the California State University, and the California Community Colleges, which is administered by the Board of Governors of the California Community Colleges. Private and independent postsecondary educational institutions constitute the other segment.

Provisions of the Donahoe Higher Education Act apply to the University of California only to the extent that the regents act, by resolution, to make them applicable.

Existing law urges textbook publishers to take specified actions aimed at reducing the amounts that students pay for textbooks, including providing to faculty and departments considering textbook orders a list of all the different products the publisher sells. Existing law requires the Trustees of the California State University and the Board of Governors of the California Community Colleges, and requests the Regents of the University of California, to take specified actions with their respective academic senates, college and university bookstores, and faculty to promote the selection of textbooks that will result in cost savings to students.

This bill would require each campus of the California Community Colleges and the California State University, and would request each campus of the University of California, to identify in the online version of the campus course schedule its courses that exclusively use digital course materials, as specified, and communicate to students that the course materials for these courses are free of charge and therefore not required to be purchased. By imposing new duties on community college districts, this bill would impose a state-mandated local program. The bill would become operative on January 1, 2018.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. Section 66406.9 is added to the Education Code, to read:

66406.9. (a) Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(1) (A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

(2) Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

(b) For purposes of this section, the following terms have the following meanings:

(1) "Course schedule" is a collection of available classes, course sections, or both, published electronically, before the start of an academic term.

(2) "Open educational resources" are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. "Open educational resources" include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

(c) This section shall become operative on January 1, 2018.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Foothill College
Program Application
Associate in Arts in Social Justice Studies for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Social Justice Studies for Transfer degree is an interdisciplinary program designed to provide an overview of how societal organization and practices result in unequal opportunities for racial and ethnic minorities, women, and LGBTQ individuals.

Program Learning Outcomes

- Students will be able to identify and analyze the causes of race and gender inequality in the United States.
- Students will identify and analyze social policies that have the potential to alleviate race and gender inequalities.

Item 2. Catalog Description

Social justice is the idea that all members of a society are entitled to equal rights and equal opportunities. Social Justice Studies recognizes the social inequality and inequities in society—particularly regarding race and ethnicity, and gender and sexuality—and works in its analysis toward creating a more equitable society. More specifically, Social Justice Studies analyzes the injustices in society, such as how racism, sexism, and homophobia are manifested through discrimination, economic disparities, and violence. Furthermore, Social Justice Studies examines social policies that aim to alleviate injustices and create a more equitable society.

The Associate in Art in Social Justice Studies for Transfer Degree is designed to prepare students to transfer into the California State University (CSU) system. Students who complete the degree will be ensured preferential transfer status into the CSU system for Social Justice Studies majors and majors in related disciplines. The degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local. The degree will enable students to develop a strong foundation in race and ethnicity, gender and women's studies, social research methods or quantitative reasoning, and understanding patterns of inter-personal behavior, and will also offer interdisciplinary perspectives on social inequality and social justice. In addition, students will develop strong critical thinking, communication, and problem-solving skills that will prepare them for the requirements of upper division course work.

Students who complete the Associate in Art in Social Justice Studies for Transfer Degree will be awarded one degree, to be selected from one of the following three emphases:

1. General Social Justice Studies: Provides a broad understanding of social justice and injustice
2. Gender and Sexuality: Focuses on the experiences of women and lesbian, gay, bisexual, transgendered and queer individuals
3. Race and Ethnicity: Explores racial and ethnic groups in the U.S. and around the world

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.

- b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Social Justice Studies

Template # 1021

CCC Major or Area of Emphasis: Social Justice Studies

Rev 1: 07/11/16

TOP Code: 2201.30

CSU Major(s): African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies.
(See TMC for complete list of CSU majors)

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course’s inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Social Justice Studies for Transfer Degree						
College Name: Foothill College: Social Justice Studies (Three Emphases)						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
				CSU	IGETC	
REQUIRED CORE: (9 units)						
Introduction to Social Justice Studies (3)	SJS 110	SOC 23	Race & Ethnic Relations	4	D0	4
OR	OR					
Introduction to Race and Ethnicity (3)	SOCI 150					
Introduction to Women’s Studies (3)	SJS 120	WMN 5	Introduction to Women’s Studies	4	D4	4
OR	OR					
Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies (3)	SJS 130	OR SOC 28	Sociology of Gender	4	D0	4
OR	OR					
Introduction to Gender (3)	SOCI 140					

<p>Any REQUIRED CORE course not already used or any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies major at a CSU.</p>	<p>AAM</p>	<p>Please see the courses specific to each area of emphasis.</p>	<p>COMPLETE THE REMAINDER OF CORE COURSES FROM ONE OF THE THREE AREAS OF EMPHASIS</p> <p>FOR "GENERAL" EMPHASIS SELECT ONE COURSE FROM THE FOLLOWING:</p> <p>SOC 1 Introduction to Sociology 5 D0 4 OR SOC 1H Honors Introduction to Sociology 5 D0 4 OR ANTH 2A Cultural Anthropology 4 D1 4 OR ANTH 2AH Honors Cultural Anthropology 4 D1 4 OR POLI 15 International Relations/World Politics 4 D8 4 OR POLI 15H Honors International Relations/World Politics 4 D8 4 OR ECON 25 The Global Economy 4 D2 4 OR COMM 12 Intercultural Communication 5 C2 4</p> <p>FOR "GENDER AND SEXUALITY" EMPHASIS COMPLETE THE FOLLOWING:</p> <p>WMN 5 Introduction to Women's Studies 4 D4 4</p> <p>FOR "RACE AND ETHNICITY" EMPHASIS COMPLETE ONE OF THE FOLLOWING:</p> <p>ANTH 2A Cultural Anthropology 4 D1 4 OR ANTH 2AH Honors Cultural Anthropology 4 D1 4 OR COMM 12 Intercultural Communication 5 C2 4</p>			
<p>LIST A: Select three courses from at least two of the following areas (9 units) Courses must be related to social justice, gender/women, or ethnicity/race.</p>						
<p>Area 1: History or Government (3)</p>	<p>GECC</p>		<p>SELECT FOUR COURSES FROM AT LEAST THREE OF THE FOLLOWING AREAS 1-5</p>			

			FOR ALL THREE EMPHASES:			
		HIST 17A	History of the United States to 1815	4	D6	4
		HIST 17B	History of the United States from 1812 to 1914	4	D6	4
		HIST 17C	History of the United States from 1914 to the Present	4	D6	4
		POLI 1	Political Science: Introduction to American Government & Politics	5	D8	4
		POLI 15	International Relations/World Politics	5	D8	4
		OR POLI 15H	Honors International Relations/World Politics	5	D8	4
Area 2: Arts and Humanities (3)	GECC		COMPLETE COURSES APPROPRIATE TO THE SPECIFIC EMPHASIS			
			FOR "GENERAL" EMPHASIS:			
		ART 2E	A History of Women in Art	4.5	C1	3A
		ART 2F	Introduction to Asian Art	4.5	C1	3A
		ART 2J	American Art	4.5	C1	3A
		ENGL 7	Native American Literature	4	C2	3B
		ENGL 12	African American Literature	4	C2	3B
		ENGL 22	Women Writers	4	C2	3B
		ENGL 31	Latino/a Literature	4	C2	3B
		MDIA 3	Introduction to Film & Media Criticism	4	C1	3A
		MDIA 11 OR MDIA 11H	Introduction to Popular Culture Honors Introduction to Popular Culture	4 4	C2 C2	3B 3B
		MUS 8 OR MUS 8H	Music of Multicultural America Honors Music of Multicultural America	5 5	C1 C1	3A 3A
		PHIL 24	Comparative World Religions: East	4	C2	3B
		PHIL 25	Comparative World Religions:	4	C2	3B

		PHOT 8	West	4	C1	3A
		OR PHOT 8H	Photography of Multicultural America	4	C1	3A
		THTR 8	Honors Photography of Multicultural America	4	C1	3A
		THTR 8	Multicultural Theatre Arts in Modern America	4	C1	3A
		ART 2E	FOR "GENDER AND SEXUALITY" EMPHASIS: A History of Women in Art	4.5	C1	3A
		ENGL 5	LGBT Literature	4	C2	3B
		ENGL 22	Women Writers	4	C2	3B
		ART 2F	FOR "RACE AND ETHNICITY" EMPHASIS: Introduction to Asian Art	4.5	C1	3A
		ART 2J	American Art	4.5	C1	3A
		ENGL 7	Native American Literature	4	C2	3B
		ENGL 12	African American Literature	4	C2	3B
		ENGL 31	Latino/a Literature	4	C2	3B
		JAPN 35	Survey of Contemporary Japanese Culture	4	C2	3B
		MDIA 3	Introduction to Film & Media Criticism	4	C2	3A
		MDIA 11 OR MDIA 11H	Introduction to Popular Culture	4	C2	3B
		MUS 8 OR MUS 8H	Honors Introduction to Popular Culture	4	C2	3B
		MUS 8 OR MUS 8H	Music of Multicultural America	5	C2	3A
		MUS 8H	Honors Music of Multicultural America	5	C2	3A
		PHIL 24	Comparative World Religions: East	4	C2	3B
		PHIL 25	Comparative World Religions: West	4	C2	3B
		THTR 8	Multicultural Theatre Arts in Modern America	4	C1	3A
Area 3: Social Science (3)	GECC		COMPLETE COURSES			

			LISTED FOR THE SPECIFIC EMPHASIS			
			FOR "GENERAL" EMPHASIS:			
		ANTH 2A OR ANTH 2AH	Cultural Anthropology	4	D1	4
			Honors Cultural Anthropology	4	D1	4
		ANTH 4	First Peoples of North America	4	D1	4
		ANTH 6	Peoples of Africa	4	D1	4
		ANTH 20	Native Peoples of California	4	D1	4
		CHLD 51A	Affirming Diversity in Education	4	D3	
		COMM 10	Gender, Communication & Culture	5	D4	4
		COMM 12	Intercultural Communication	5	C2	4
		ECON 25	The Global Economy	4	D2	4
		GEOG 2	Human Geography	4	D5	4
		HIST 10	History of California: The Multicultural State	4	D6	4
		PSYC 21 OR WMN 21	Psychology of Women: Sex & Gender Differences	4	D9	4
			Psychology of Women: Sex & Gender Differences	4	D9	4
		PSYC 49	Human Sexuality	4	D9	4
		SOSC 20	Cross-Cultural Perspectives for a Multicultural Society	4	D0	4
		WMN 11	Women in Global Perspective	4	D4	4
			FOR "GENDER AND SEXUALITY" EMPHASIS:			
		COMM 10	Gender, Communication & Culture	5	D4	4
		HLTH 20	Introduction to Public Health	5	D7	4
		PSYC 21 OR WMN 21	Psychology of Women: Sex & Gender Differences	4	D9	4
			Psychology of Women: Sex & Gender Differences	4	D9	4
		PSYC 22	Psychology of Prejudice & Discrimination	4	D9	4
		PSYC 49	Human Sexuality	4	D9	4

		WMN 11	Women in Global Perspective	4	D4	4
			FOR "RACE AND ETHNICITY" EMPHASIS:			
		ANTH 2A OR ANTH 2AH	Cultural Anthropology	4	D1	4
			Honors Cultural Anthropology	4	D1	4
		ANTH 4	First Peoples of North America	4	D1	4
		ANTH 6	People of Africa	4	D1	4
		ANTH 20	Native Peoples of California	4	D1	4
		CHLD 51A	Affirming Diversity in Education	4	D3	
		COMM 10	Gender, Communication & Culture	5	D4	4
		COMM 12	Intracultural Communication	5	C2	4
		ECON 25	The Global Economy	4	D2	4
		GEOG 2	Human Geography	4	D5	4
		HLTH 20	Introduction to Public Health	5	D7	4
		HIST 10	History of California: The Multicultural State	4	D6	4
		PSYC 22	Psychology of Prejudice & Discrimination	4	D9	4
		SOSC 20	Cross-Cultural Perspectives for a Multicultural Society	4	D0	4
Area 4: Quantitative Reasoning and Research Methods						
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3) OR Introduction to Political Science Research Methods (3) OR Introduction to Research Methods in Psychology (3) OR Introduction to Research Methods in Psychology with Lab (4) OR Introduction to Research Methods (3)	MATH 110 OR SOCL 125 OR POLS 160 OR PSY 200 OR PSY 205B OR SOCL 120		FOR ALL THREE EMPHASES:			
		MATH 10 OR PSYC 7 OR SOC 7 PSYC 10 OR SOC 10	Elementary Statistics Statistics for the Behavioral Sciences Statistics for the Behavioral Sciences Research Methods & Designs Research Methods & Designs	5 5 5 5 5	B4 B4 B4 B4 B4	2A 2A 2A 2A 2A
Area 5: Major Preparation Any course articulated as lower-division preparation in the Social Justice Studies, African American Studies;	AAM		COMPLETE COURSES LISTED FOR THE SPECIFIC EMPHASIS			

<p>Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies major at a CSU not already used.</p>			FOR "GENERAL" EMPHASIS:				
	SOC 1	Introduction to Sociology	5	D0	4		
	OR						
	SOC 1H	Honors Introduction to Sociology	5	D0	4		
	ANTH 2A	Cultural Anthropology	4	D1	4		
	OR						
	ANTH 2AH	Honors Cultural Anthropology	4	D1	4		
	POLI 15	International Relations/World Politics	4	D8	4		
	OR						
	POLI 15H	Honors International Relations/World Politics	4	D8	4		
	ECON 25	The Global Economy	4	D2	4		
	COMM 12	Intercultural Communication	5	C2	4		
				FOR "GENDER AND SEXUALITY" EMPHASIS:			
	SOC 1	Introduction to Sociology	5	D0	4		
	OR						
	SOC 1H	Honors Introduction to Sociology	5	D0	4		
	ANTH 2A	Cultural Anthropology	4	D1	4		
	OR						
	ANTH 2AH	Honors Cultural Anthropology	4	D1	4		
POLI 15	International Relations/World Politics	4	D8	4			
OR							
POLI 15H	Honors International Relations/World Politics	4	D8	4			
ECON 25	The Global Economy	4	D2	4			
COMM 12	Intercultural Communication	5	C2	4			
SOC 20	Major Social Problems	4	D0	4			
			FOR "RACE AND ETHNICITY" EMPHASIS:				
SOC 1	Introduction to Sociology	5	D0	4			
OR							
SOC 1H	Honors Introduction to Sociology	5	D0	4			
ANTH 2A	Cultural Anthropology	4	D1	4			
OR							
ANTH 2AH	Honors Cultural Anthropology	4	D1	4			
POLI 15	International Relations/World Politics	4	D8	4			
OR							

		POLI 15H	Honors International Relations/World Politics	4	D8	4
		ECON 25	The Global Economy	4	D2	4
		COMM 12	Intercultural Communication	5	C2	4
		SOC 20	Major Social Problems	4	D0	4
Total Units for the Major:	18	Total Units for the Major:		28-33		
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				12-31	12-31	
General Education (CSU-GE or IGETC) Units				39	37	
Elective (CSU Transferable) Units				15.5-34.5	17.5-36.5	
Total Degree Units (maximum)				60		



President

*Julie Bruno
Sierra College*

Vice President

*John Stanskas
San Bernardino Valley College*

Secretary

*Dolores Davison
Foothill College*

Treasurer

*John Freitas
Los Angeles City College*

Area A Representative

*Grant Goold
American River College*

Area B Representative

*Cleavon Smith
Berkeley City College*

Area C Representative

*Adrienne Foster
West Los Angeles College*

Area D Representative

*Craig Rutan
Santiago Canyon College*

North Representative

*Cheryl Aschenbach
Lassen College*

North Representative

*Ginni May
Sacramento City College*

South Representative

*Randy Beach
Southwestern College*

South Representative

*Sam Foster
Fullerton College*

Representative at Large

*Conan McKay
Mendocino College*

Representative at Large

*Lorraine Slattery-Farrell
Mt. San Jacinto College*

Julie Adams, Ph. D.

Executive Director

Dear Colleagues,

There is a great deal of controversy around the Intersegmental Curriculum Workgroup (ICW) decision to accept the CSU Chancellor's Office recommendation of adding a competency in intermediate algebra to nine Transfer Model Curricula (TMCs). Many of you have received email messages from the California Acceleration Project on this issue. The purpose of this message is to explain how such a decision was reached over the last three years and the ramifications of that decision.

The CSU General Education Advisory Committee (GEAC) of the CSU Chancellor's Office originally permitted seven colleges, on a pilot basis, a waiver of the intermediate algebra prerequisite to statistics courses through a STATWAY model to study the impact of such a decision to meet general education requirements in CSU-GE-Breadth Area B4. During the November 2015 GEAC meeting, the conclusion of the study was mixed. There was concern expressed that alternative models were in use and the number of tracked students was inconclusively small to determine the success of such a model on upper division completion for the entire CSU system. In addition, there was concern that unconfirmed reports of wholesale prerequisite challenge processes were taking place at some colleges, thus undermining the integrity of the student data. To that end, the pilot waiver was expanded through 2019, the restriction to one model was lifted, and all California Community Colleges were invited to submit courses through the regular general education review processes. GEAC's intent was to collect a robust data set and to ensure transfer student course taking behavior was accurately reflected in the review process and track those students through baccalaureate completion. Please note: GEAC only makes recommendations regarding CSU-GE-Breadth requirements of transfer students. A summary of the 2015-16 GEAC notes can be found at:

<http://www.calstate.edu/app/GEAC/documents/2016/GEAC-annual-report-2015-16.pdf>.

At the same time, the CSU Academic Senate called together a Quantitative Reasoning Task Force with intersegmental and external representation to discuss the CSU expectation of quantitative reasoning skills for incoming first year students, transfer students, and baccalaureate earning students. This report provides a comprehensive overview of quantitative reasoning goals for higher education and a roadmap for implementation that involves high schools, community colleges, and the CSU colleges. The report acknowledges that intermediate algebra skills may not be necessary to complete general education statistics courses but some intermediate algebra skills are required for baccalaureate level success and competency expectations. The full report, unanimously adopted by the CSU Academic Senate, is available at

<http://www.calstate.edu/AcadSen/Records/Reports/documents/QRTF.FinalReport.KSSF.pdf>.

Again, at the same time (Fall 2015), the C-ID curricular 5-year review of mathematics descriptors was due. Because of the two factors listed above (GEAC's recommendation to California Community Colleges and the CSU Quantitative Reasoning report), the math faculty discipline review group (FDRG), which included both CSU and CCC faculty, reviewed and evaluated the MATH 110 C-ID descriptor prerequisite, intermediate algebra. There was intense dialog regarding the prerequisite for this descriptor and three iterations of surveys to determine the most appropriate prerequisite were sent to the math faculty at both the CSU and CCC. Eventually, in December 2016, the prerequisite for the descriptor was changed after approval by the FDRG. Once in place, the revised prerequisite was

communicated widely to the field. The prerequisite for MATH 110 is:

Intermediate Algebra or
Any CSU accepted statistics pathway curriculum prerequisite.

The entire MATH110, Introduction to Statistics, descriptor can be found at https://c-id.net/descriptor_details.html?descriptor=365&submitbtn=Go.

At the October 2016 ICW meeting, the CSU Academic Senate and Chancellor's Office had serious concerns about the use of mathematics courses lacking an intermediate algebra prerequisite being used for both quantitative reasoning general education requirements as well as discipline major preparation. After the release of the C-ID Math 110 descriptor, the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office received memos from the CSU Chancellor's Office asking for a delay in the implementation of the new descriptor. In January 2017, the CSU General Education Advisory Committee (GEAC) also expressed concern and issued a separate memo to the Community College Chancellor's Office and the ASCCC requesting us to desist from using the new C-ID descriptor.

In February 2017, the Academic Senate leadership met with the CSU Academic Senate leadership and CSU GEAC members to discuss the memo issued by the CSU GEAC committee. In March 2017, the C-ID Advisory Committee met and heard from the CSU Chancellor's Office and CSU Academic Senate regarding their concerns about the mixing of general education quantitative reasoning requirements and major preparation requirements. In response, the C-ID Advisory Committee made a recommendation to the Intersegmental Curriculum Workgroup (ICW) to consult with the discipline faculty with affected Transfer Model Curricula (TMCs) to make a determination regarding the necessity intermediate algebra skills for success in the major. The C-ID workgroup surveyed FDRGs where MATH 110 was used for both major's preparation and general education and found that two disciplines – Business Administration and Economics - were concerned about students' ability to succeed upon transfer without intermediate algebra.

At the end of March 2017, ICW convened and again, the CSU Chancellor's Office and CSU Academic Senate expressed that their concern was so great about the MATH 110 descriptor that they would need to re-evaluate determinations of "similar" in affected disciplines. The proposal from the C-ID Advisory Committee to add a competency to two affected disciplines was discussed and the CSU representatives agreed that adding a competency was a reasonable compromise and then produced a list of eight affected TMCs. Ultimately, nine TMCs were identified by ICW:

Administration of Justice
Agriculture Animal Sciences
Agriculture Business
Agriculture Plant Science
Business Administration
Economics
Kinesiology
Psychology and
Public Health Science.

ICW accepted the recommendation to include the intermediate algebra competency on the nine TMCs and drafted the following language to be added:

As a requirement of this TMC, students earning an ADT in _____ are required to demonstrate competency in mathematics at the level of intermediate algebra in addition to the coursework listed above. Students may demonstrate this competency through the college's assessment for placement process or through the completion of an intermediate algebra mathematics course. The inclusion of this requirement does not change the unit totals for the ADT as intermediate algebra is a pre-transfer level skill.

By the inclusion of a competency in the TMC, students and colleges can use assessment instruments or specialized courses that cover the content of intermediate algebra without specifying the class. This competency is a component of major preparation, not general education, and is consistent with the K-12 Common Core standards and CSU Quantitative Reasoning Task Force Recommendations.

We hope that gives you a clearer picture of what has transpired over the past three years. It is important to understand the intersegmental consultative processes in which the ASCCC has engaged to best serve our students. We anticipate that, as further implementation of CSU's Quantitative Reasoning report occurs, additional changes may be required. We will continue to provide updates as we work with our intersegmental partners to ensure access and opportunity to transfer institutions.



Julie Bruno
President, The Academic Senate for California Community Colleges



John Stankas, Chair, Intersegmental Curriculum Workgroup and Vice President, The Academic Senate for California Community Colleges



**Community College League of California Sacramento, CA
May 1, 2017**

The CEOCCC and CCCT Boards Unanimously Support Alternative Math Pathways

On Friday, the California Community College Trustees (CCCT) and Chief Executive Officers of the California Community Colleges (CEOCCC) Boards met at their scheduled joint meeting in Sacramento. In response to Agenda item 4.3 Quantitative Reasoning the CCCT and CEO Boards unanimously approved the following resolution:

In response to encouraging and impressive preliminary data that alternative math pathways have demonstrated the potential to dramatically increase student success and lead to greater completion of degrees, the Boards of the California Community College Trustees (CCCT) and Chief Executive Officers of the California Community Colleges (CEOCCC) are gravely concerned that the proposed recommendations from the CSU Chancellor's Office will be a significant setback to our shared interest in closing equity gaps and increasing completion of degrees. Specifically, we are troubled that requiring demonstrated competency in intermediate algebra will disproportionately impact our historically underrepresented students and prevent colleges from gathering additional data to determine how students enrolled in alternate pathways perform in upper level courses. Accordingly, we will work with the California Community College Chancellor's Office to share our concerns about the ill-conceived recommendations with a goal of continuing the alternative math pilot programs as previously agreed.

For the past five years the Governor has supported our collective efforts to address the unsatisfactory rate of success for students attempting our math and English sequences. Many of our colleges have experienced great success with the Statway and Quantway approach resulting in greater degree completion and successful transition to a four year college. This work has recently been corroborated by a **national study** by the Carnegie Math Pathways Project which found that the Pathways students have higher completion rates, subsequent math enrollment and success, credit accumulation rate and transfer rates from two-year to four- year colleges.

The stimulus for the discussion at the joint board meeting was a recent recommendation from the CSU Chancellor's Office to add a requirement for competency in intermediate algebra for nine approved Associate Degrees for Transfer. Because development of an alternative to intermediate algebra is a key component to the programs developed by the California Acceleration Project and Statway and Quantway, the proposed change would in effect end the pilot of the alternative math pathways for these nine degrees before any data could be collected on the efficacy of the alternative efforts. A **communication** from the Academic Senate for California Community Colleges outlines the recommendation and the rationale for this sudden change.

Sincerely,

The League

FOOTHILL COLLEGE Curriculum Committee(s) Responsibilities

Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a “curriculum committee:”

Title 5, § 55002 gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee “shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.” (Source: <http://www.ccccurriculum.net/faq/#A1>)

Division Curriculum Committee Responsibilities

- Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards
 - Recommend approval of new and revised Course Outlines of Record
 - Recommend approval of new programs and program revisions to the College Curriculum Committee
 - Recommend approval of Stand Alone courses to the College Curriculum Committee
 - Review curricula with faculty for student equity considerations/cultural competency, which may include content, delivery, and/or assessment.

College Curriculum Committee Responsibilities

- Establish practices and processes for curriculum development in collaboration with the Academic Senate
- Review new course proposals that may impact curriculum in other divisions
- Review and approve new degrees, certificates, and stand-alone courses based on the following criteria:
 - Consistent with the College’s Educational Master Plan
 - Avoids unnecessary duplication/overlap among college curriculum
 - Promotes students’ access to curricula through consideration of articulation, curricular sequences, requisites and advisories, and units required
 - Adheres to the rigor and standards of community college courses
- Review and approve courses for inclusion in Foothill GE pattern
- Ensure compliance with Title 5, other state/local regulations and accreditation standards

Policy and Procedures for Providing Academic Adjustments for Students with Disabilities

POLICY

Students with verified disabilities have the right to receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction. The District is thus responsible to make modifications to academic requirements and practices as necessary-without any fundamental alternation of academic standards, courses, educational programs or degrees-to ensure that it does not discriminate against qualified students with disabilities. In addition, each district is required to have a policy and procedure for responding to students with verified disabilities who request academic adjustments.

Background

This policy is based on federal and state legislation, which requires community college districts receiving funding to establish programmatic access as well as physical access to its academic offerings. Two of these regulations are: **34 Code of Federal Regulations 104.44 implementing Section 504 of 1973 Rehabilitation Act:**

“(a)Academic requirements. A recipient to this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.”

[Title 5 California Code of Regulations 56027:](#)

“Each community college district receiving funding pursuant to this subchapter shall... establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustment. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.”

Accommodations

Accommodations of two levels are available. Accommodations may be made 1) in the manner of presentation of the course to permit the student to complete the required course; 2) by substitutions of another course for the required course.

Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements will not be regarded as discriminatory.^{34 C.F.R. 104.44}

Level I Special Course Accommodations:

Foothill- De Anza Community College District intends all of its graduates to master the competencies required by Title 5 of the California Education Code. The course requirements are established to meet that requirement and students should, where possible, complete courses required for graduation. The District recognizes that most disabilities that preclude a student from completing a course can be overcome by altering the method of course delivery and providing a combination of appropriate accommodations, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence. Therefore, for most students with disabilities, the first level of accommodation will involve an attempt to complete the course with additional or altered means of delivery.

Level II Course Substitution:

Course substitution will be considered for those students with a verified disability in two circumstances:

1. When the student has attempted and exhausted Level I accommodations and for whom Level I accommodations are not adequate to enable them to complete the course; and
2. When the student can show that his/her disability is of a type or magnitude that any attempt at completing the course would be futile.

Any course substitution granted by Foothill College is for the purpose of the College's requirements only, and may not be recognized by a subsequent educational institution and/or licensing board.

Note: By law, a student is not required to go through DRC to receive academic adjustments and auxiliary aids. Separate procedures are noted below for students exercising this option at Level I, II. Recent verification of the disability and special education limitations is required whether or not a student chooses to use DRC services.

Verification of the Disability

1. Where the nature or extent of the disability is not apparent, the student bears the responsibility of presenting recent professional documentation of specific educational limitations to the college before an academic accommodation will be granted.
2. If the student does not have appropriate verification of a disability, the student may request an assessment from Disability Resource Center (DRC) to determine and document the disability if it is within the scope of services provided by DRC. Where possible, DRC may provide referrals for assessment or documentation of those disabilities beyond the scope of services provided by the college.

For Students Using DRC Services

Level I Course Accommodation Procedures

1. Requests for course accommodation should be presented to the DRC specialist.
2. The student, in collaboration with the DRC professional staff, will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The student will submit to his/her instructors the accommodations authorization forms completed by the DRC professional.
3. If the student disagrees with the academic accommodations authorized by the DRC professional staff, he/she should discuss his/her concern with the professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his/her concern with the appropriate immediate supervisor of DRC. Every attempt should be made to resolve the disagreement with the immediate supervisor. If the disagreement continues to be unresolved, the student's next step is to contact the [ADA Compliance Officer. The ADA Compliance Officer will investigate the matter and provide the student with a determination within five \(5\) business days. If the student is not in agreement with the decision, the student may file a formal discrimination complaint.](#)
4. If the instructor has questions about an accommodation requested by a student with verified disability, [or if the instructor disagrees about the accommodation](#), the instructor should promptly contact the DRC professional who authorized the accommodation(s).
5. [The instructor and DRC and any appropriate college staff will begin the ADA Review Process immediately. During this time the instructor will be notified that he/she must continue to provide your accommodations until a final determination has been made. If DRC cannot reach a solution with the instructor and/ or Dean, the matter will be referred to the Vice President of Instruction for review and decision. The faculty may appeal this decision to the President, however the accommodation\(s\) will remain in place even through the appeal. The](#)

student will be notified of the results within ten(10) business days. If the student is not in agreement with the decision, a formal discrimination complaint may be filed with the college.

Level II - Course Substitution

1. Requests for Course substitution or waiver shall be submitted by the student to the director of DRC. Course substitutions or waivers shall be determined by the Academic Council. The Academic Council shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort to complete the required course in question by availing themselves of the accommodations recommended by DRC professional staff, has been unable to satisfactorily complete the required course.
 - b. The student and the DRC professional staff member agree that, due to the nature of the disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal a DRC professional staff member's assessment that the educational implications of their disability is not sufficient to warrant a substitution.
2. The student's counselor at DRC will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:
 - a. Faculty representative from the student's declared major course of study
 - b. Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.
3. Such evidence will be presented to Academic Council for consideration.

4. All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a unanimous vote with the following guidelines:
 - a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
 - b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.
5. The Committee will forward its decision, in writing, to the student and the [Dean](#) of DRC within ten (10) instructional days.
6. [If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.](#)
7. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the [quarter](#) that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, [or II](#).
2. During this appeal process, the [ADA Compliance Officer](#) may make an interim decision on an accommodation pending the final resolution. This decision remains in place while the final determination is being made.
3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.

[Procedures for students not using DRC services](#)

[Level I Course Accommodation](#)

Requests for course accommodation should be presented to the [ADA Compliance Officer](#).

1. [ADA Compliance Officer](#) will determine a reasonable and appropriate accommodation(s) based upon his/her educational limitation(s). The [ADA Compliance Officer may](#) consult with a DRC counselor/specialist regarding ways in which to implement academic adjustments and/or auxiliary aids.
2. [The student must provide an official verification of disability or any other disability documentation signed by an appropriate professional.](#)
3. [The ADA Compliance Officer will make a decision regarding the accommodation within five \(5\) instructional days of having received the matter.](#)
4. If the student disagrees with the academic accommodations authorized by [ADA Compliance Officer](#), the student or instructor [may file a formal](#)

[discrimination complaint with the college via the Vice President of Student Services.](#)

[Level II -Course Substitution for Students](#)

1. Requests for Course substitution or waiver shall be submitted by the student to the Academic Council. The Academic Council shall review cases under any of the following conditions:
 - a. The student, having made a good-faith effort to complete the required course in question by availing themselves of accommodations has been unable to satisfactorily complete the required course.
 - b. The student and the [ADA Compliance Officer](#) agree that, due to the nature of the educational implications of their disability, even beginning the course with Level I accommodations is futile.
 - c. The student desires to appeal the 504 Coordinator's assessment that the educational implications of their disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.

[8. The ADA Compliance Officer will gather supporting evidence including but not limited to the student's documentation of disability, academic and personal history. The counselor will also gather evidence of support from:](#)

- [a. Faculty representative from the student's declared major course of study](#)
- [b. Faculty representative from the student's course substitution request; ie: if the student wishes to substitute a course in mathematics, then a member from the mathematics department shall be present.](#)

[9. Such evidence will be presented to Academic Council for consideration.](#)

[10.All parties shall be given an opportunity to defend their positions. The committee shall make its decision based on a unanimous vote with the](#)

following guidelines:

- a. The Committee will determine if the required course is essential to the student's individual course of study. If the Committee decides the course is essential, the substitution request (or in the most extreme cases waiver) shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program.
- b. If the course in question is found to be non-essential to the student's plan of study, the Committee shall seek to provide an appropriate course substitution.

11. The Committee will forward its decision, in writing, to the student and the Dean of DRC within ten (10) instructional days.

12. If the committee cannot come to a decision, or reaches an impasse for whatever reason, the matter will be forwarded to the Vice President of Instruction for review and decision within ten instructional days.

13. An exception to the above timeline will be made should the Chair of the Academic Council receive the petition so late in the quarter that the Committee would not be able to complete its process while classes are in session. In such a case, the Chair will convene the committee at the earliest possible time during the next session. The timeline for the Committee's decision (within 10 instructional days of receipt) will then apply in the subsequent session.

Appeal Process

1. If the student is dissatisfied, he or she may appeal to the Vice President of Instruction within ten (10) instructional days of receiving a decision at Level I, II or III.
2. During this appeal process, the [ADA Compliance Officer](#) may make an interim decision on an accommodation pending the final resolution. This decision remains on an accommodation pending the final

resolution. This decision remains in place while the final determination is being made.

3. If the Vice President of Instruction rejects the appeal, the student has ten (10) instructional days from the time of notification to request the appeal be forwarded to the President.
4. If the President rejects the appeal, the student may pursue the Section 504/Americans with Disabilities Act Complaint Policy or, ultimately, file a complaint with the Office of Civil Rights.