

College Curriculum Committee Meeting Agenda
Tuesday, May 5, 2020
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: April 21, 2020	Action	#5/5/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. Articulation Office Update b. Advisory Mismatches on Honors Courses c. CCC Priorities for Remainder of Year d. Cut-off Date for COR Edits in C3MS	Information	#5/5/20-2 #5/5/20-3	CCC Team
4. New Program Application: Bio-Health Diversity and Inclusion Leadership Certificate of Achievement	2nd Read/ Action	#5/5/20-4	Kuehnl
5. Ad Hoc Groups	3rd Read/ Action	#5/5/20-5-6	Kuehnl
6. Fall Quarter Distance Education Planning	Discussion		Kuehnl
7. Revisiting Local Policy Requiring "C" Grade or Better for Major Courses	Discussion		Kuehnl
8. Requisite Recency	Discussion		Kuehnl
9. Good of the Order			Kuehnl
10. Adjournment			Kuehnl

Attachments:

- #5/5/20-1 Draft Minutes: April 21, 2020
- #5/5/20-2 Advisory Mismatches between Honors and Non-Honors
- #5/5/20-3 CCC Priorities for 2019-20 (updated)
- #5/5/20-4 New Program Application: Bio-Health Diversity and Inclusion Leadership Certificate of Achievement
- #5/5/20-5-6 Proposals to Create New Ad Hoc Committees: Curriculum Best Practices, Foothill General Education Process (updated)

2019-2020 Curriculum Committee Meetings:

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
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).
- 6/19/20* 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), Anthony Cervantes (Dean, Enrollment Services), Stephanie Chan (LA), Isaac Escoto (AS President), Mark Ferrer (SRC), 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), Teresa Ong (AVP Workforce), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Lety Serna (CNSL), 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: 5/5/20Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

<input type="checkbox"/>			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

Chris Allen, Katie Ha, Debbie Lee, Teresa Ong, Katy Ripp

**College Curriculum Committee
Meeting Minutes
Tuesday, April 21, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: March 13, 2020	Approved by consensus.
2. Minutes: March 17, 2020	Approved by consensus.
3. Report Out from Division Reps	<p>Speaker: All PSME: Working on Title 5 updates; updating some MATH courses for C-ID.</p> <p>Apprenticeship: Pipe Trades moving all classes to Canvas; likely that other sites are doing the same.</p> <p>Articulation: Finally received IGETC & CSU GE approval lists for 2020-21; Gilstrap will email faculty soon.</p> <p>Fine Arts: Art dept. in process of moving ceramics classes to DE approved.</p> <p>SRC: No updates to report.</p> <p>Bio Health: Working on Title 5 updates.</p> <p>BSS: LINC dept. working on new certificate.</p> <p>Language Arts: Working on Title 5 updates.</p> <p>Counseling: No updates to report.</p> <p>Library: No updates to report.</p>
4. Announcements a. Foothill GE List for 2020-21 b. CourseLeaf Update c. Film, Television, and Electronic Media Certificate Approval d. UC/CSU Update	<p>Speakers: CCC Team Foothill General Education requirements for 2020-21. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents. Vanatta pointed out notation re: KINS 16A—being voted on during today’s meeting.</p> <p>Testing of the new CourseLeaf curriculum system progressing well but has taken longer than expected due to our unique workflow. We are delaying our implementation target to July-August, with training planned for September-October; this will be better timing for faculty and will allow Vanatta to do necessary data clean-up. Bio Health rep asked for clarification regarding faculty access to C3MS in July/August—Vanatta responded that following the June 19th COR deadline edit access to CORs will be cutoff in C3MS (specific date not yet determined), because once the final upload of COR data is sent to CourseLeaf there cannot be any further changes made in C3MS. July/August is generally the least busy time for faculty to edit CORs, so hopefully won’t be a widespread disruption.</p> <p>The CCCCO has approved the Film, Television, and Electronic Media Certificate of Achievement!</p> <p>UCOP is temporarily suspending their cap on the number of transferable units allowed for P/NP grades, for winter/spring/summer 2020 terms. Even so, Gilstrap still recommends students take major prep courses for a letter grade, noting that criteria for majors is different, and that each UC campus sets its own selection requirements. CSU campuses also accepting P/NP</p>

	<p>for winter/spring/summer 2020 terms, which can be used to satisfy “the golden four” (CSU GE areas A1, A2, A3 & B4) as well as all other GE courses and major prereq courses. Counseling rep agreed with Gilstrap’s suggestion that students still take courses for a letter grade, to be safe.</p>
<p>5. Consent Calendar a. Streamlined Certificates of Achievement b. GE Applications</p>	<p>Speaker: Eric Kuehnl The following certificate applications were presented: Residential Wireman, Sound and Communication Installer (Apprenticeship); Audio Post Production, Game Audio I, Songwriting (Fine Arts). These certificates were submitted using the streamlined process CCC approved in 2018; all are currently non-transcriptable certificates and will be submitted to the CCCC as certificates of achievement if approved.</p> <p>The following GE application was presented: Area VII—KINS 16A. Application is being resubmitted to address concerns at previous meeting, re: criterion L5. PSME rep noted that app was updated to add clarifying language that is not listed on the COR and asked if CCC is allowing for information that is not directly copied/pasted from COR. Starer noted that in practice there is a variety of information listed on GE apps, as some only copy/paste from COR while others also add additional info. PSME rep noted that, in the past, discussions have concluded that info must be copied/pasted from COR. Vanatta noted that instructions on the app do state that information come from the COR, but acknowledged that those instructions are somewhat vague. Kuehnl noted there may not be consistency across the different GE subcommittees, when it comes to being strict about this. PSME rep stressed the need for consistency; apps should follow the directions to only include info copied/pasted from the COR.</p> <p>Vanatta noted today is the last meeting possible for GE approvals for the 2020-21 catalog, so if app is sent back again it will need to wait until next year for re-review. Counseling rep suggested CCC approve the app with the condition that the faculty update the COR to satisfy the requirements. Fine Arts rep agreed with PSME rep regarding allowing only COR info on GE apps; added that division reps should be more closely reviewing apps before approving them. Starer agreed with Fine Arts rep but noted the high volume of review required of reps, in general; believes instructions on GE apps aren’t explicit enough about requiring copy/paste from the COR. Cautioned the group about making exceptions, such as conditional approval. Vanatta shared concerns regarding conditional approval and how it would work, in practice, to ensure the faculty updates the COR to properly address CCC’s concerns. Kuehnl noted that the GE subcommittees should feel empowered to deny apps—Fine Arts rep stated they did initially deny this app (before it ever came to CCC) but then worked with the faculty to properly update it. Reiterated the need for division reps to fully review apps before approving them.</p> <p>Motion to approve streamlined certificates and conditionally approve* GE application M/S (Gomes, Venkataraman). Approved.</p> <p>* Conditional approval means that the COR must be updated to be in alignment with the GE application, specifically criterion L5, and that the COR be submitted in C3MS under the upcoming June deadline for CORs. Kuehnl and Starer will follow up with KINS faculty. Vanatta asked for clarification that if COR is not submitted by June deadline or does not pass muster with Kuehnl and Starer, course will be removed from GE list for 2021-22—correct.</p>
<p>6. New Program Application: Bridge to College Level English Noncredit Certificate</p>	<p>Speaker: Eric Kuehnl Second read of new Bridge to College Level English Certificate of Competency. No comments.</p>

<p>7. New Program Application: Bio-Health Diversity and Inclusion Leadership Certificate of Achievement</p>	<p>Motion to approve M/S (Schultheis, Francisco). Approved.</p> <p>Speaker: Eric Kuehnl First read of new Bio-Health Diversity and Inclusion Leadership Certificate of Achievement. Lee asked Subramaniam his thoughts on enrollment, particularly re: BIOL 81 and AHS 55—he is hopeful that certificate will attract interest. Bio Health rep noted that AHS 55 associated with a medical brigade that has been happening for a number of years. Believes that as students in the BIOL series become aware of BIOL 81, which is a new course, they will spark interest which will hopefully lead to an increase in enrollment and certificate completion. Hueg asked if certificate is meant to be taken as an add-on to another program or if it could stand alone in terms of job prospects. Bio Health rep noted it's more geared toward those in a related major or career field; Subramaniam agreed, adding that it would allow a person to show their commitment to diversity and inclusion.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Ad Hoc Groups</p>	<p>Speaker: Eric Kuehnl Second read of three Proposals to Create New Ad Hoc Committees: Curriculum Best Practices, Foothill General Education Process, Honors Institute Course Prerequisite. Proposals have been updated based on comments/suggestions from first read.</p> <p>Starer suggested the fall 2020 timeline on the Curriculum Best Practices proposal might be too aggressive, given the current situation. Kuehnl noted that fall seemed much farther off when proposal initially drafted; timeframe could be extended. Starer noted that faculty who might otherwise be interested may currently be too focused on teaching online to have time to participate in group. Kuehnl noted that fall 2020 could mean as late as December. PSME rep stated that the end of fall seems reasonable. Kuehnl suggested this particular group be established by the end of this academic year with the assumption that work would begin in fall quarter.</p> <p>Kuehnl pointed out timeline on Foothill GE proposal, which directs the ad hoc group to present at June 16th CCC meeting. Bio Health rep agreed that June will likely be hard; believes participation might be better if timeline extended to fall, for both this and Honors proposal, and if Curriculum Best Practices extended to winter 2021. Noted that some faculty might be interested in serving on more than one ad hoc group, and extending timelines could help. Noted that Bio Health faculty would likely not be able to participate, if June is the deadline. Kuehnl unsure if timeline could be extended for Honors proposal, but agrees that GE could be extended to fall and Curriculum Best Practices to winter.</p> <p>Kuehnl noted that Honors topic is more timely than others and that the stakeholders are known, which should help bring ad hoc group together quickly. Gilstrap noted that he submits courses for UC transferability in June, and whenever a prereq is being removed from a course he must resubmit the course. For articulation purposes, Gilstrap will need to know by early June if he may move forward with submitting courses to UC, in cases where faculty wish to remove the honors prereq. Also mentioned processes for resubmission for transfer GE and course-to-course articulation. Starer asked if Gilstrap able to highlight what is being changed when a COR is resubmitted—Gilstrap stated that the full COR is reviewed, regardless of how minor the changes. Particularly for honors, reviewers look for the differences between the regular course and the honors version, so if the honors prereq is removed and there are no differences between the honors COR and the regular COR, the reviewer might see this as an issue. Starer asked if there is an appeals process if UC rejects a course—yes, but it's usually just a few weeks.</p>

	<p>Kuehnl suggested CCC approve the Honors proposal at today’s meeting but bring back the other two for an additional read at the next meeting, with extended timelines. Vanatta asked Gilstrap if June 16th would be early enough for him to meet his UC submission deadline, noting that a handful of CORs were submitted through C3MS last year to remove the honors prereq and those faculty are under the impression that Gilstrap will be resubmitting their courses to UC. Gilstrap stated that early June is best, and Kuehnl asked if June 2nd would work—yes.</p> <p>Motion to approve the Proposal to Create New Ad Hoc Committee: Honors Institute Course Prerequisite, with one edit to Time Frame section to change the end date from June 16th to June 2nd M/S (Meacham, Serna). Approved.</p> <p>Curriculum Best Practices and Foothill General Education Process proposals will be brought back for an additional read and possible action.</p>
<p>9. Summer Quarter Distance Education Resolution</p>	<p>Speaker: Eric Kuehnl Kuehnl noted that this is a first read but listed as an action item due to critical timeline. Resolution is essentially an extension of the resolution CCC approved for winter/spring quarters, last month, and is much the same aside from stating that it will apply to all on-campus classes for summer quarter. Discussions have occurred regarding extending such approval to fall quarter, as well, but Kuehnl would like to wait to address fall. Lists of summer and fall classes are attached—these are tentative schedules. Fine Arts rep stressed need for faculty teaching on Canvas to be Canvas certified. Also noted that for ceramics courses, for example, students don’t necessarily have the appropriate facilities; worried that we are not considering whether students will be able to actually complete certain courses if offered online. Bio Health rep asked for clarification on the class lists, which appear to include only courses with no Distance Education approval; asked if they could also include courses approved as hybrid but not fully online (many lab courses are approved as hybrid-only)—Vanatta confirmed that lists include only courses that do not have any type of DE approval, but noted that code used in Banner (to designate DE approval) does not differentiate between different types of approval/delivery. The same code is used for all courses that have DE approval; thus, would be difficult to compile such a list and would likely require a lot of manual work by Online Learning staff.</p> <p>Kristy Lisle, VP of Instruction, present for discussion. Lisle addressed Canvas certification concerns, noting that COOL committee has approached her about the topic, and that this is a negotiated item that would need to go to Faculty Association. CCC could make recommendation, but it would need to go to FA; unsure if topic is on the agenda for tomorrow’s FA meeting but she is happy to bring it up if it is not. Noted that she has heard from some faculty who don’t currently have the capacity to complete Canvas certification, as well as from some who don’t want to complete it because they are intent on returning to face-to-face instruction when possible (although these numbers are small).</p> <p>Fine Arts rep believes that Canvas certification was a requirement for teaching online; understands that the blanket addendum allows for delivery via Zoom, etc., but unsure if blanket addendum means that faculty teaching courses that are already DE approved are now allowed to use methods other than Canvas. Starer noted that, previously, faculty could choose to not use Canvas but would not receive support for whatever platform they chose. Lisle stated that Canvas certification is not up to her to decide, and reiterated that she has recommended that COOL bring the topic to FA;</p>

	<p>agreed that it is difficult to force faculty to complete Canvas training when they are being required to teach online.</p> <p>Kuehnl stated that discussion about fall quarter will continue at next meeting; Lisle advocated for the deans and the scheduling office, who are in the beginning stages of creating the fall schedule and will need to know soon how to proceed.</p> <p>Motion to approve M/S (Meneses, Serna). Approved.</p>
10. Good of the Order	
11. Adjournment	3:30 PM

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Anthony Cervantes (Dean, Enrollment Services), Stephanie Chan (LA), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Katie Ha (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Advisory Mismatches between Honors and Non-Honors

- **CHEM 1A** Advisory includes: concurrent enrollment in ESLL 125 or ENGL 209
- **CHEM 1AH** Advisory doesn't include that statement

- **COMM 1A** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **COMM 1AH** has no Advisory

- **COMM 1B** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **COMM 1BH** has no Advisory

- **ECON 9** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **ECON 9H** has no Advisory

- **ENGL 11** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **ENGL 11H** has no Advisory

- **HIST 4C** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **HIST 4CH** has no Advisory

- **HIST 17C** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **HIST 17CH** has no Advisory

- **HUMN 3** Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended
- **HUMN 3H** has no Advisory

- **HUMN 4** Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T strongly recommended
- **HUMN 4H** has no Advisory

- **HUMN 7** Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T
- **HUMN 7H** has no Advisory

- **MATH 1A** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **MATH 1AH** has no Advisory

- **MATH 1B** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **MATH 1BH** has no Advisory

- **MDIA 11** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **MDIA 11H** has no Advisory

- **PHOT 10** Advisory: One of the following: ENGL 1A, 1AH, or 1S & 1T or equivalent
- **PHOT 10H** has no Advisory

- **POLI 2** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **POLI 2H** has no Advisory

- **POLI 3** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **POLI 3H** has no Advisory

- **POLI 9** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **POLI 9H** has no Advisory

- **POLI 15** Advisory: Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249
- **POLI 15H** has no Advisory

Item	Suggested By	Status	Notes
Formalize new program creation process	Counseling	Haven't discussed	(From last year) Armerding noted that small group had convened (incl. Academic Senate and governance groups) to focus on creating new process, earlier this year; plan is to regroup after temporary process has been in use for a certain amount of time, to discuss outcome of temporary process and how to move forward.
Continue Credit for Prior Learning discussion	Day	Haven't discussed	(From last year) Armerding noted International Baccalaureate (IB) credit on previous list of topics—Day noted that Foothill already has policy to award credit for IB; clarified that IB is different than a student having a bachelor degree from an international school.
Update Distance Learning Form	Day	Haven't discussed	Related to Title 5 changes
Train New Reps in Fall	Day	Complete	CCC Team held training session for new reps
Creation of Handbook for Reps/Canvas Website	Armerding	In process	Ad Hoc group will address
Continue Honors Prereq Discussion	PSME	In process	Ad Hoc group will address
Discuss ongoing issue of prereq recency	PSME	In process	Topic was discussed during fall quarter meetings and is being brought back for discussion at 5/5/20 meeting
Training for new curriculum system	BSS	Move to 2020-21	Current timeline has training occurring in September/October
Additional topics raised during 2019-20			
Loads and seat counts	Kuehnl	In process	Last discussed at the 2/18/20 meeting, when Kathryn Maurer gave a short presentation; plan was for discussions to continue after Starer returns from leave, and possibly including data analysis to see how closely actual enrollments match seat counts
Guidance on how to evaluate new programs	PSME	Haven't discussed	General topic of how to best evaluate new program applications was brought up at the 2/18/20 and 3/17/20 meetings, during readings of new programs. Primarily related to the feasibility of being able to offer all of the required courses, given current budget concerns, but also related to how a new program is marketed and who on campus determines which courses to offer (based on existing programs and student needs)

Foothill College
Credit Program Narrative
Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership

Item 1. Program Goals and Objectives

“The first question I always ask is, ‘What do you know about racial health disparities and how do you hope to address them as a physician?’ That question, perhaps more than any other, often determines who gets accepted.” --Medical School Admissions Interviewer

The quote above from a recent conversation with someone that conducts interviews for medical school applicants demonstrates the increasing importance of experiences in equity and inclusion for Foothill’s biology and healthcare students. Medical schools, hospitals, and biological research entities, among others, specifically seek out candidates with an understanding of how issues of diversity impact their work. These organizations and employers understand that attending to diversity is critical for patient health and positive research outcomes.

However, very few opportunities exist for students to gain formal experience in diversity, equity, and inclusion within the specific contexts of their biology and healthcare fields. Foothill is unique in offering multiple service learning opportunities focused on those topics. The Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership will formalize the pathway for biology and health science majors to gain certification in diversity/inclusion in their fields, which make our alumni more competitive for transfer and employment.

Program Learning Outcomes:

- Students will be able to articulate the importance of college and community service in the contexts of their biology and health fields
- Students will be able to articulate the importance of diversity and representation in the realms of biology and healthcare
- Students will be able to demonstrate inclusive practices in biology and healthcare

Item 2. Catalog Description

Medical schools, healthcare employers, and biological research organizations specifically seek out candidates with an understanding of how issues of diversity impact their work. These organizations and employers understand that attending to diversity is critical for patient health and for excellence in research. The Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership provides a pathway for biology and health science students to gain certification in diversity, equity, inclusion, and service in their fields, such that students are more competitive for transfer and job applications. In earning this certificate, students will complete their major biology courses for their field alongside at least one service learning course focusing on service in bio/health fields.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (17-22 units)	BIOL 1A and BIOL 1B and BIOL 1C	Principles of Cell Biology	6	Y1 Fall
		Form & Function in Plants & Animals	6	Y1 Winter
		Evolution, Systematics & Ecology	6	Y1 Spring
	OR			
	BIOL 40A and BIOL 40B and BIOL 40C	Human Anatomy & Physiology I	5	Y1 Fall
		Human Anatomy & Physiology II	5	Y1 Winter
		Human Anatomy & Physiology III	5	Y1 Spring
	AND			
	BIOL 81 or AHS 55	Learners Engaged in Advocating for Diversity in Science Community Health Promotion	4 2	Y1 Winter Y1 Sum/Y2 Sum

TOTAL UNITS: 17-22 units

Proposed Sequence:

Year 1, Fall = 5-6 units

Year 1, Winter = 9-10 units

Year 1, Spring = 5-6 units

TOTAL UNITS: 19-22 units

Alternate Proposed Sequence:

Year 1, Fall = 5-6 units

Year 1, Winter = 5-6 units

Year 1, Spring = 5-6 units

Year 2, Summer = 2 units

TOTAL UNITS: 17-20 units

Item 4. Master Planning

The Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership aligns closely with Foothill's mission to work toward equity and to support "students to achieve their goals as members of the workforce, as future students, and as global citizens." It similarly aligns with the equity and service learning-focused components of Foothill's educational master plan.

Item 5. Enrollment and Completer Projections

We estimate 15-20 certificates per year. BIOL 81 and AHS 55 are the limiting factors that will determine the total number of anticipated certificates per year. BIOL 81 is a new class with an enrollment cap of 32. AHS 55 is currently associated with participation in an international medical/dental brigade, which limits class size to 25. There is more than enough enrollment in the BIOL 1 and BIOL 40 series to safely anticipate BIOL 81 and/or AHS 55 will run each year. Given this assumption, and assuming most students taking BIOL 81 or AHS 55 would want to receive this certificate, we estimate 15-20 certificates per year.

		Year 1 - 2018-2019		Year 2 - 2017-2018	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
BIOL 1A	Principles of Cell Biology	8	193	9	238
BIOL 1B	Form & Function in Plants & Animals	5	156	6	160
BIOL 1C	Evolution, Systematics & Ecology	4	106	5	135
BIOL 40A	Human Anatomy & Physiology I	21	587	22	653
BIOL 40B	Human Anatomy & Physiology II	15	438	20	550
BIOL 40C	Human Anatomy & Physiology III	14	413	19	494
BIOL 81	Learners Engaged in Advocating for Diversity in Science	N/A	New Course (caps at 32)	N/A	New Course (caps at 32)
AHS 55	Community Health Promotion	1	15	1	20

Item 6. Place of Program in Curriculum/Similar Programs

No programs exist at Foothill that are similar to this new certificate. However, this certificate nicely complements existing tracks for allied health, nursing, and biology major students.

Item 7. Similar Programs at Other Colleges in Service Area

To our knowledge, no other colleges are offering a certificate of this sort. Given the value of this experience for transfer and job applications, we anticipate students will be attracted to Foothill for this unique opportunity.

**Foothill College
Credit Program Narrative
Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership**

Additional Information Required for State Submission:

TOP Code: 4902.00 - Biological and Physical Sciences (and Mathematics)

Annual Completers: 15-20 based on enrollment projections for BIOL 81 and/or AHS 55

Faculty Workload: 0.6-0.8

New Faculty Positions: Zero

New Equipment: Zero

New/Remodeled Facilities: Zero

Library Acquisitions: Zero

Gainful Employment: No

Program Review Date: 2022-2023

Distance Education: 1-49%

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

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): Jeff Schinske and Lisa Schultheis
Division: STEM

Program Title: Bio-Health Diversity and Inclusion Leadership
Program Units: 17-22

Workforce/CTE Program (Y/N): No
Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:

- | | |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local) |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate | |

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
<p>Date of meeting:</p> <p><i>The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?</i></p> <p>Comments:</p> <p>Program was forwarded to E&E on 2/19/20. No comments received.</p>

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

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: 2/21/20 <i>The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?</i> Comments: No comments received.

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: <i>The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?</i> Comments: Program was forwarded to Advisory Council on 2/19/20. No comments received.

Division Curriculum Committee Approval Date: 3/24/20

Division CC Representative: Lisa Schultheis & Rachelle Campbell

Articulation Agreement by Major

Effective during the 2019-2020 Academic Year

To: San Francisco State University
2019-2020 General Catalog, Semester

From: Foothill College
2019-2020 General Catalog, Quarter

Biology: General, B.A.

IMPACTION UPDATE

Effective Fall 2020, impaction status is discontinued for all degree programs in Biology. Regular admission criteria in effect for those applying for the Fall 2020 term and beyond.

ASSOCIATE DEGREE FOR TRANSFER INFORMATION

The AS-T in Biology (SB 1440 degree) is an approved transfer pathway for this major. Visit [SF State ADT Pathways and Roadmaps](#) for a list of all approved ADT pathways for SF State degree programs and to view sample post-transfer advising roadmaps for each pathway.

Students preparing to transfer into this major at SF State should complete any available articulated courses in the Requirement section(s) below. Completion of the American Institutions requirement (US-1, US-2, US-3) before transfer is also strongly recommended.

NOTE: At least one semester of organic chemistry is required for all Biology degree programs.

PREPARATION NOTE

1. Students planning graduate-level study in this discipline or preparing for the medical, dental or pharmacy professions should complete two semesters of calculus, two semesters of organic chemistry with lab, and a semester of physical chemistry.

2. Completion of a course equivalent to CHEM 115 before transfer is recommended. Note that all students are required to take a department-administered placement exam for CHEM 115 at SF State. *Students may enroll for CHEM 115 prior to taking the exam.* This exam is offered on two dates prior to the start of each semester. [More information about the placement exam here.](#)

EXTERNAL EXAMINATION CREDIT

Credit for Advanced Placement available for students in this major with qualifying scores. [More information here.](#)

CATALOG INFORMATION

San Francisco State University Bulletin (catalog): <http://bulletin.sfsu.edu>

- **Academic Programs:** Major and minor programs
- **Undergraduate Education:** GE and other graduation requirements; AP/IB/CLEP
- **Course Index:** Course descriptions

CONTACT

Visit the department [website](#)

Send questions regarding articulation to artic@sfsu.edu

LOWER DIVISION MAJOR REQUIREMENTS

Minimum grade required: C- or better
Must be taken for a letter grade

BIOL 230 - Introductory Biology I (5.00)

--- And ---

BIOL 240 - Introductory Biology II (5.00)

- *If the entire sequence is not completed prior to transfer, students must consult the department advisor prior to enrollment*



BIOL 1A - Principles of Cell Biology (6.00)

--- And ---

BIOL 1B - Form & Function in Plants & Animals (6.00)

--- And ---

BIOL 1C - Evolution, Systematics & Ecology (6.00)

CHEM 115 - General Chemistry I: Essential Concepts of Chemistry (5.00)



CHEM 1A - General Chemistry (5.00)

--- And ---

CHEM 1B - General Chemistry (5.00)

--- Or ---

CHEM 1A - General Chemistry (5.00)

--- And ---

CHEM 1BH - Honors General Chemistry (5.00)

--- Or ---

CHEM 1AH - Honors General Chemistry (5.00)

--- And ---

CHEM 1BH - Honors General Chemistry (5.00)

--- Or ---

CHEM 1AH - Honors General Chemistry (5.00)

--- And ---

CHEM 1B - General Chemistry (5.00)

CHEM 130 - General Organic Chemistry (3.00)



CHEM 12A - Organic Chemistry (4.00)

--- And ---

CHEM 12B - Organic Chemistry (4.00)

--- Or ---

CHEM 233 - Organic Chemistry I (3.00)



CHEM 12A - Organic Chemistry (4.00)

--- And ---

CHEM 12B - Organic Chemistry (4.00)

CHEM 215 - General Chemistry II: Quantitative Applications of Chemistry Concepts (3.00)



CHEM 1B - General Chemistry (5.00)

--- And ---

CHEM 1C - General Chemistry & Qualitative Analysis (5.00)

--- Or ---

CHEM 1BH - Honors General Chemistry (5.00)

--- And ---

CHEM 1C - General Chemistry & Qualitative Analysis (5.00)

PHYS 111 - General Physics I (3.00)



PHYS 2A - General Physics (5.00)

--- And ---

PHYS 2B - General Physics (5.00)

PHYS 112 - General Physics I Laboratory (1.00)



PHYS 2A - General Physics (5.00)

--- And ---

PHYS 2B - General Physics (5.00)

PHYS 121 - General Physics II (3.00)



PHYS 2B - General Physics (5.00)

--- And ---

PHYS 2C - General Physics (5.00)

PHYS 122 - General Physics II Laboratory (1.00)



PHYS 2B - General Physics (5.00)

--- And ---

PHYS 2C - General Physics (5.00)

Select 1 Course(s) from the following

MATH 124 - Elementary Statistics (3.00)



MATH 10 - Elementary Statistics (5.00)

--- Or ---

MATH 17 - Integrated Statistics II (5.00)

--- Or ---

PSYC 7 - Statistics for the Behavioral Sciences (5.00)

Same-As: SOC 7

--- Or ---

SOC 7 - Statistics for the Behavioral Sciences (5.00)

Same-As: PSYC 7

MATH 226 - Calculus I (4.00)



MATH 1A - Calculus (5.00)

--- And ---

MATH 1B - Calculus (5.00)

--- Or ---

MATH 1AH - Honors Calculus I (5.00)

--- And ---

MATH 1B - Calculus (5.00)

--- Or ---

MATH 1A - Calculus (5.00)

--- And ---

MATH 1BH - Honors Calculus II (5.00)

--- Or ---

MATH 1AH - Honors Calculus I (5.00)

--- And ---

MATH 1BH - Honors Calculus II (5.00)

END OF AGREEMENT

Articulation Agreement by Major

Effective during the 2018-2019 Academic Year

To: California Polytechnic University, Pomona
2018-2019 General Catalog, Semester

From: Foothill College
2018-2019 General Catalog, Quarter

Biology, B.S.

THIS MAJOR ACCEPTS THE ASSOCIATE DEGREE FOR TRANSFER (ADT)

A California Community College student who has earned the ADT (AA-T or AS-T) is granted priority admission to the CSU into a "similar" baccalaureate degree program with a guarantee of junior standing, as long as the student meets all prescribed admission requirements. ADT students **will only be required to complete 60 additional semester units** to complete the requirements for the "similar" baccalaureate degree.

Additional ADT information: www.adegreewithaguarantee.com

THIS IS AN IMPACTED MAJOR

Campus Impaction

"Campus impaction" means that a campus has reached its enrollment capacity for instructional resources and physical support and cannot accommodate all the eligible undergraduate applications it receives.

In this case, the campus has established a [local admission area](#) for upper-division transfers. This means that, in general, applications received from students from outside the designated local area will be held to higher admission requirements than those received from students inside the local area.

Local Area Admission Preference

Transfer applicants applying to an impacted major will receive "Local Preference" for admission consideration based on our [local area](#) designation. In addition, as a part of our commitment to provide access to veterans, Cal Poly Pomona gives "Local Preference" to all veterans regardless of their institution.

The following majors are impacted, but do not have supplemental requirements:

- Business Administration, B.S. - Accounting Subplan/Option
- Architecture, B.Arch
- Physics, B.S. - General Subplan/Option

TRANSFER AND ADMISSION REQUIREMENTS

CSU Eligibility

Transfers must meet the minimum California State University eligibility requirements listed below as the first step in being considered for admission.

Cal Poly Pomona requires **all** transfers to complete the following by spring prior to fall enrollment or by summer for spring enrollment:

- Must be in good academic standing at the last institution attended.
- Must have minimum 2.00 GPA in transferable coursework.
- Must have at least minimum of 60 transferable semester units (90 quarter).
 - 30 of the 60 semester units (45 quarter), must be in General Education.
 - Completion of the "Golden Four."

Supplemental criteria may be required for [impacted majors](#).

Cal Poly Pomona does not accept students who have completed a Bachelor's degree and are interested in a 2nd Bachelor's. We encourage you to consider a Graduate degree.

Golden Four

A1: Oral Communication: Complete, with a grade of "C-" or higher, a basic public speaking course or other communication course.

A2: English Composition: Complete, with a grade of "C-" or higher, an English composition course that emphasizes essay writing or reading and writing concurrently.

A3: Critical Thinking: Complete, with a grade of "C-" or higher, a second semester composition or writing course, or a course in reasoning and effective argumentative writing.

[All Engineering majors are exempt from completing Critical Thinking as a part of the admission requirements.]

B4: Mathematics/Quantitative Reasoning: Complete, with a grade of "C-" or higher, a mathematics course above the level of intermediate algebra.

Not all courses listed on this articulation agreement may be required for admission. Please refer to the admissions website below for more information regarding minimum admission requirements.

<https://www.cpp.edu/~admissions/transfer/requirements.shtml>

SUPPLEMENTAL CRITERIA COURSE REQUIREMENT

BIO 1210/L and BIO 1220/L

For transfer courses taken prior to Fall 2018:

BIO 121/L, BIO 122/L, and BIO 123/L

<https://www.cpp.edu/~admissions/transfer/impacted-majors.shtml>

GENERAL EDUCATION REQUIREMENTS

Transfer students may satisfy General Education requirements by completing the CSU General Education Breadth Certification pattern, the Intersegmental General Education Transfer Curriculum (IGETC), or by completing an [Associate Degree for Transfer \(AA-T/AS-T\)](#).

Transfer students are advised to take courses required for their major as part of CSU General Education Breadth, as specified by each major, to achieve the minimum units to degree.

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement. [\[EO 1100\]](#)

For more information regarding Associate Degree for Transfer, please see your California community college counselor or visit: www.adgreewithaguarantee.com/

AMERICAN CULTURAL PERSPECTIVES (ACP) REQUIREMENT

The [American Cultural Perspectives \(ACP\) Requirement](#) is a graduation requirement. Courses satisfying this requirement may be part of either a student's General Education program, major, or minor. These courses may also be taken as electives. This requirement will not constitute an additional unit load on the degree requirements of students in any program. This requirement was implemented fall quarter, 1995.

To satisfy this requirement a student must take at least one four-unit course. Courses that meet the American Cultural Perspectives Requirement should satisfy all of the following criteria:

- Introduce theoretical perspectives and nonwestern/nontraditional approaches for studying gender, ethnicity, and class.
- Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.
- Include substantive materials (books/films/lectures/articles/etc.) by and/or about members of at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, and European/white ethnic Americans.
- Address intra-cultural differences as well as inter-cultural commonalities between groups that collectively represent the American population. The commonalities and differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

The ACP Requirement section below contains articulated transfer courses approved to satisfy the ACP requirement at CPP.

GRADUATION WRITING TEST REQUIREMENT

All persons who receive undergraduate degrees from Cal Poly Pomona must pass the Graduation Writing Test (GWT). The test must be taken by the semester following completion of 60 semester units for undergraduates.

Certification of graduation writing competence shall be transferable from one CSU campus to another.

<https://www.calstate.edu/eo/EO-665.pdf>

ADDITIONAL DEGREE REQUIREMENTS

This by-major articulation agreement is not representative of all courses required for the undergraduate degree, such as upper-division courses numbered 3000 and above. Please refer to the online University Catalog webpage below for a comprehensive list of undergraduate degree requirements.

MAJOR REQUIRED CORE

BIO 1210 - Foundations of Biology: Energy, Matter, and Information (3.00)

--- And ---

BIO 1210L - Foundations of Biology: Energy, Matter, and Information Laboratory (1.00)

← **BIOL 1A** - Principles of Cell Biology (6.00)

BIO 1220 - Foundations of Biology: Evolution, Ecology, and Biodiversity (3.00)

--- And ---

BIO 1220L - Foundations of Biology: Evolution, Ecology, and Biodiversity Laboratory (1.00)

← **BIOL 1B** - Form & Function in Plants & Animals (6.00)

--- And ---

BIOL 1C - Evolution, Systematics & Ecology (6.00)

BIO 2110L - Biostatistics Laboratory (1.00)

← No Course Articulated

BIO 2400 - Genetics (3.00)

← No Course Articulated

CHM 1210 - General Chemistry I (3.00)

--- And ---

CHM 1210L - General Chemistry Laboratory I (1.00)

← **CHEM 1A** - General Chemistry (5.00)

--- And ---

CHEM 1B - General Chemistry (5.00)

--- Or ---

CHEM 1AH - Honors General Chemistry (5.00)

--- And ---

CHEM 1BH - Honors General Chemistry (5.00)

CHM 1220 - General Chemistry II (3.00)

--- And ---

CHM 1220L - General Chemistry Laboratory II (1.00)

← **CHEM 1B** - General Chemistry (5.00)

--- And ---

CHEM 1C - General Chemistry & Qualitative Analysis (5.00)

--- Or ---

CHEM 1BH - Honors General Chemistry (5.00)

--- And ---

CHEM 1C - General Chemistry & Qualitative Analysis (5.00)

CHM 2010 - Elements of Organic Chemistry (3.00)

--- And ---

CHM 2010L - Elements of Organic Chemistry Laboratory (1.00)

← No Comparable Course

--- Or ---

CHM 3140 - Organic Chemistry I (4.00)

--- And ---

CHM 3140L - Organic Chemistry I Laboratory (1.00)

- Content credit only
- No upper division credit

← No Course Articulated

ENG 1103 - First-Year Composition (3.00)

← **ENGL 1A** - Composition & Reading (5.00)

--- Or ---

ENGL 1AH - Honors Composition & Reading (5.00)

--- Or ---

ENGL 1S - Integrated Composition & Reading (5.00)

--- And ---

ENGL 1T - Integrated Composition & Reading (5.00)

ENG 2105 - Written Reasoning (3.00)

← **ENGL 1B** - Composition, Critical Reading & Thinking Through Literature (5.00)

--- Or ---

ENGL 1BH - Honors Composition, Critical Reading, & Thinking Through Literature (5.00)

NTR 2030 - Health, Nutrition and the Integrated Being (3.00)

← No Course Articulated

--- Or ---

PSY 2201 - Introduction to Psychology (3.00)

← **PSYC 1** - General Psychology (5.00)

MAT 1200 - Calculus for the Life Sciences (3.00)

← **MATH 1A** - Calculus (5.00)

STA 1300 - Biostatistics (3.00)

← No Course Articulated

PHY 1210 - Physics of Motion, Fluids, and Heat (3.00)

--- And ---

PHY 1210L - Laboratory on Motion, Fluids, and Heat (1.00)

←

PHYS 2A - General Physics (5.00)

--- And ---

PHYS 2B - General Physics (5.00)

--- And ---

PHY 1220 - Physics of Electromagnetism, Circuits, and Light (3.00)

--- And ---

PHY 1220L - Electromagnetism, Circuits, and Light Laboratory (1.00)

←

PHYS 2B - General Physics (5.00)

--- And ---

PHYS 2C - General Physics (5.00)

--- Or ---

PHY 1510 - Introduction to Newtonian Mechanics (3.00)

--- And ---

PHY 1510L - Newtonian Mechanics Laboratory (1.00)

- *Acceptable substitute*

←

PHYS 4A - General Physics (Calculus) (6.00)

--- And ---

PHYS 4B - General Physics (Calculus) (6.00)

--- And ---

PHY 1520 - Introduction to Electromagnetism and Circuits (3.00)

--- And ---

PHY 1520L - Introductory Laboratory on Electromagnetism and Circuits (1.00)

- *Acceptable substitute*

←

PHYS 4B - General Physics (Calculus) (6.00)

--- And ---

PHYS 4C - General Physics (Calculus) (6.00)

MAJOR REQUIRED EMPHASIS ELECTIVES

Select 30 - 31 Unit(s) from the following

Select courses in consultation with an advisor

Only lower division courses listed

BIO 2340 - Human Anatomy (2.00)

--- And ---

BIO 2340L - Human Anatomy Laboratory (2.00)

←

BIOL 40A - Human Anatomy & Physiology I (5.00)

--- Or ---

BIOL 40B - Human Anatomy & Physiology II (5.00)

--- Or ---

BIOL 40C - Human Anatomy & Physiology III (5.00)

BIO 2350 - Human Physiology (3.00)

--- And ---

BIO 2350L - Human Physiology Laboratory (1.00)

←

BIOL 40A - Human Anatomy & Physiology I (5.00)

--- Or ---

BIOL 40B - Human Anatomy & Physiology II (5.00)

--- Or ---

BIOL 40C - Human Anatomy & Physiology III (5.00)

--- Or ---

BIOL 14 - Human Biology (5.00)

BIO 2370 - Introduction to Invertebrate Zoology (3.00)
--- And ---
BIO 2370L - Introduction to Invertebrate Zoology Laboratory (1.00)

← **BIOL 1B** - Form & Function in Plants & Animals (6.00)

BIO 2380 - Introduction to Vertebrate Zoology (3.00)
--- And ---
BIO 2380L - Introduction to Vertebrate Zoology Laboratory (1.00)

← **BIOL 1B** - Form & Function in Plants & Animals (6.00)

BIO 2050 - Form and Function in Plants (3.00)
--- And ---
BIO 2050L - Form and Function in Plants Laboratory (1.00)

← No Course Articulated

PLT 2310 - Basic Soil Science (2.00)
--- And ---
PLT 2310L - Basic Soil Science Laboratory (1.00)

← No Course Articulated

BIO 2060 - Basic Microbiology (3.00)
--- And ---
BIO 2060L - Basic Microbiology Laboratory (1.00)

← **BIOL 41** - Microbiology (6.00)

AMERICAN CULTURAL PERSPECTIVES (ACP) REQUIREMENT

Select 1 Course(s) from the following

Only lower division courses listed

ANT 1020 - Introduction to Cultural Anthropology (3.00)

← **ANTH 2A** - Cultural Anthropology (4.00)

--- Or ---

ANTH 2AH - Honors Cultural Anthropology (4.00)

ENG 2320 - American Literature Since 1865 (3.00)

← **ENGL 45B** - Survey of American Literature II: 1865 to the Present (5.00)

ENG 2330 - Multicultural Literature in the U.S. (3.00)

← No Course Articulated

EWS 1400 - Introduction to Ethnic Studies (3.00)

← **SOC 23** - Race & Ethnic Relations (4.00)

EWS 1450 - Introduction to Gender Studies (3.00)

← **WMN 5** - Introduction to Women's Studies (4.00)

EWS 2900 - Multicultural Leadership (3.00)

← No Course Articulated

HST 2202 - United States History, 1877 to Present (3.00)

← **HIST 17B** - History of the United States from 1812 to 1914 (4.00)

--- Or ---

HIST 17C - History of the United States from 1914 to the Present (4.00)

--- Or ---

HST 2201 - United States History to 1877 (3.00)

← **HIST 17A** - History of the United States to 1815 (4.00)

- *Acceptable substitute*

IGE 2200 - Encountering Difference: Culture and Power (3.00)

← No Course Articulated

IGE 2300 - Ways of Doing: Culture, Society, and the Sciences (3.00)

← No Course Articulated

NTR 2280 - Food and Culture (3.00)

← No Course Articulated

END OF AGREEMENT

FOOTHILL COLLEGE
College Curriculum Committee
Proposal to Create New Ad Hoc Committee: Curriculum Best Practices

Name of Committee

Curriculum Best Practices (CBP) Ad Hoc Committee

Process

- A. The committee shall document best practices for curriculum development and management within a decentralized curriculum model.
- B. To aid in the documentation process, CCC highly recommends that the committee:
 - a. Gather input from the curriculum reps from each division, including any resources and/or platforms (e.g., Canvas sites) currently in use
 - b. Review resources published at the state level (e.g., ASCCC, CCCCCO) for possible adaptation for local use
 - c. Review any previous handbooks/resources published locally (e.g., CCC Orientation PowerPoint, Office of Instruction handouts/checklists)
- C. CCC highly recommends that the resulting handbook/documentation not be created in hardcopy format; instead, a dynamic platform shall be used (e.g., Canvas).
- D. The resulting documentation should not be presented as the definitive approach for all divisions; instead, it shall be a list of suggestions that each division can adapt to fit their unique needs.

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall be open to all college faculty.

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- B. The committee chairperson shall present the committee's findings and recommendation in fall of 2020 **winter of 2021**.

FOOTHILL COLLEGE
College Curriculum Committee
Proposal to Create New Ad Hoc Committee: Foothill General Education Process

Name of Committee

Foothill General Education (GE) Process Ad Hoc Committee

Process

- A. The committee shall review the current General Education Subcommittee structure to determine if modifications to that structure are necessary. This review shall include the current process used for GE course applications submitted by faculty, as well as the current process used for GE course substitution forms submitted by students.
- B. Additionally, CCC highly recommends that the committee draft the following, for which processes do not currently exist:
 - a. Process to address insufficient membership in the subcommittee for a particular GE Area
 - b. Process for bringing GE applications to CCC in cases where the subcommittee is overloaded or has insufficient membership

Structure

- A. The committee shall have a chairperson.
- B. The committee membership shall be open to all college faculty.
- C. Ideally, the committee membership shall include one or more counselors, particularly to aid in the discussion of course substitution forms

Time Frame

- A. The start date for the committee shall be the date of approval of this proposal.
- ~~B. The end date for the committee shall be no later than June 16, 2020.~~
- C. The committee chairperson shall present the committee's findings and recommendation at the CCC meeting on June 16, 2020 **in fall of 2020.**