College Curriculum Committee Meeting Agenda
Tuesday, March 3, 2020
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: February 18, 2020	Action	#3/3/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. ASCCC Spring Area B Meeting	Information	#3/3/20-2 #3/3/20-3	Kuehnl
4. New Program Application: Environmental Science ADT	1st Read	#3/3/20-4	Kuehnl
5. Sunsetting the Streamlined Certificate Process	1st Read	#3/3/20-5	Kuehnl
6. Ad Hoc Groups	Discussion		Kuehnl
7. Good of the Order			Kuehnl
8. Adjournment			Kuehnl

Attachments:

#3/3/20-1	Draft Minutes: February 18, 2020
#3/3/20-2	New Course Proposal: C S 77A
#3/3/20-3	CCC Notification of Proposed Requisites
#3/3/20-4	New Program Application: Environmental Science ADT
#3/3/20-5	Temporary Process to Streamline Certificates of Achievement (updated draft)

2019-2020 Curriculum Committee Meetings:

Fall 2019 Quarter	Winter 2020 Quarter	Spring 2020 Quarter
~~10/8/19~~	~~1/21/20~~	4/21/20
~~10/22/19~~	~~2/4/20~~	5/5/20
~~11/5/19~~	~~2/18/20~~	5/19/20
~~11/19/19~~	3/3/20	6/2/20
~~12/3/19~~	3/17/20	6/16/20

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

2019-2020 Curriculum Deadlines:

~~*12/1/19*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/19*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~*2/18/20*~~	Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
~~*2/18/20*~~	Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).
6/1/20	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Isaac Escoto (AS President), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Sara Seyedin (Acting Dean, BSS), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2019-20

Meeting Date: **3/3/20**

Co-Chairs (2)

√	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu
___	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

√	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
___	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
√	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
___	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
√	Stephanie Chan		LA	chanstephanie@fhda.edu
___	Mark Ferrer		SRC	ferrermark@fhda.edu
√	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
___	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
√	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
√	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
___	Allison Herman	7460	LA	hermanallison@fhda.edu
___	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
√	Marc Knobel	7049	PSME	knobelmarc@fhda.edu
√	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
√	Allison Meezan	7166	BSS	meezankaren@fhda.edu
√	Ché Meneses	7015	FA	menesesche@fhda.edu
___	Brian Murphy		APPR	brian@pttc.edu
√	Ron Painter		PSME	painterron@fhda.edu
√	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
√	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
___	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
___	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
√	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
√	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

___			ASFC Rep.	
√	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
___	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
___			SLO Coordinator	

Visitors

Debbie Lee, Rosa Nguyen, Chris Allen, Owen Flannery

College Curriculum Committee
Meeting Minutes
Tuesday, February 18, 2020
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: February 4, 2020	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Articulation: No updates to report. Counseling: No curriculum updates, but news that Dean Lan Truong has resigned. Fine Arts: ART 2C being updated to meet C-ID requirements. Apprenticeship: No updates to report. SRC: No updates to report. Language Arts: Working on certificates; discussing seat counts and loads. PSME: Working on Title 5 updates; working on C-ID issues for MATH courses. Bio Health: Biology dept. working on a new certificate. Rep asked how completion works for students currently taking required courses—Counseling rep noted that once certificate is active a current student can apply for completion; unsure if students who are no longer enrolled at Foothill can retroactively get it. Kuehnl recommended looking at the certificate request form. Vanatta explained that new programs that include only existing/active courses become active as soon as they are approved by the CCCCO. Library: No updates to report. BSS: Child Development dept. working on new certificates of achievement. Kinesiology: No updates to report.
3. Announcements a. New Course Proposals	**Speaker: Eric Kuehnl** The following proposals were presented: CHLD 80A, 80B, 80C. Please share with your constituents. Counseling rep asked for clarification regarding "resume building" portion of 80A, because Counseling dept. offers a course in resume building—BSS rep doesn't believe course includes actual resume writing, will follow up with dept.
b. Notification of Proposed Requisites	Listed are ongoing requisites for ART courses, for which a Content Review form was not on file. Please share with your constituents. No comments.
c. Ad Hoc Groups	Kuehnl is going to be meeting with Honors Institute staff to help determine mandate for that ad hoc group; plans to have a draft of mandates for each group to present at the next CCC meeting. Asked reps to continue to reach out to their constituents for participants. Counseling rep asked if honors counselors will be invited to Kuehnl's meeting—no, initial meeting will be with Honors Institute Directors and Dean of Equity. Counseling rep stressed importance of having honors counselors and faculty in meeting; Kuehnl clarified that this first meeting is not the ad hoc group but is just a small

	meeting to ensure a balance of stakeholders involved in ad hoc group (i.e., pro vs. con viewpoints). Kuehnl would like each ad hoc group to have such a balance. No decisions will be made in this initial meeting.
d. ASCCC Spring Plenary	Foothill is hosting Area B meeting, ahead of plenary; please reach out to Kuehnl if interested in attending. AS President Isaac Escoto, Robert Cormia, and Kuehnl attending. Plenary is April 16-18 in Oakland; Escoto and Cormia attending.
e. ASCCC Curriculum Institute	This year's CI is July 9-11 in Riverside. Gilstrap and Vanatta attending. Please reach out to Kuehnl if interested in attending.
4. New Program Application: Film, Television, and Electronic Media Certificate of Achievement	**Speaker: Eric Kuehnl** Second read of new Film, Television, and Electronic Media Certificate of Achievement. Narrative has been updated, in response to feedback from first read: SJSU added in Item 1 and Item 2; Item 7 rewritten. PSME rep noted annual completers figure (3) and asked if there are any guidelines regarding creating a certificate with a low number of anticipated completers, considering our current budget issues and the expectation that we will offer all the required courses. Believes CCC needs to engage in general discussions regarding the feasibility of creating such programs. Kuehnl noted that courses already being taught, in this situation, so creating this program will not result in the need to teach any additional courses. PSME rep clarified that topic being brought up in a general sense; also curious who determines which courses to offer, across campus, based on existing programs and student needs. Kuehnl agreed this is an important consideration. PSME rep asked about enrollment figures in Item 5—figures reflect actual enrollment from the past two years. Subramaniam commented that the completer figure likely based on how many students per year have completed all of the required courses. Agreed that when new programs include new courses there is added issue of hoping that courses will appeal to students and meet enrollment minimums. Kuehnl mentioned method of faculty teaching "stacked classes," in which they teach multiple classes at once for the load of one. PSME rep suggested agendizing general topic for discussion at a future meeting, so that group can get some guidance on how to evaluate new programs. Kuehnl agreed; will put topic on future agenda. Language Arts rep mentioned general nature of temporary program creation process and suggested that more detail be added to aid CCC in discussion. Motion to approve **M/S** (Francisco, Subramaniam). **Approved.**
5. Program Deactivation: Nanoscience	**Speaker: Eric Kuehnl** Second read of deactivation of the Nanoscience program (AS degree). Subramaniam noted that the reason for the deactivation is program's lack of popularity, which underscores PSME rep's suggestions for CCC to take into consideration likelihood of student interest when new programs are created. Other PSME rep noted that at the time program was created nanoscience was popular, but interest has dwindled. Motion to approve **M/S** (Serna, Meneses). **Approved.**
6. Sunsetting the Streamlined Certificate Process	**Speaker: Eric Kuehnl** CCC created process in October, 2018, in response to changes by CCCCO to units allowed for certificates of achievement. No final deadline was listed on temporary process; CCC Team recommends deadline of June 19, 2020, for divisions to submit converted certificates using this process. Following deadline, if a division wishes to convert a certificate they would need to follow our regular program creation process. PSME rep asked when a permanent program creation process will be in place—Vanatta is unsure and believes that Isaac Escoto is working on this project. Until that time,

	divisions would follow the temporary process for creating a new program. Vanatta noted that streamlined process is not much shorter than current program creation process. CCC Team will update process document for a first read at the next meeting.
7. Loads and Seat Counts	**Speaker: Eric Kuehnl** Continuation of discussion from previous meeting. Kathryn Maurer, Anthropology faculty, provided a short presentation. Outlined current issues re: seat counts at Foothill, including "great range of 'seat counts'" across campus; "no formal policy" at Foothill or district; "no direct link" to methods of instruction/evaluation listed on CORs; based on "outdated/uninformed assumptions regarding pedagogy"; based on "outdated/uninformed assumptions regarding online instruction." These issues tie in to "faculty workload inequities" across campus and "student inequities and inconsistent quality across programs." Noted challenges: district-wide implications, so must involve De Anza; budget/productivity; determining the right forum for discussions/decision-making (e.g., CCC, AS, FA, administration); fear of change and possibility of increasing workload; "super complex." Noted risks of not addressing/remedying: believes "inequities inconsistent with our values"; at risk of faculty burnout; lack of faculty engagement in equity and service leadership initiatives, which ties into student success/retention; lack of faculty engagement in online quality improvement; may affect college's reputation. Counseling rep noted work on Puente program and mentioned example of faculty member wanting to work with Puente students but could not because of seat count issues; noted that seat counts affect guided pathways. Also mentioned issue of faculty being able to devote sufficient time to each student in courses with high seat counts. Subramaniam asked Maurer if topic discussed with load task force—yes, their focus has been to clean up and create consistencies among courses but have not yet tackled this issue; meetings with them led to the decision that conversation begin at CCC. Subramaniam noted current method of determining seat count for a new course by looking at courses within same dept. Addressed suggestion of considering methods of evaluation/instruction when setting seat counts and noted that each instructor might be using their own methods and not be exactly consistent with other instructors teaching the same course; believes that it could be difficult to use those to determine seat count. Fine Arts rep mentioned difference between theory-based and experiential courses; suggested micro-analytic approach to assess activities in specific courses—even within one dept., activities may differ enough to support different seat counts. Maurer agreed. Bio Health rep asked what next steps could be, e.g., online vs. face-to-face consideration could be a starting point. Maurer suggested that headway can't be made before college budget is discussed. Kuehnl suggested first developing a rubric for new courses—Bio Health rep unsure this will avoid opening up a can of worms, as other faculty may look at seat count given to new course and want same consideration given to their existing course(s). Language Arts rep suggested using existing rubric shared at previous meeting as a starting point to see if it could work for Foothill. Kuehnl cautioned against using an appeals process to re-evaluate existing courses, as faculty would likely appeal only high seat count courses, with few appealing low seat count courses. If re-evaluation happens, will likely need to be done for all existing courses. Kuehnl will share Maurer's presentation via email; group will need to determine how to move forward with this topic. Kuehnl cautioned against

	starting anything formal until CCC Co-Chair Paul Starer returns from leave. Language Arts rep asked if campus is bound to creating one formula for every dept./division to follow. PSME rep noted issue of "past precedent reigns if you want it to reign" and wondered who is going to want to change their seat count if they like what it currently is. Kuehnl reiterated suggestion to first create a rubric for new courses; agreed that appealing seat counts for existing courses may be problematic. BSS rep noted concern among BSS faculty that most of their seat counts are set at 50, but expected to provide "high-touch teaching"; asks if Foothill could incorporate discussion sections like 4-year schools, which would allow instructor to lecture to 50 students but then have break-out sections for 25 students, for example, to accommodate "high-touch." Language Arts rep mentioned similar recent discussions regarding new AB 705 coreqs and how they're being taught. Kuehnl noted issue of contact hours related to such break-out sections; would need to be loaded differently. Group agreed that topic should continue after Starer returns from leave. Kuehnl suggested doing analysis to see how closely actual enrollments match seat counts. Language Arts rep mentioned productivity and cancellation of classes for being under-enrolled.
8. Good of the Order	Language Arts rep asked if there is any additional information regarding the ad hoc groups to bring to their constituents. Kuehnl plans to draft proposals of mandates for groups to bring to CCC at the next meeting, either for discussion or first read.
9. Adjournment	**3:33 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Stephanie Chan (LA), Mark Ferrer (SRC), Owen Flannery (KA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Allison Herman (LA), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Kathryn Maurer (guest—BSS), Allison Meezan (BSS), Ché Meneses (FA), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

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: Dr. Baba Kofi A. Weusijana

Proposed Number: C S 77A   **Proposed Units:** 4.5
Proposed Hours: 2 hours lecture, 8 hours laboratory
Proposed Transferability: CSU only
Proposed Title: Special Projects in Web Application Development

Proposed Catalog Description & Requisites:
Team-based applied web application projects as determined in consultation with the instructor. Students meet at least once per week with the instructor. Volunteer or work-based learning portfolio, progress reports, oral presentations, final report, teamwork assessments, and evaluation by project supervisor or client will be used to demonstrate the mastery of competencies identified as goals prior to the start of the project(s).

Prerequisite: C S 89D Advanced Web Application Development

Proposed Discipline: Computer Science
(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?
Web Application Development Certificate
Advanced Web Application Development Certificate

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:
Student Learning Outcomes (SLO):
Work in production environments by effectively and ethically working and communicating with stakeholders such as the public, supervisors, developers, non-developers, and clients. Solve client problems, improve workflow and processes, and optimize software systems so they are reasonably usable, accessible, and scalable.

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
PSYC 10: Research Methods & Designs	E. Lin	Prereq: MATH 17 (Integrated Statistics II)	New for 2020-21 (option for existing prereq of MATH 10)
SOC 10: Research Methods & Designs	E. Lin	Prereq: MATH 17 (Integrated Statistics II)	New for 2020-21 (option for existing prereq of MATH 10)
THTR 45B: Technical Theatre in Production II	B. McLeod	Prereq: THTR 45A (Technical Theatre in Production I)	Ongoing
THTR 45C: Technical Theatre in Production III	B. McLeod	Prereq: THTR 45B (Technical Theatre in Production II)	Ongoing
THTR 45F: Technical Theatre Management in Production II	B. McLeod	Prereq: THTR 45E (Technical Theatre Management in Production)	Ongoing

<div align="center">
Foothill College
Program Application
Associate in Science in Environmental Science for Transfer Degree
</div>

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Environmental Science for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Environmental Science at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Science in Environmental Science for Transfer Degree.

Program Learning Outcomes
- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
- Demonstrate an understanding of the core concepts and methods from ecological and physical sciences in their application in solving environmental problems.

Item 2. Catalog Description

The Associate in Science in Environmental Science for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Environmental Science at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Science in Environmental Science for Transfer Degree.

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 Environmental Science
CCC Major or Area of Emphasis: Environmental Science
TOP Code: 0301.00
CSU Major(s): Environmental Science
Total Units: 37-39 *(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 Science in Environmental Science for Transfer Degree College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area CSU**	**IGETC**
REQUIRED CORE: (13-14 units) **Select 1 of 2 options** **Option 1**						
Biology Sequence for Majors (8)	BIOL 135S					
General Chemistry for Science Majors I, with Lab (5)	CHEM 110					
OR						
Option 2						
Cell and Molecular Biology (4)	BIOL 190	BIOL 1A	Principles of Cell Biology	6	B2, B3	5B/ 5C
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 1A OR	General Chemistry	5	B1, B3	5A/ 5C
		CHEM 1AH AND	Honors General Chemistry	5	B1, B3	5A/ 5C
		CHEM 1B OR	General Chemistry	5	B1, B3	5A/ 5C
		CHEM 1BH	Honors General Chemistry	5	B1/	5A/

				B3	5C
	AND CHEM 1C	General Chemistry & Qualitative Analysis	5	B1/ B3	5A/ 5C
LIST A: (13-14 units)					
Intro to Environmental Science (3)	ENVS 100	BIOL 9 Environmental Biology	4	B2	5B
Physical Geology (3) **AND** Physical Geology Laboratory (1)	GEOL 100 **AND** GEOL 100L				
OR Physical Geology with Lab (4) **OR**	**OR** GEOL 101 **OR**				
Introduction to Physical Geography (3) **AND**	GEOG 110 **AND**				
Physical Geography, Laboratory (1) **OR**	GEOG 111 **OR**				
Introduction to Physical Geography, with Lab (4)	GEOG 115	GEOG 1 Physical Geography	5	B1, B3	5A/ 5C
Introduction to Statistics (3) **AND**	MATH 110 **AND**	MATH 10 OR Elementary Statistics	5	B4	2
Single Variable Calculus I – Early Transcendentals (4) **OR**	MATH 210 **OR**	MATH 17 OR Integrated Statistics II	5	B4	2
		PSYC 7 OR Statistics for the Behavioral Sciences	5	B4	2
Single Variable Calculus I – Late Transcendentals (4) **OR**	MATH 211 **OR**	SOC 7 Statistics for the Behavioral Sciences	5	B4	2
		AND MATH 1A Calculus	5	B4	2
Business Calculus (3)	MATH 140	AND MATH 1B Calculus	5	B4	2
		OR MATH 12 Calculus for Business & Economics	5	B4	2
LIST B: Select two or three (11 units)					
Principals of Microeconomics (3)	ECON 201	ECON 1B Principles of Microeconomics	5	D	4
Calculus-Based Physics for Scientists and Engineers: A (4) **AND** Calculus-Based Physics for Scientists and Engineers: B (4) **OR** Algebra/Trigonometry-Based Physics: AB (8)	PHYS 205 **AND** PHYS 210 **OR** PHYS 100S	PHYS 4A AND General Physics (Calculus)	6	B1, B3	5A/ 5C,
		PHYS 4B General Physics (Calculus)	6	B1, B3	5A/ 5C
		OR PHYS 2A AND General Physics	5	B1, B3	5A/ 5C
		PHYS 2B AND General Physics	5	B1, B3	5A/ 5C
		PHYS 2C General Physics	5	B1, B3	5A/ 5C
Total Units for the Major:	**37-39**	**Total Units for the Major:**	57-65		
		Total Double-counted Units (*The transfer GE Area limits must not be exceeded)*	20	20	

*General Education (CSU-GE or IGETC for STEM) Units	**33**	**31**
Elective (CSU Transferable) Units	1-9	4-12
Total Degree Units (maximum)	**60**	

NOTES:

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Gillian Schultz
Division: BHS

Program Title: Environmental Science AS-T
Program Units: 90 (incl. 57-65 major units)

Workforce/CTE Program (Y/N): N
        Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate   ____ AA/AS Degree (local)
____ Certificate of Achievement   _x_ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION
https://foothill.edu/gov/equity-and-education/

Date of meeting: 10/25/2019

The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?
Comments:
There is no feedback from E & E. It was evaluated at the October 25 2019 meeting.

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: 6/21/2019 *The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?* **Comments:**

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: June 21, 2019 *The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?* **Comments:** Some thought that there could be more courses that could adequately round out the environmental science degree. There is a CTE component of Environmental Science which is Environmental Resource Management; the hard, technical skills get our students hired. A suggestion was made to think about including these classes in the degree.

Division Curriculum Committee Approval Date: 6/11/19

Division CC Representative: Lisa Schultheis

FOOTHILL COLLEGE
College Curriculum Committee
Temporary Process to Streamline Certificates of Achievement

Background
In August, the California Community Colleges Chancellor's Office (CCCCO) approved changes to the total units allowed for credit certificates (certificates of achievement). Whereas these certificates used to require 27 quarter units, now they have a minimum of 24 quarter units.

A second type of certificate of achievement, sometimes referred to as a "low unit certificate," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23 quarter units. Although the college is not required to submit to the CCCCO these low unit certificates, it has the option of doing so, which also enables the college to list these certificates on students' transcripts.

As a result of these changes, 13 of Foothill's existing certificates (either non-transcriptable certificates or low unit certificates of achievement) must be submitted to the CCCCO for approval, if the college wishes to continue to offer them. Additionally, 34 existing non-transcriptable certificates fall within the low unit range of 12-23 and may be submitted to the CCCCO. Therefore, the CCC has created the following process to help streamline the local program approval process for these certificates. Additionally, if a Division wishes to increase the units on an existing non-transcriptable certificate that currently falls under the 12-unit minimum, to bring it within the range of a certificate of achievement, the process may be used. All documentation and local approvals required by the CCCCO are included in the process.

~~**Two deadlines will apply, for Divisions to submit certificate proposals for CCC review:**~~
- ~~**Friday, December 14, 2018: deadline for certificates to be considered for inclusion in the 2019-20 college catalog**~~
- ~~**TBD: deadline for certificates to be considered for inclusion in the 2020-21 college catalog** (this deadline will be established once the CCCCO has released their guidelines and deadline)~~

~~**Note that this process shall be used only to streamline local approval of existing (i.e., listed in the 2018-19 college catalog) non-transcriptable certificates and low unit certificates of achievement. Any certificate being modified past the second deadline, as well as any new certificate being developed, shall follow the normal program creation process.**~~

==**At its meeting on [date], CCC approved sunsetting this process, with a final deadline of Friday, June 19, 2020, for Divisions to submit certificate proposals for CCC review. Following this date, if a Division wishes to convert an existing non-transcriptable certificate or low unit certificate of achievement, the college's normal program creation process will be used.**==

Process
   A. The Instruction Office will send each Division a report, listing their existing non-transcriptable certificates and low unit certificates of achievement. The Division will complete the report for submission to the CCC (see step F).

B. Prepare the Narrative document, based on the type of program (Workforce or Local [non-workforce], determined by program TOP Code), that includes the following:
   a. <u>Workforce Certificate:</u>
      i. Program Goals and Objectives
      ii. Catalog Description
      iii. Program Requirements (list of courses)
      iv. Master Planning
      v. Enrollment and Completer Projections
      vi. Place of Program in Curriculum/Similar Programs
      vii. Similar Programs at Other Colleges in Service Area
      viii. Labor Market Information and Analysis (in a separate document)—*refer to pp. 86-89 of the PCAH 6th Edition*
      ix. Apprenticeship only: approval letter from the California DAS
   b. <u>Local Certificate:</u>
      i. Program Goals and Objectives
      ii. Catalog Description
      iii. Program Requirements (list of courses)
      iv. Master Planning
      v. Enrollment and Completer Projections
      vi. Place of Program in Curriculum/Similar Programs
      vii. Similar Programs at Other Colleges in Service Area
      viii. At least one piece of additional documentation (in a separate document), for example:
         1. Programmatic articulation agreements
         2. ASSIST documentation
         For further information, refer to pp. 85-86 of the PCAH 6th Edition
C. The certificate is forwarded to the Vice Presidents to determine if adequate resources are available.
D. The certificate is forwarded to the Division Curriculum Committee for approval.
E. Upon Division Curriculum Committee approval, the certificate is forwarded to the Instruction Office.
F. Once the Division Curriculum Committee has approved all certificates involved in this streamlining process, the Division will send their completed report (see step A) to the Instruction Office. The Division's report will be included on the Consent Calendar for the next available meeting of the CCC, with the Narrative for each submitted certificate included in the attachments to the CCC agenda. The CCC will have the option of pulling an individual certificate for additional discussion or to exclude it from approval.
G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendized at the next available Board meeting.
H. Upon FHDA Board approval:
   a. <u>Workforce</u> applications will be sent to the appropriate Regional Consortium and the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the CCCCO. *Note: Apprenticeship applications do not require Regional Consortium or BACCC approval and will be submitted to the CCCCO immediately following FHDA Board approval.*

b. <u>Local</u> applications and all attachments will be submitted by the Instruction Office to the CCCCO.