

College Curriculum Committee Meeting Agenda

Tuesday, February 27, 2024

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 13, 2024	2:00	Action	#2/27/24-1	Kaupp
2. Report Out and Check-in	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. ASCCC Spring Plenary c. CCCCO Approval of Spanish CA! d. Courses not Taught in Four Years Deadline Reminder: This Friday 3/1!	2:17	Information	#2/27/24-2–6	CCC Team
5. GE Application: Area IV: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1)	2:27	2nd Read/ Action	#2/27/24-7	Kaupp
6. GE Application: Area IV: Sheet Metal Apprenticeship Program		2nd Read/ Action	#2/27/24-8	Kaupp
7. GE Application: Area VI: Sheet Metal Apprenticeship Program		2nd Read/ Action	#2/27/24-9	Kaupp
8. Stand Alone Application: SPAN 51B	2:42	2nd Read/ Action	#2/27/24-10	Kaupp
9. Best Practices for Equitable COR Updates: Equity in the COR - Why and How	2:45	1st Read	#2/27/24-11	Kaupp
10. Resolution to Extend Student Graduation Petition Deadline	2:55	1st Read	#2/27/24-12	Connell
11. Updating Foothill GE	3:10	Discussion	#2/27/24-13– 14	Kaupp
12. Good of the Order	3:27			Kaupp
13. Adjournment	3:30			Kaupp

*Times listed are approximate

Attachments:

- #2/27/24-1 Draft Minutes: February 13, 2024
- #2/27/24-2–6 New Course Proposals: [PHOT 407A](#), [PHOT 407B](#), [PHOT 407C](#),
[PHOT 457](#), [PHOT 471](#)
- #2/27/24-7 Foothill General Education Application for Area IV—Social & Behavioral Sciences: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)
- #2/27/24-8 Foothill General Education Application for Area IV—Social & Behavioral Sciences: Sheet Metal Apprenticeship Program
- #2/27/24-9 Foothill General Education Application for Area VI—United States Cultures & Communities: Sheet Metal Apprenticeship Program
- #2/27/24-10 Stand Alone Application: [SPAN 51B](#)
- #2/27/24-11 Equity in the COR - Why and How

- #2/27/24-12 Resolution to Extend Student Graduation Petition Deadline
- #2/27/24-13 Foothill GE Comparison
- #2/27/24-14 Considerations for Rethinking Foothill GE

2023-2024 Curriculum Committee Meetings:

<u>Fall 2023 Quarter</u>	<u>Winter 2024 Quarter</u>	<u>Spring 2024 Quarter</u>
10/3/23	1/16/24	4/16/24
10/17/23	1/30/24	4/30/24
10/31/23	2/13/24	5/14/24
11/14/23	2/27/24	5/28/24
11/28/23	3/12/24	6/11/24

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

2023-2024 Curriculum Deadlines:

- ~~12/1/23~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/23~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 4/19/24 Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
- 6/1/24 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/21/24 Deadline to submit course updates and local GE applications for 2025-26 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 (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Sam Bliss (De Anza AVP Instruction), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Cathy Draper (HSH), Angie Dupree (BSS), Kelly Edwards (KA), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Catherina Wong (De Anza CCC Faculty Co-Chair), Erik Woodbury (De Anza AS President)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 2/27/24Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<u>✓</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u>✓*</u>	Zach Cembellin	7383	Dean—STEM	cembellinzachary@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Cathy Draper	7249	HSH	drapercatherine@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓</u>	Kelly Edwards	7327	KA	edwardskelly@fhda.edu
<u>✓</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Don Mac Neil	7248	KA	macneildon@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
<u>✓</u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓*</u>	Eric Reed	7091	LRC	reederic@fhda.edu
	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
	Amy Sarver	7459	LA	sarveramy@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen*, Matthew Hajny, Ron Herman*, Kate Jordahl, Andrew Stafford, Paul Starer,

Nate Vennarucci*

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, February 13, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: January 30, 2024	Motion to approve M/S (J. Fong, Draper). Approved.
2. Report Out and Check-in	<p>Speaker: All Apprenticeship: Myres shared continuing to work on Foothill GE apps. Fine Arts & Comm: No updates to report. BSS: Dupree shared working on Courses not Taught in Four Years list. Counseling: No updates to report. HSH: No updates to report. Kinesiology & Athletics: No updates to report. Language Arts: No updates to report. LRC: No updates to report. SRC: Saroyan shared division in process of hiring a new dean! STEM: No updates to report.</p> <p>Hueg mentioned recent meeting w/ De Anza re: interest in more cross-district communication on curriculum matters; discussions are ongoing. Also mentioned upcoming meeting w/ De Anza re: Credit for Prior Learning, upcoming meeting w/ CCCCCO re: noncredit for older adults.</p> <p>Gilstrap mentioned CCCCCO finally released guidance re: new Title 5 language. Shared news that in March CSU holding board meeting to determine whether to 1) update CSU GE to make it similar to CalGETC or 2) keep it similar to the way it is. Noted there's no word yet on their plans for keeping Area E (Lifelong Understanding). Lee asked if CSU was also supposed to use CalGETC—Gilstrap responded, yes; clarified that legislation calls for one GE pattern for transfer students but doesn't require CSU to stop using CSU GE for incoming freshmen.</p> <p>Vanatta shared the deadline for new/updated CORs for 2025-26: Friday, June 21. Expects to distribute Title 5 list late Feb./early March.</p> <p>Kaupp added to Hueg's report out: agreement among leadership at both colleges that the common course numbering initiative should be addressed at the district level. If anyone is interested in joining whatever group will be created, please let Kaupp know. Connell mentioned honors program working w/ De Anza to coordinate course offerings. Kaupp noted there are great benefits in strengthening our relationship with De Anza and having better coordination.</p>
3. Public Comment on Items Not on Agenda	Allen made public comment, noting there were comments at previous meeting confusing workforce and occupations. Wants to share important work being done by Workforce division and invited the group to check out their LinkedIn to learn more about these initiatives. Spoke

	<p>about Myres and his extensive background, both in his career in the trades and as an educator at Apprenticeship training facilities. Allen plans to share stories about others in the division at future meetings.</p> <p>Kaupp made public comment that Mona Rawal looking for an EO rep for KCI faculty hiring committee, and encouraged folks to serve.</p>
<p>4. Announcements</p> <p>a. New Course Proposals</p> <p>b. Visual Storytelling and Comic Arts CA Title Change</p> <p>c. AB 1111 and CCC</p> <p>d. Upcoming Academic Senate Elections</p>	<p>Speakers: CCC Team</p> <p>The following proposals were presented: BIOL 36AH, 36BH & 36CH. Taylor mentioned Biology dept. hoping to increase opportunities for students to work on experimental research, and explained the sequence of the three courses.</p> <p>Cert. originally approved by CCC using title of Animation. J. Fong explained title being changed following feedback from colleagues at De Anza, so that our cert. won't be seen as conflict of interest. Discussions among division faculty and at Advisory Board helped determine new title. Also made minor changes to some language in Narrative, but major courses unchanged.</p> <p>Kaupp shared Academic Senate has tasked CCC with handling AB 1111 (Common Course Numbering); plan is to create a task force. Gilstrap noted deadline on legislation was fall 2024, but current tentative plan is implementation by fall 2027, with possibility of updating some courses as early as fall 2025. Brannvall asked if there is a call to join task force—Kaupp responded, currently there is no obligation but folks can reach out if particularly interested.</p> <p>Kaupp shared elections for President and Secretary-Treasurer coming up, and both incumbents are running. Encouraged folks to run! Part-time rep is also up for election. Also mentioned AS will be working to add bylaws to its constitution. Connell noted in the past it's common practice for the CCC Co-Chair to become AS President and asked Kaupp if considering—Kaupp responded, not planning to do so.</p>
<p>5. Additions to Course Families</p>	<p>Speaker: Ben Kaupp</p> <p>Fine Arts & Communication division adding the following new course to an existing family: THTR 49E. Kinesiology & Athletics division adding the following reactivated courses to an existing family: PHED 19B, 19C & 19D. All are eff. 2024-25. Vanatta provided background and info on families, which are shared w/ De Anza.</p> <p>Motion to approve M/S (Parikh, Brannvall). Approved.</p>
<p>6. New Certificate Proposal: Spanish-Advanced</p>	<p>Speaker: Ben Kaupp</p> <p>Proposal for new Spanish-Advanced Certificate of Achievement. Brannvall asked if this is for medical Spanish—Hueg responded, no.</p> <p>Motion to approve M/S (Brannvall, Parikh). Approved.</p>
<p>7. Ethnic Studies Graduation Requirement</p>	<p>Speaker: Ben Kaupp</p> <p>Second read of memo requesting update to graduation requirements for local associate degree, to add completion of Ethnic Studies course. This is required by new Title 5 language starting fall 2024; memo specifies our requirement will begin summer 2024 (due to our catalog year starting with summer session). Gilstrap suggested to the group that instead of requiring any Foothill ETHN course, we restrict the list to courses that are approved for Ethnic Studies on the transfer GE patterns—Area F on CSU GE and Area 7 on IGETC. Gilstrap believes this would be beneficial for students who end up wishing to transfer.</p> <p>Brannvall pointed out Title 5 language re: “ethnic studies taught in or on behalf of other departments and disciplines” and asked for</p>

	<p>clarification—Gilstrap responded, noting this specific requirement is only going to be in place for one year, as starting with the 2025-26 AY Ethnic Studies will be required for local GE. Believes it's best to require an actual ETHN course, since that's what will be required for local GE. Vanatta asked if Foothill courses approved for Area F and Area 7 courses are the same or if the lists differ—Gilstrap responded, courses are approved for both areas, so they match.</p> <p>Parikh asked if using Gilstrap's suggested language will exclude any ETHN courses—Gilstrap responded, currently two ETHN courses aren't yet approved for transfer GE but have applied. No guarantee that they will be approved, though. Group agreed to move forward with amended language: Any course in the ETHN (Ethnic Studies) subject code, currently approved for Area F of CSU GE and Area 7 of IGETC.</p> <p>Motion to approve with amended language M/S (Parikh, Jackson Sandoval). Approved.</p>
<p>8. GE Application: Area IV: Air Conditioning and Refrigeration Technology Program (Pathway #1)</p>	<p>Speaker: Ben Kaupp First read of GE application, which would approve Foothill GE Area IV for students who complete the full major requirements for Air Conditioning and Refrigeration Technology, not one individual course. Note this major has two pathways; app is for students in Pathway #1.</p> <p>Kaupp noted normally a GE app is for a specific course and is reviewed by the GE subcommittee before it is brought to CCC. Because Apprenticeship courses don't align in the same way, in the past CCC has allowed that division to propose the full program courses be approved for a GE area. Vanatta added, these apps have not gone to the GE subcommittees for review, which is why they're first reads (and not on the Consent Calendar). Allen noted Patricia Gibbs worked on these apps. Kaupp pointed out that individual Foothill course numbers are included in the responses. Gilstrap added, Apprenticeship division stating the full major requirements can fulfill GE requirements for the specific area(s) being requested.</p> <p>Parikh mentioned that, in the past, applying for Natural Sciences area has involved extensive discussion at the GE subcommittee and asked for clarification that this has not taken place—Vanatta responded, CCC acting as the GE subcommittees for these apps. Kaupp mentioned the plan is for reps to bring these apps to constituents for discussion. Parikh asked what the process is if there are any concerns about an app—Kaupp responded, concerns can be brought to him or directly to the Apprenticeship folks.</p> <p>Starer agreed with importance of bringing apps to constituents for feedback and also noted this isn't the first time CCC has used this process; we did it a few years ago for the Plumbing program. Noted the idea is to look at the program in a holistic way. Made the philosophical case that, in order to really understand these apps, folks need to expand their understanding beyond there being a monolithic way of determining one's depth in a specific GE area.</p> <p>Kaupp agreed there is a precedent but shared he's heard from a few folks who were on CCC at that time and felt there wasn't enough discussion. Kaupp is encouraging robust discussion, to ensure these apps receive a true stamp of approval and show we strongly stand behind this initiative. Allen mentioned positive feedback from folks at the state level, regarding this initiative; noted received \$200k grant in the fall to continue GE mapping work.</p>

	<p>Lee asked if Apprenticeship division planning to submit GE apps for additional GE areas—Allen responded, yes, more apps will be submitted for upcoming meetings this year. Myres encouraged the reps to dig in and ask questions of him or Allen at any time. Also encouraged reps to visit training facilities! Brannvall asked if apps are for both local and transfer GE—just local GE.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. GE Application: Area IV: Sheet Metal Apprenticeship Program</p>	<p>Speaker: Ben Kaupp First read of GE application, which would approve Foothill GE Area IV for students who complete the full major requirements for Sheet Metal, not one individual course. <i>[See item 8 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. GE Application: Area VI: Sheet Metal Apprenticeship Program</p>	<p>Speaker: Ben Kaupp First read of GE application, which would approve Foothill GE Area VI for students who complete the full major requirements for Sheet Metal, not one individual course. <i>[See item 8 for related comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
<p>11. Stand Alone Application: SPAN 51B</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for SPAN 51B. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. Courses not Taught in Four Years</p>	<p>Speaker: Mary Vanatta Vanatta distributed list to reps and deans with instructions/deadline on Jan. 31; deadline for Course Deactivation Exemption Request forms is March 1. Dupree asked if faculty or reps should fill out form—Kaupp responded, up to the division. Vanatta believes in most cases faculty fills out form, not reps. Hueg noted there should be justification and a plan when requesting to continue to keep a course on the books.</p>
<p>13. Updating Foothill GE</p>	<p>Speakers: Evan Gilstrap, Ben Kaupp At previous meeting, Kaupp asked reps to gather feedback from their constituents. Noted recent ASCCC resolution encouraging continued inclusion of physical health-related courses in local GE (e.g., Lifelong Learning). Parikh noted she’s heard from students who said they didn’t complete AS degree because of Foothill GE, but unsure if specific to Lifelong Learning. Keeping the requirement might not actually encourage students to take courses but could prevent them from getting a degree. Also shared feedback from one colleague who very strongly opposes keeping Lifelong Learning (to align with transfer), as well as from one who very strongly believes we should keep it.</p> <p>Dupree noted there’s also a split among BSS faculty, re: Lifelong Learning; didn’t receive any feedback re: unit requirement. Did receive resounding “yes” re: requiring lab for Natural Sciences; Parikh added, more STEM faculty than expected support requiring lab. Gilstrap noted there is currently one Natural Sciences course which doesn’t have a lab, HORT 15—Vanatta later verified HORT 15 does include lab hours. Parikh believes lab requirement is a moot point for students in a STEM pathway, so this requirement wouldn’t affect every student in the way that Lifelong Learning requirement would.</p> <p>Draper shared, HSH faculty discussed topic but don’t really have a strong opinion, as most students in their programs have already completed so many units when they begin taking major courses that</p>

	<p>these decisions won't really affect them. HSH programs so competitive that students usually close to having completed GE when they apply.</p> <p>Kaupp asked if group would rather prioritize speed to completion or prioritize well-rounded individual, or is there a way to do both? Parikh believes that just having the requirements doesn't mean students will actually complete them, which leads her to lean toward speed to completion, as degrees are steps to success for students. Believes the college's goals re: student success differ from students' goals, in this regard. Shared that, in Engineering dept., approx. 150 students transfer into Engineering programs at four-year schools, but only small fraction complete local AS degree. Gilstrap noted in some cases four-year schools don't want students to complete certain GE requirements until after transfer, so we can't be 100% sure that Lifelong Learning is to blame. Discussion occurred re: students completing transfer GE instead of local GE, because students believe it's easier. Lee pointed out that we can award a local AA/AS degree to students who have completed transfer GE, they don't have to complete local GE.</p> <p>Brannvall doesn't believe Lifelong Learning needs to be required and wonders if there is a way the college can promote or otherwise encourage students to take those courses. Gilstrap asked if there have been any discussions w/ De Anza re: collaborating on local GE—Kaupp responded, De Anza has asked what direction we're going, likely because they'll decide to do the same.</p> <p>Kaupp mentioned next step is for him to consider all of this feedback and draft a document proposing a plan to start moving forward, to bring to next meeting. Agyare asked if we can get students' input, perhaps from ASFC—Kaupp responded, will follow-up w/ ASFC President, who has ability to poll students quickly.</p>
<p>14. Best Practices for Equitable COR Updates</p>	<p>Speaker: Ben Kaupp Kaupp asked if reps received feedback from their constituents re: document discussed at previous meeting. Draper shared HSH faculty liked document, which helped them think about how they can weave equity into the COR—thumbs up! Kaupp plans to clean up document, incl. wordsmithing some language to be less negative, in response to feedback at previous meeting. Vanatta asked if document will be approved by CCC or just posted on the CCC website, after it's cleaned up—Kaupp responded, wants to disseminate to faculty in a broad way and does think it should be approved by CCC before it's disseminated.</p>
<p>15. Good of the Order</p>	<p>Allen mentioned comment made earlier in the meeting that GE mapping for Plumbing program was “snuck in” and wants to ensure the current CCC membership understands that a lot of work was put in to that process. Hueg responded, doesn't believe anyone said Plumbing GE mapping was “snuck in;” believes comment was about ensuring there will be no such concerns about any new GE mapping. V. Fong was on CCC during that time and present for all of those discussions; recalls there was a lot of discussion about the apps.</p>
<p>16. Adjournment</p>	<p>3:30 PM</p>

Attendees: Micaela Agyare (LRC), Chris Allen* (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong* (FAC), Valerie Fong (Dean, LA), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Tim Myres* (APPR), Sarah Parikh* (STEM), Eric Reed* (LRC), Richard Saroyan (SRC), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 02/12/24 12:23 pm

Viewing: **PHOT F407A : DARKROOM I NONCREDIT**

Last edit: 02/21/24 8:30 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/20/24 2:16 pm
Jordan Fong
(fongjordan):
Approved for 1FA
Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F407A

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 0

Hours 3 hours lecture, 3 hours lab weekly

Course Title DARKROOM I NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Fundamentals of black and white still photography. Introduction to the historical development of the medium and the role that photography has played in shaping social issues and its effect on culture. Practical investigation of photography's potential to contribute to personal visual expression. Exposure to multiple perspectives on photography as practiced and exploration of contributions by photographers from diverse cultures. Topics cover visual culture, photographic seeing, camera operation, use of aperture and shutter settings for aesthetic and exposure control, film processing, and printing.

Proposed Discipline Photography

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

This course will be added to the noncredit certificates of completion in Commercial Photography and Photography.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This class is a mirror to the credit class PHOT 7A.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/12/24 12:27 pm

Viewing: **PHOT F407B : DARKROOM II NONCREDIT**

Last edit: 02/21/24 8:30 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/20/24 2:17 pm
Jordan Fong
(fongjordan):
Approved for 1FA
Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F407B

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 0

Hours 3 hours lecture, 3 hours lab weekly

Course Title DARKROOM II NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Intermediate exploration of different film types, printing papers and appropriate chemistry for desired outcomes; basic Zone System concepts, experimentation with push processing; use of medium format cameras; exploration of personal photographic style and expression. Emphasis on creating portfolios that align with contemporary art and media. Identification and examination of work created by photographers from diverse backgrounds and cultures.

Proposed Discipline Photography

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

This course will be added to the noncredit certificates of completion in Commercial Photography and Photography.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This class is a mirror to the credit class PHOT 7B.

Reviewer Comments **Mary Vanatta (vanattamary) (02/12/24 1:03 pm):** Updated Proposed Description, at request of faculty

Course Change Request

New Course Proposal

Date Submitted: 02/12/24 12:32 pm

Viewing: **PHOT F407C : DARKROOM III NONCREDIT**

Last edit: 02/21/24 8:31 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/20/24 2:17 pm
Jordan Fong
(fongjordan):
Approved for 1FA
Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F407C

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 0

Hours 3 hours lecture, 3 hours lab weekly

Course Title DARKROOM III NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Exploration of advanced photographic principals and skills, including more complex processing and printing techniques. Emphasis on refining personal style and approach to photography and creating professional portfolios appropriate for presentation for galleries, museums and portfolio reviews. Continued instruction in the Zone System; Introduction to analog 4x5 cameras, film, processing and printing, as well as to specialty films and camera-less photography. Instruction in combining analog and digital production practices, including film scanning, as well as digital post-processing and printing. Continued examination of historical contributions, styles and work created by influential photographers from diverse backgrounds and cultures.

Proposed Discipline Photography

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

This course will be added to the noncredit certificates of completion in Commercial Photography and Photography.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This class is a mirror to the credit class PHOT 7B.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 01/24/24 9:31 am

Viewing: **PHOT F457. : PROFESSIONAL PRACTICES IN PHOTOGRAPHY NONCREDIT**

Last edit: 02/21/24 8:29 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/20/24 2:22 pm
Jordan Fong (fongjordan):
Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F457.

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 0

Hours 3 hours lecture, 3 hours lab weekly

Course Title PROFESSIONAL PRACTICES IN PHOTOGRAPHY NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Organization of photographic work and projects to meet individual goals, including transfer, exhibition, and employment. Goal setting, as well as portfolio conceptualization, sequencing and presentation (analog and digital) as required for school, job, grant, portfolio review and exhibition applications. Development of professional materials, such as photographic portfolios, resumes, websites and business cards. Understanding business practices, contracts and licensing for photographic work. Grant-writing and other methods of fundraising for long-term project work. Share work with the broader community through exhibitions, publications, social media and/or other publishing platforms.

Proposed Discipline Photography

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

This course will be added to the Non-Credit: Photography certificate and included on the in-development Non-Credit: Photojournalism certificate.

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

This class would be built to mirror PHOT F057.: PROFESSIONAL PRACTICES IN PHOTOGRAPHY

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/13/24 8:21 am

Viewing: **PHOT F471. : THE PHOTOGRAPHIC BOOK**

NONCREDIT

Last edit: 02/21/24 8:33 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 02/20/24 2:23 pm
Jordan Fong
(fongjordan):
Approved for 1FA
Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F471.

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 0

Hours 3 hours lecture, 3 hours lab weekly

Course Title THE PHOTOGRAPHIC BOOK NONCREDIT

Short Title

Proposed Transferability None

Proposed Description and Requisites: Exploration of the book for the display and sharing of photographic imagery, including the history of the photographic book and its uses in fine art, commercial, and documentary photography. Exposure to multiple perspectives on the photographic book as practiced and exploration of contributions by photographers and designers from diverse cultures. Use of appropriate technology for the creation of photographic books, including digital image editing, color correction, graphic design, and typography. Investigation of sequencing and presentation of photographs in book format for communication.

Proposed Discipline Photography

To which Degree(s) or Certificate(s) would this course potentially be added?
Non-Credit: Commercial Photography and Non-Credit: Photography

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:
This class will mirror the credit PHOT 71

Reviewer
Comments

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Air Conditioning and Refrigeration Technology Apprenticeship Program (Pathway #1 - Pipe Trades Training Center students)

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers. (HVAC Program, Year 1, Semester 1, Module 1- *Union Heritage*); HVAC Program, Year 1, Semester 1, Module 3 -*Trade Related Safety & Environment*

The following apprenticeship courses: (APPT 151)

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

HVAC Apprenticeship students exercise critical thinking and analytical oral and/or written skills in units on how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment*); (HVAC Program, Year 3, Semester 1, Module 14 -*Heating & Air Conditioning Systems*)

The following apprenticeship courses: (APPT 155)

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

HVAC Apprenticeship students demonstrate knowledge and application of the scientific method in conducting research and other areas in relation to HVAC principles specifically in learning about and applying safe workplace practices, including methods of fire prevention and using Personal Protective Equipment (PPE), Occupational Safety and Health Administration (OSHA) and California Occupational Safety and Health Administration (CalOSHA) requirements, identifying the various uses of heating equipment, defining terms used in methods of soldering and brazing copper tube, defining and discussing the HVAC and refrigeration industry, its processes, tools, equipment, and measurement devices. (HVAC Program, Year 3, Semester 1, Module 14 - *Heating & Air Conditioning Systems*); (HVAC Program, Year 3, Semester 2, Module 15 -*Control Systems*); (HVAC Program, Year 5, Semester 1, Module 23 -*Start, Test & Balance-Air Side*); (HVAC Program, Year 5, Semester 1, Module 24 -*Start, Test & Balance-Water Side*)

The following apprenticeship courses: (APPT 159)

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers.

HVAC Apprenticeship students demonstrate appreciation and sensitivity towards diverse cultures by learning skills in units on various cultures and communication styles, as well as how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 1 - *Union Heritage*); (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service*); (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment*)

The following apprenticeship courses: (APPT 151)

S5. Explain world development and global relationships;

Matching course component(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers. (HVAC Program, Year 1, Semester 1, Module 1 - *Union Heritage*); (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service*); (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment*)

The following apprenticeship courses: (APPT 151)

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

HVAC Apprenticeship students learn about the history of labor and the economic advantages organized labor has accomplished for its membership specifically and for American society generally. Students learn how labor and the trades have led to advances in worker treatment and expectations, expectations that have led to everything from the weekend to employer provided healthcare. (HVAC Program, Year 1, Semester 1, Module 1 (Union Heritage); HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment*)

HVAC Apprenticeship students analyze the relationships of business and economic activities to the functioning of society as a whole in units on the evolution of service, identifying customers and constructive communication styles, including developing listening, clarifying and empathy skills. This is done in the process of developing a critical eye. (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service*)

The following apprenticeship courses: (APPT 151)

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

HVAC Apprenticeship students learn about the historical development of the union movement and union associations as representing labor organizations. As well, they learn the roles of various subgroups in the union

**General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

movement and specifically about apprenticeship, the collective voice, roles and responsibilities of employers, contractors, and journey workers.

HVAC Apprenticeship students demonstrate appreciation and sensitivity towards diverse cultures by learning skills in units on various cultures and communication styles, as well as how to identify and interact with indifferent, irate, and/or demanding customers. Students describe various communication styles, identify methods of managing information and how to use critical thinking to create options and alternatives in outcomes. (HVAC Program, Year 1, Semester 1, Module 1 - *Union Heritage*); (HVAC Program, Year 1, Semester 1, Module 2 - *Customer Service*); (HVAC Program, Year 1, Semester 1, Module 3 - *Trade Related Safety & Environment*)

The following apprenticeship courses: (APPT 151)

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

HVAC apprenticeship students complete coursework using analytical reading, writing, speaking skills including evaluation, synthesis and research throughout the program - specifically students learn about and describe control systems, safe work practices including handling high pressure gas cylinders, various heating equipment, and Personal Protective Equipment (PPE). (HVAC Program, Year 3, Semester 2, Module 15 - *Control Systems*); (HVAC Program, Year 3, Semester 2, Module 16 - *Pneumatic Controls*); (HVAC Program, Year 3, Semester 2, Module 17 - *DDC Controls*)

The following apprenticeship courses: (APPT 154)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

HVAC Apprenticeship students use computation throughout the program including in units such as “APPT 155

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Sheet Metal Apprenticeship Program

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Course Number & Title: Sheet Metal Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

This first-year course covers the importance of unions as made up of diverse cultures, and how current students, by learning about and joining the union, have entered a long-standing tradition of organizing for better working conditions. Students learn not only about the legacy of various labor movements, but also the sources and citizens these movements served, to explain the labor movement as one of social justice.

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

Students examine Harassment Awareness and Anti-Harassment strategies - covers aspects of workplace harassment. Different scenarios are used to examine what harassment is and how it affects people directly and indirectly. Students learn about the parameters of harassment. In an interactive format, they run through various scenarios to determine if and why it has or has not occurred. Students learn why it is important to know about this. As well, they learn where, when, and how to detect and report it. Additionally, students are required to write critical analyses of and evaluations of lessons and projects throughout the program, and present oral proposals to demonstrate deep understanding of materials covered throughout the program.

BTSM Program, Year 1, Semester 1, Module 1-8 (Harassment Awareness)

The following apprenticeship courses: (APSM 101)

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

The following courses contain material aligned with the scientific method, conducting research and other methods of inquiry. In these courses, students learn to develop hypotheses, test these hypotheses with scientific rigor, and to report their findings to their classmates and instructors. These courses cover material that takes students through the methods used to research, plan, document, and carry out, and evaluate successful projects - examining roles and responsibilities in each stage of the process in the discipline.

BTSM Program, Year 5, Semester 1, Module 21-1(Project Management) ; BTSM Program, Year 5, Semester 1, Module 21-2 (Construction Documents) ; BTSM Program, Year 5, Semester 1, Module 21-5(Schedules and Meetings) ; BTSM Program, Year 5, Semester 1, Module 21-6(Paperwork Details) ; BTSM Program, Year 5, Semester 1, Module 21-7(Quality Control) ; BTSM Program, Year 5, Semester 1, Module 21-8 (Tools Equipment and Materials)

The following apprenticeship courses: (APSM 134) (APSM 124)

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

This first year course covers the importance of unions as made up of diverse cultures, and how current students, by learning about and joining the union, have entered a long-standing tradition of organizing for better working conditions. Students learn about not only the legacy of various labor movements, but also the sources and citizens these movements served to explain the labor movement as one of social justice.

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S5. Explain world development and global relationships;

Matching course component(s):

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

Students learn about the Code of Excellence - roles, rights, opportunities, and responsibilities of all parties - such as those of employers, employees, and union. Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of community members.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion) ; BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) ; BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104)

The following apprenticeship courses: (APSM 101)

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

Students in this program are steeped in the economic activities important to the functioning of society as a whole. Students learn about their role in the industry and the role of the industry in the economic vitality of the Bay Area and the state of California. They also learn how the economic engine of the apprenticeship programs in the state play a critical role in the economic advancement of underrepresented and disenfranchised members of society.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion)

The following apprenticeship courses: (APSM 101)

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Students are required to write critical analyses and evaluations of lessons and projects throughout the program, and present oral proposals to demonstrate deep understanding of materials covered throughout the program.

BTSM Program, Year 1, Semester 1, Module 1-7 (Classroom Survival Skills)

The following apprenticeship courses: (APSM 101)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

Sheetmetal students must take several math classes to achieve fluency and competency in the field. The curricular focus is on both basic mathematical concepts needed to successfully navigate the demands of the profession, and the necessary skills needed to extrapolate these concepts to broader economic and social factors and goals.

BTSM Program, Year 1, Semester 1, Module 1-9 (Basic Math Skills) ; BTSM Program, Year 1, Semester 1, Module 1-10 (Shapes Lines and Angles)

The following apprenticeship courses: (APSM 101)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Students are required to write critical analyses and evaluations of lessons and projects throughout the program. They then present oral proposals to demonstrate deep understanding of materials covered throughout the program.

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Sheet Metal Apprenticeship Program

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must include at least three* of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Sheet Metal Apprenticeship Program

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Over their entire program, Sheet Metal students discuss, analyze, and critically engage in the role of the trades generally, and unions specifically, including study and learning about how the trades increase the economic and social opportunities of historically marginalized groups.

Sheet Metal courses including but not limited to (APSM 101, APSM 136)

BTSM Program, Year 1, Semester 1, Module 3-7 (History of Local 104) - apprentices analyze historical data and participate in classroom discussions on the topic of Local 104's roll in Bay Area labor history.

BTSM Program, Year 4, Semester 2, Modules #1-#14 (Mechanical Acceptance Testing)

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

Sheet metal students not only receive implicit bias training in specific modules in their program, they also have this training reinforced through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

The curriculum and on the job experience and training sheet metal students receive requires students to reflect on their own life experiences and how those experiences have shaped their responses to their work, their colleagues, the state of California, and the nation.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)

- Sheet Metal Air Conditioning National Association (SMACNA)- local business owners and representatives give presentations in classes - locates the trades in an overall power and influence matrix, demonstrates

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

understanding of how one's own culturally determined perspective can vary from others'.

Depth Map: Additionally, must include at least three of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

Sheet metal students are required to receive both formal classroom instruction and on the job training. Through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world, sheet metal students must test out their social awareness often in real-time.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

Sheet metal students are required to receive both formal classroom instruction and on the job training. Through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world, sheet metal students must test out their social awareness often in real-time.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion) - local business owners and representatives give presentations in classes - locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

Sheet metal students not only receive implicit bias training in specific modules in their program, but they also have this training reinforced through onsite job training, where real-world expectations require students to both understand and navigate the power dynamics of the actual world.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)

local business owners and representatives give presentations in classes - locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Sheet metal students are required to read, analyze, and respond critically to a variety of texts throughout their program.

Sheet Metal courses including but not limited to (APSM 105, APSM 112, APSM 107)

BTSM Program, Year 1, Semester 2, Modules #1-#13 (FSD training), BTSM Program, Year 2, Semester 4, Modules #1-#13 (Field Installation), BTSM Program, Year 2, Semester 1, Modules #1-#15 (Parallel Line Fittings)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

Because the application of what sheet metal students learn and practice must be extremely precise to meet all existing codes and regulations, students learn and apply many mathematical concepts and data collection models.

Sheet Metal courses including but not limited to (APSM 116, APSM 119, APSM 127)

BTSM Program, Year 3, Semester 4, Modules #1-#14 (Plans and Specifications), BTSM Program, Year 3, Semester 4, Modules #1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 5, Semester 3, Modules #1-#8 (Basic Autocad)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Sheet metal students must communicate in a variety of formats. Whether it is engaging with other workers or supervisors, or with customers and the public, students in this program are required to express themselves clearly, concisely, and persuasively.

Sheet Metal courses including but not limited to (APSM 105, APSM 102, APSM 101)

BTSM Program, Year 1, Semester 2, Modules #1-#13 (FSD training), BTSM Program, Year 1, Semester 1, Modules #1-#14 (Math, Layout Basics, and Safety), BTSM Program, Year 1, Semester 1, Modules #1-#18 (Trade Introduction),

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B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Students in the sheet metal program meet this standard in a variety of ways. Their training includes courses on the environmental impact of their work on the planet. They also learn about the role of their union in advancing the social and economic opportunities for historically marginalized groups. And through on the job training and other required program elements, sheet metal students also learn the real-world importance of their actions and behaviors on others.

Sheet Metal courses including but not limited to (APSM 122, APSM 119, APSM 175A, APSM 101)

BTSM Program, Year 4, Semester 4, Modules #1-#15 (Codes and Standards), BTSM Program, Year 3, Semester 4, Modules #1-#12 (HVAC Air Systems and Duct Design), BTSM Program, Year 4, Semester 1, Modules #1-#10 (TABB Technician Certification)

BTSM Program, Year 1, Semester 1, Module 1-11 (Bias and Belonging) Sheet metal students not only receive implicit bias training in specific modules in their program, but they also have this training reinforced through onsite job training. Building Trades - Sheet Metal - SMQ - 1 - Instructors are certified in Bias and Belonging curriculum. Students learn about implicit bias and how bias affects the rights, responsibilities, and opportunities of various community members thereby demonstrating understanding of the interaction of marginalized people in groups.

Sheet Metal courses including (APSM 101)

BTSM Program, Year 1, Semester 1, Module 1-4 (Local 104 Business Rep Discussion), BTSM Program, Year 1, Semester 1, Module 1-5 (SMACNA Contractor Discussion)- Sheet Metal Air Conditioning National Association (SMACNA)- local business owners and representatives give presentations in classes - locates the trades in an overall power and influence matrix, demonstrates understanding of how one's own culturally determined perspective can vary from others'.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer

Requesting Faculty: PATRICIA GIBBS Date: 2/1/2024

Division Curr Rep: Tim Myres Date: 2/6/24

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: N/A

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

Note: application did not go to subcommittee

FOR USE BY CURRICULUM OFFICE:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

SPAN F051B : SPANISH FOR HEALTH CARE WORKERS II

Proposal Type

New Course

Effective Term

Summer 2024

Subject

Spanish (SPAN)

Course Number

F051B

Department

Spanish (SPAN)

Division

Language Arts (1LA)

Units

3

Hours

3 hours lecture

Course Title

SPANISH FOR HEALTH CARE WORKERS II

Former ID

Cross Listed

Related Courses

Maximum Units

3

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

0

Weekly Out of Class Hours

6

Special Hourly Notation**Total Contact Hours**

36

Total Student Learning Hours

108

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Are you requesting Stand Alone approval for the course on a temporary or permanent basis?

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

Please select

Permanent

The Curriculum Committee must evaluate this application based on the following criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission:

Workforce/CTE

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided. Evidence may be provided in the box below and/or uploaded as an attachment.

Evidence

This is a specialized course targeting medical personnel and health care workers at large that aims to provide language skills to talk with native speakers seeking health care.

Attach evidence

Need/Justification

This course addresses an occupational need for medical Spanish for students in bio-health sciences and related careers.

Course Description

Continuation of SPAN 51A. This course enhances the student's understanding of the material studied in SPAN 51A and expands their knowledge of the Spanish grammar and vocabulary related to health care. This course also introduces a series of new scenarios in which the student will practice their medical vocabulary and grammar.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: SPAN 1 or 51A.

Course Objectives

The student will be able to:

1. Communicate using the present and past tenses in Spanish to obtain and provide information about a patient's medical history, symptoms, and health conditions.
2. Demonstrate a better understanding of cultural differences as they relate to health in the Latino community.
3. Prescribe course of treatment, provide instructions and directives using formal commands.

Course Content

1. Develop conversational skills using culturally and linguistically appropriate formulas to elicit information about a patient's family, dietary habits, and chronic symptoms
 1. Vocabulary about the immediate and extended family
 2. Days of the week and months of the year
 3. Prescriptions and diet
 4. Physical and neurological symptoms and examination
2. Acquire grammatical competence to obtain information about a patient's past and present illnesses, as well as current or chronic symptoms, and prescribe course of treatment
 1. Present tense conjugation of regular and irregular verbs
 2. Indirect object pronouns
 3. Commands for giving directions and to prescribe medical treatment
 4. Present progressive
 5. Possessive adjectives
 6. Demonstrative adjectives
 7. Preterit tense of regular, irregular, and stem-changing verbs
 8. Direct object pronouns
 9. Reflexive verbs
3. Gain command of specialized medical terminology and vocabulary related to laboratory testing and routinary medical examinations
 1. Blood, urine, vaginal, and sputum tests
 2. Taking x-rays
 3. Ear infections, asthma, or respiratory attacks
 4. A visit to the dentist, dermatologist, the pharmacy, or the emergency room
4. Understand cultural differences as they relate to health, and increase the students' cultural sensitivity in working with patients from the Latino community

1. Common illnesses related to dermatology, dentistry, and internal medicine (vaginal and urinary tests, x-rays, etc.)
2. Traditional gender roles and their influence on health-related issues
3. Traditional health beliefs, practices, and remedies applied to advanced medicine and/or chronic illnesses
4. Authority figures and home remedies

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually: ongoing access to computer, internet and email.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

Written exams and quizzes
 Role-play oral exams
 Small group work/presentations

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Lecturing
 Student will role-play situations that are common in a medical setting using the grammatical structures discussed in class

Representative Text(s)

Author(s)	Title	Publication Date
Rios, Joanna, et.al.	Complete Medical Spanish, Premium 4th ed.	2021

Please provide justification for any texts that are older than 5 years

Other Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. For further research, the students may read, summarize, and present articles pertaining to health issues in the Latino community, such as:
 1. The pages of the CDC in Spanish
 2. The California Department of Public Health: <https://www.cdph.ca.gov/>
 3. View the PBS documentary, "Unnatural Causes: is inequality making us sick?": <http://unnaturalcauses.org/>

2. Students working or volunteering in a health care setting will use their daily experience for journal entries and opportunities for in-class discussion

Authorized Discipline(s):

Foreign Languages

Faculty Service Area (FSA Code)

SPANISH

Taxonomy of Program Code (TOP Code)

1105.00 - Spanish

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

5/24/23

Division Dean Only

Seat Count

35

Load

.067

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

123059 - FH-Spanish (SPAN)

Account Code

1320

Program Code

110500 - Spanish

Why?

Equity in the Course Outline of Record

Course Description

The course description may be the first interaction your students have with your class and may determine their decision to enroll. This is an opportunity to invite your students into the content and affirm that multiple perspectives are represented, fostering a sense of belonging and validating their potential for success.

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

Representative Texts

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

Course Content

There are many ways to include inclusive content in different courses. While some instructors may completely rework a course, others may simply address the racist foundations. A journey of a thousand miles begins with a single step.

Reading, Writing, Assignments

There are a variety of ways that engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

Methods of Evaluation

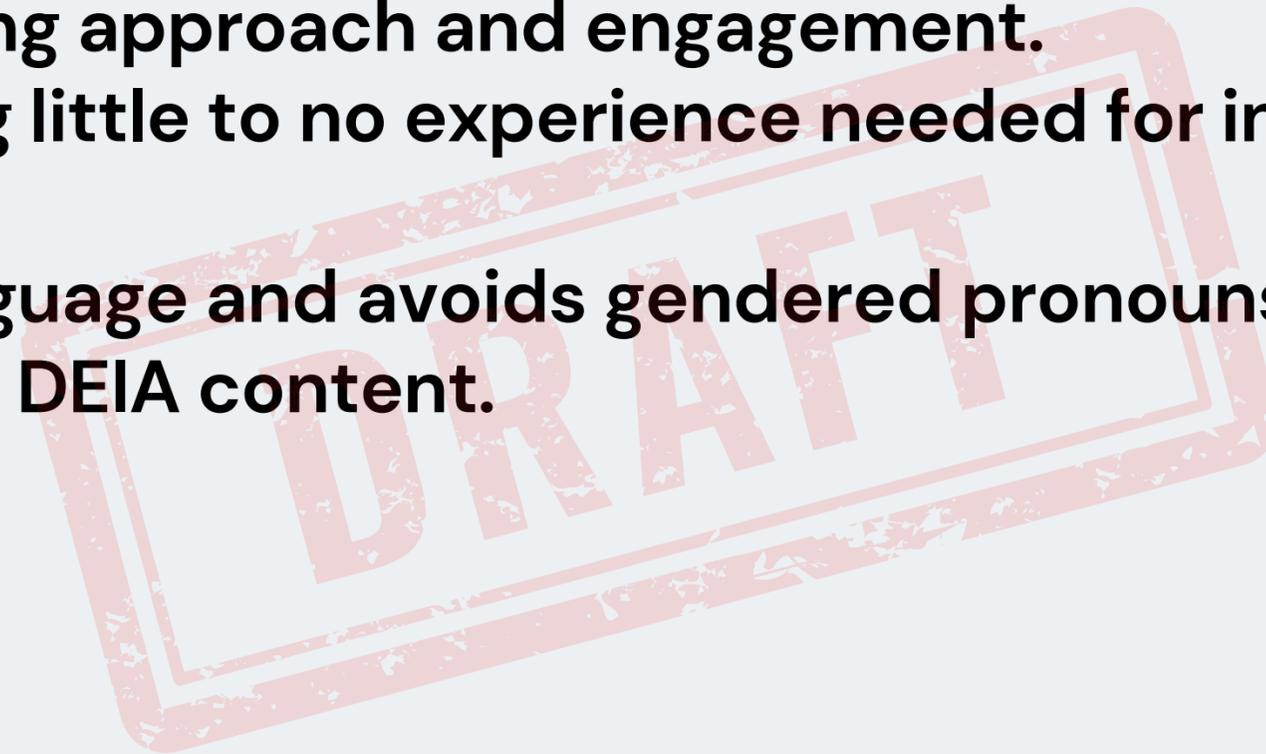
Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (e.g., spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

Course Description

How?

The course description may be the first interaction your students have with your class and may determine their decision to enroll. This is an opportunity to invite your students into the content and affirm that multiple perspectives are represented, fostering a sense of belonging and validating their potential for success.

- Emphasizes a welcoming approach and engagement.
- Encourages mentioning little to no experience needed for introductory courses.
- Promotes inclusive language and avoids gendered pronouns.
- Suggests incorporating DEIA content.



How?

Course Content

There are many ways to include inclusive content in different courses. While some instructors may completely rework a course, others may simply address the racist foundations. A journey of a thousand miles begins with a single step.

- **Highlights the importance of diverse knowledge and timely, relevant content.**
- **Addresses historical and contemporary misconceptions.**
- **Emphasizes inclusivity, commitment to student success, and acknowledgment of racism and DEIA topics.**
- **Encourages critiquing historical foundations and exploring diverse contributions.**

DRAFT

How?

Reading, Writing, and Assignments

There are a variety of ways that engaging with the material and connecting to real-world examples and experiences can improve engagement and prepare students for success in life.

- **Promotes assignments eliciting prior knowledge and engaging students in real-world examples.**
- **Encourages connections to sociocultural backgrounds and experiences.**
- **Suggests non-traditional assignments, such as internships or e-portfolios.**

DRAFT

How?

Methods of Instruction

Building content from the experiences students bring to the classroom will allow for a better learning experience.

- **Stresses detailed and descriptive methods, including the delivery of course content.**
- **Advocates for inclusivity through peer review, cooperative work, and connections to students' lived experiences.**

DRAFT

How?

Representative Texts/Materials

The textbooks we choose can be a barrier for students due to cost, how they are written, and the voices they represent or leave out.

- Encourages exploration of free and diverse texts/materials.
- Emphasizes amplifying diverse voices, moving beyond canonical materials, and ensuring accessibility.
- Advises checking for subscription library resources available for free.

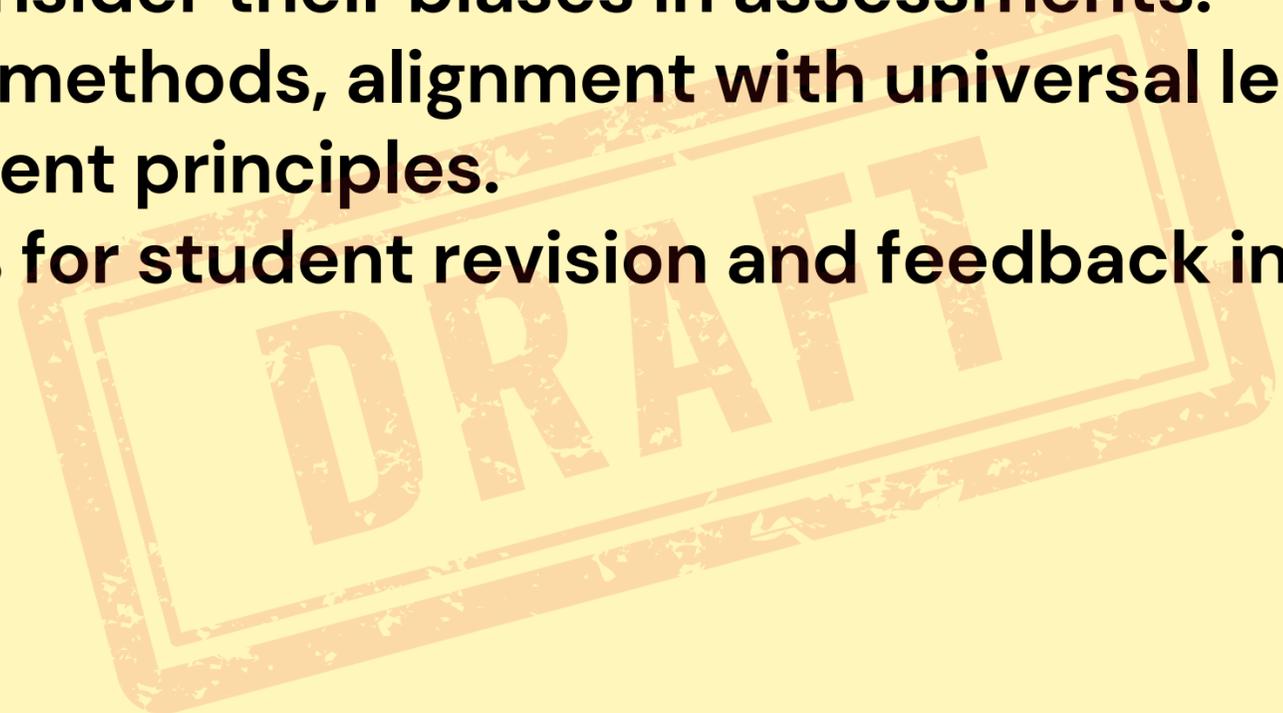
DRAFT

How?

Methods of Evaluation

Biases come through in evaluations without us realizing it. Taking points off for mistakes unrelated to your content area (e.g., spelling mistakes in a math course) could be one of these biases. Providing details for what you are looking for in an assignment can be more clear for all of your students, and especially helpful for students with less college knowledge.

- Urges instructors to consider their biases in assessments.
- Recommends detailed methods, alignment with universal learning design, and authentic assessment principles.
- Supports opportunities for student revision and feedback incorporation.



FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Extend Student Graduation Petition Deadline
Proposed by: Samuel Connell

Whereas, the college is using the Student Centered Funding Formula; and

Whereas, the college campus gets apportionment based in part by the Student Centered Funding Formula; and

Whereas, the number of AA degrees, ADT degrees, and Certificates of Achievement determined approximately 3.7% of the total funding in 2022-2023 (over \$7 million, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/scff-dashboard/phase-2>); and

Whereas, Foothill College students who are transferring after this academic year must petition for AA degrees, ADT degrees, and Certificates of Achievement by March 1st, 2024 (<https://foothill.edu/counseling/petition.html>);

Resolved, the College Curriculum Committee asks the campus to extend the due date for petitions; and

Resolved, the College Curriculum Committee helps to make sure every student knows that they can graduate with an AA, ADT, or Certificate; and

Resolved, the Foothill campus faculty, staff, and administrators try to make it as easy as possible for students to successfully petition for AA degrees, ADT degrees, and Certificates of Achievement; and

Resolved, the College Curriculum Committee study ideas for improving the petition process and formulate proposed changes to be submitted for campus-wide assessment.

FHGE Comparison

Current Foothill GE AA/AS Degree Requirements			Recently Approved CCC General Education		
Area	Description	Units	Area	Description	Units
II/ English Competency	English	5	1A	English Composition	5
V	Communication & Analytical Thinking	4 or 5	1B	Oral Communication & Critical Thinking	4 or 5
Math Competency	Mathematics		2	Mathematical Concepts & Quantitative Reasoning	5
I	Humanities	4 or 5	3	Arts & Humanities	4 or 5
IV	Social & Behavioral Sciences	4 or 5	4	Social & Behavioral Sciences	4 or 5
III	Natural Sciences	5 or 6	5	Natural Sciences	4 to 6
Grad Requirement	Ethnic Studies effective Fall 2024		6	Ethnic Studies	4
VI	U.S. Cultures & Communities	4 or 5			
VII	Lifelong Learning	4*			
	Total:	30-35		Total:	30-35

RETHINKING FHGE

- What needs to be discussed/addressed by CCC?
 - Lifelong Learning
 - Area 2- Mathematics & Quantitative Reasoning
 - Lab for Area 5- Natural Science
 - Area 6- Ethnic Studies
 - Process to move over current approved FHGE courses to the new pattern
 - Process of updating the local GE forms