

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

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: October 20, 2020	5 min.	Action	#11/3/20-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. Curriculum Sheets for 2021-22	5 min.	Information		CCC Team
5. Update Distance Learning Addendum	5 min.	2nd Read/ Action	#11/3/20-2-3	Kuehnl
6. Ethnic Studies Program Discuss a request for CCC to approve course proposals, outside of division CC approval	30 min.	Discussion	#11/3/20-4-9	Kuehnl
7. Credit for Prior Learning	30 min.	Discussion	#11/3/20-10	Kuehnl
8. Good of the Order	5 min.			Kuehnl
9. Adjournment				Kuehnl

*Times listed are approximate

Attachments:

- #11/3/20-1 Draft Minutes: October 20, 2020
- #11/3/20-2 Updated Distance Learning Addendum - draft
- #11/3/20-3 Process to Implement New Distance Learning Addendum - draft
- #11/3/20-4 CSU FAQ on Ethnic Studies
- #11/3/20-5-9 New Course Proposals for Ethnic Studies
- #11/3/20-10 CCCCCO Memo—Credit for Prior Learning

2020-2021 Curriculum Committee Meetings:

<u>Fall 2020 Quarter</u>	<u>Winter 2021 Quarter</u>	<u>Spring 2021 Quarter</u>
10/6/20	1/19/21	4/20/21
10/20/20	2/2/21	5/4/21
11/3/20	2/16/21	5/18/21
11/17/20	3/2/21	6/1/21
12/1/20	3/16/21	6/15/21

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

2020-2021 Curriculum Deadlines:

- 12/1/20 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/20 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- TBD Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
- TBD Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
- 6/1/21 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2022-23 catalog (Faculty/Divisions).

Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2020-21

Meeting Date: 11/3/20Co-Chairs (2)

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

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Mark Ferrer		SRC	ferrermark@fhda.edu
<input checked="" type="checkbox"/>	Owen Flannery	7213	KA	flanneryowen@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Interim Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Debbie Lee	7497	Acting Dean—FA, KA	leedebbie@fhda.edu
<input checked="" type="checkbox"/>	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input checked="" type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input checked="" type="checkbox"/>	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

 Chris Allen, Michelle McNeary, Teresa Ong, Ram Subramaniam

**College Curriculum Committee
Meeting Minutes
Tuesday, October 20, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: October 6, 2020	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Apprenticeship: No updates to report.</p> <p>Bio Health: Subramaniam noted that new Pharmacy Technology cert. moving through governance feedback process.</p> <p>BSS: Acting Dean announced, Jose Nava.</p> <p>Counseling: Asked reps to remind faculty and program chairs to let counselors know about updates to courses and/or programs—can inform Counseling reps of any changes, throughout the year.</p> <p>Fine Arts: No updates to report.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Follow up re: UC articulation issue with ENGL 1AH & 1BH—updated textbooks on CORs and resubmitted courses.</p> <p>Library: No updates to report.</p> <p>PSME: No updates to report.</p> <p>SRC: No updates to report.</p>
3. Announcements a. ASCCC Fall Plenary Resolutions	<p>Speakers: CCC Team Resolutions packet was attached as info item. Gilstrap noted a few items concern curriculum (within 9.0 heading). Language Arts rep asked when Kuehnl needs feedback on resolutions—Area meetings have occurred, but feedback can still be given ahead of Plenary. Kuehnl is not attending but will pass on any feedback. ASFC rep asked for more info re: Plenary—meeting of all Academic Senate reps from California community colleges.</p>
4. Consent Calendar a. Streamlined Certificates of Achievement	<p>Speaker: Eric Kuehnl The following certificates were presented: Communication Studies I, Communication Studies II (Fine Arts & Communication). These certificates were submitted using the streamlined process CCC approved in 2018; they are currently non-transcriptable certs and will be submitted to the CCCCO as certificates of achievement if approved.</p> <p>Motion to approve M/S (Venkataraman, Armerding). Approved.</p>
5. Ethnic Studies Program	<p>Speaker: Eric Kuehnl Kuehnl opened topic by recalling discussions at CCC last year about our decentralized curriculum process, with group deciding against creating process to bypass division approval. Today's discussion concerns new course proposals in Ethnic Studies, drafted by Susie Huerta, David Marasco, and Voltaire Villanueva, who have asked that the proposals be presented for approval by CCC, instead of by a specific division. CCC's goal is to consider request and decide whether or not CCC will approve, and (if so) what the process would be (for proposals and resulting CORs). If CCC declines to serve as approver, should advise faculty on process.</p>

Kuehnl has already spoken with a few reps and knows there are a lot of different perspectives; would like to hear from everyone who desires to be heard. Proposes each division has five uninterrupted minutes to ask questions and provide feedback on the process they would like to see used for proposals, if desired. Wider discussion would follow. Noted need to reserve 10 minutes at end of meeting for DL Addendum first read. D. Lee asked if Huerta and Villanueva could present first—Kuehnl would like divisions to speak first, to allow Huerta and Villanueva to better address divisions' questions.

PSME rep stated that our process has always been for courses to go through a division so they may be reviewed by discipline experts; unsure what process would be for CCC to approve a new course proposal, which are usually info items. Recalled that proposal form was created specifically as info item for CCC, to try to prevent overlap in curriculum across campus. Asked what process would be for approval of CORs if CCC approves proposals, and would CCC be tasked with approving them to submit to Instruction Office. Noted need to gather feedback from division constituents before voting on any new process. Other PSME rep eager to hear from Huerta and Villanueva, to better understand details of request and its complexity. Noted Foothill's process is unique and contributes to the college's excellence. Villanueva responded faculty would like to follow our normal process but unsure which division courses would be housed in; suggested perhaps courses be housed within a new division, created specifically for Ethnic Studies. Believes presenting courses to CCC is best first step and recognizes CCC could ask courses be sent to a division for review/approval. Goal is for courses to be active in fall 2021 quarter, so eager to get started. PSME rep asked whose purview it is, to determine makeup of divisions and creation of new division (believes it is administration). Noted deadline for 2021-22 catalog was this past June, although likely that VP of Instruction will approve fast-tracking. Villanueva mentioned tight articulation timeline, re: new CSU GE Area F.

Gilstrap weighed in on articulation details, noting that current info from CSU somewhat conflicting. As of Friday, CSU's expectation is that community colleges offer Ethnic Studies course by fall 2022; on the other hand, CSU GE Area F goes into effect fall 2021. Normal deadline for CSU GE is in Dec., but CSU giving extension until Feb. 1st for new Area F only. Noted deadline to apply for UC transferability in June, but won't get results until Aug./Sept. Earliest IGETC approval would be for fall 2022. Huerta reiterated not trying to undermine existing processes, but hesitant to simply select an existing division, which is why faculty asked that proposals come to CCC. Noted no precedent for courses that don't have any obvious division, and asked what process would be to create a new division. Stressed that faculty asking only for a temporary solution, for this situation, and not for a change in precedent.

Fine Arts rep thanked Gilstrap for the articulation details. Supportive of Ethnic Studies courses but concerned for students taking courses before they're articulated and approved for transfer. Had same question as PSME rep, re: would CCC be approving the CORs; asked who will be writing the CORs. Villanueva explained that Academic Senate (AS) created new Advisory and Steering committees for Ethnic Studies—Advisory looking for members from across campus; Steering tasked with creating the CORs, with faculty author yet to be determined. Villanueva has background in teaching Ethnic Studies courses. Other Fine Arts rep noted personal connection to Ethnic Studies curriculum; mentioned multiple stakeholders, incl. students. Asked for clarification re: CCC being presented with courses

to review, but is the long-term goal to create a new division, and how does CCC fit into that process. Noted need to innovate while also considering process and practices. Villanueva clarified request is for new dept., not necessarily new division. Simply looking to CCC for guidance re: process to follow for these courses; interested in following processes. Huerta agreed discussion is important, but concerned with delays in getting courses approved and available to students. Acknowledged the uncomfortable discussion around possibly following a new/different process.

Language Arts rep in complete support; noted very important for courses to "have a home" (mentioned recent new courses related to AB 705); asked where faculty see courses being housed (i.e., which division). Noted certain divisions have interesting groupings of depts. Villanueva would like courses to have their own administrative unit; noted prior experiences with Ethnic Studies programs being the first to be cut, when disciplines fighting for resources. Other Language Arts rep noted lots of excitement in division about Ethnic Studies; mentioned Social Justice Studies program/courses being interdisciplinary, housed in BSS. Rep's personal opinion is comfortable with either path (CCC approval vs. division approval). Suggested existing division be selected temporarily, with later follow-up re: best permanent division (new or existing). Also in support of CCC creating temporary process, but noted this could take some time. Mentioned questions of which dean would approve, right of assignment. Asked about level of interest from administration, particularly re: hiring new faculty. Asked how Language Arts faculty could become involved in collaborating.

Huerta agreed that creating a temporary process could result in delays; agreed that a temporary "house" could be a good idea to start, but echoed Villanueva's concern that Ethnic Studies needs special level of "protection," and important to find permanent house to try to prevent program from being threatened. Villanueva mentioned new committees, which Language Arts (and other) faculty may participate in. Huerta believes administration ready to support creation. Kuehnl asked for description of the committees—per Villanueva, Advisory is open to campus community, in effort to gain as many perspectives as possible (faculty, staff, administrators, students), Steering is subset (led by Huerta, Villanueva, Marasco) and includes students and administrators, AS President Kathryn Maurer and Kuehnl. PSME rep asked for info re: tasks, deliverables, timelines. Per Huerta, Steering focused on working with administration on operating aspects (e.g., input for faculty hires, creation of a division); Advisory more focused on curriculum development. More information will be disseminated by AS reps, soon. ASFC rep agreed with descriptions of committees.

BSS rep asked about courses being interdisciplinary yet proposals list Ethnic Studies as discipline—Kuehnl explained that discipline on proposal relates to minimum qualifications for faculty, driven by state-created list, but we have local purview over where courses are housed. Regardless of division, discipline listed on COR would drive minimum quals. Patricia Gibbs Stayte noted Sociology dept. has been trying to get Ethnic Studies program going since late '90s, but hit roadblocks due to questions of where courses/program fit into Foothill's structure. Reminded the group that students rely on us to offer courses that provide a transfer pathway. Noted recent creation of Social Justice Studies and Global Studies programs. Concerned that decisions being made in a non-collaborative way; agreed with need to work quickly but stressed need for interdisciplinary and collaborative work. Other BSS rep echoed concerns with moving too quickly; would like more time to research, follow up, and make decisions.

Fong mentioned deadlines; noted some decisions (e.g., division) could take

	<p>time, but important to get curriculum writing started soon. Believes Huerta and Villanueva willing to discuss options for moving forward; Steering committee focusing on operational aspects, so CCC may not need to be concerned with those specifics. Noted this could be considered an exception to our normal structure of approving curriculum, and CCC could take on approval. Believes important for discipline expert to be involved in writing curriculum. D. Lee agreed with importance of curriculum writing starting ASAP, with hiring and other aspects determined later. Noted that creation of Ethnic Studies has been an ongoing process, held up by such operational questions as division. Kuehnl asked Gilstrap and Vanatta for input re: deadlines/timeline—Gilstrap noted CSU GE deadline depends on faculty's intent; if Area D requested, COR needs to be ready by Dec. 1st (deadline for IGETC & CSU GE), but if interested in only Area F, deadline is Feb. 1st. CSU has yet to provide timeline for when colleges will hear back; usually receive results in April (for normal Dec. deadline).</p> <p>Per Patrick Morriss (faculty tri-chair of Equity & Education Council [E&E]), President Nguyen asked E&E to advise on students' open letter (which incl. request for Ethnic Studies courses). Morriss' advice as faculty member is to allow CCC to do its work in making this happen. E&E will recommend hiring full-time faculty member for Ethnic Studies, to be given high hiring priority. Addressed PSME rep's concern re: creating new process to approve course proposals, noting many members of faculty leadership attending today's meeting, and CCC is the body that determines local curriculum processes. Believes even though division CC structure currently in place, CCC is overarching body and should determine how to move forward in this situation. PSME rep noted previous examples of depts. being moved between divisions, wondering if there is any objection to courses being created within existing division, and then later moved to another division (incl. new one). Villanueva responded that many previous discussions focused on what particular division thinks (e.g., BSS); would like conversation to occur outside of any specific division, as courses are interdisciplinary. Language Arts rep believes we have good local practice of cross-division input, when it comes to interdisciplinary courses/programs; sees this as a positive aspect. Villanueva agreed with the importance of interdisciplinary input, noting different backgrounds of self, Huerta, and Marasco. Primary goal is to see these courses and program to fruition and fulfill the students' request.</p> <p>Kuehnl ended discussion for today; will continue at the next meeting, as top priority. D. Lee asked about next steps—reps should solicit feedback from constituents; would like CCC to make decision at next meeting (will proposals be considered at CCC or will faculty be steered to a particular division).</p>
<p>6. Update Distance Learning Addendum</p>	<p>Speaker: Eric Kuehnl First read of updated Distance Learning Addendum (online fillable form in Office 365) and Process to Implement New Distance Learning Addendum. Vanatta made some changes to the form based on discussion at previous meeting and feedback received following: Question #5—clarified that Hybrid delivery includes on-campus attendance; Question #7—added Zoom, etc. method and updated "Timely feedback and return of student work..." method to be more relevant to Canvas; Question #9—changed to a required selection for faculty to confirm accessibility requirements will be built into the course, and added separate Question #10 to allow for additional accessibility details to be entered (optional). Also noted Distance Learning Modality list updated to include new R & T codes, per Scheduling Task Force, and table updated to include (also corrects previous typo).</p> <p>Process groups active courses into four categories: 1) courses scheduled</p>

	<p>to be taught in winter 2021 quarter, 2) courses anticipated to be taught in spring 2021 quarter, 3) all remaining courses that do not have a DL Addendum on file, and 4) all courses that have an old version of the DL Addendum on file (for which this new form has not been submitted). Vanatta noted that since the winter 2021 schedule is mostly complete, she will compile a list of courses for the first category. Divisions will need to determine which of their courses are in the second category—Vanatta can help, if needed. Acknowledged tight timeline for category #1—PSME rep agreed but noted important to finish before winter break.</p> <p>Vanatta noted some divisions have been waiting to submit new DL Addenda; CCC Team has asked them to wait for new form to be approved and go into effect. Believes it should go without saying that as soon as new form has been released, faculty welcome to use it to submit any course(s) for DL approval, even if they do not fall into the first category—no disagreement from group.</p> <p>Second read and possible action will occur at next meeting.</p>
7. Credit for Prior Learning	<p>Speaker: Eric Kuehnl Topic delayed to future meeting, due to time constraint.</p>
8. Good of the Order	<p>Kuehnl noted that orientation for new reps will be Tuesday, Oct. 27th, at 2:00pm. All new and returning reps welcome to attend.</p>
9. Adjournment	<p>3:32 PM</p>

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Luis Carrillo (CNSL), Zach Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Melissa Cervantes (Dean, Institutional Equity, Diversity & Inclusion), Sam Connell (BSS), Ileana da Silva (LA), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), John Fox (BSS), Marnie Francisco (PSME), Patricia Gibbs Stayte (BSS), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Carolyn Holcroft (Equity), Kurt Hueg (Administrator Co-Chair), Susie Huerta (LA), Adrienne Hypolite (Equity), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Don Mac Neal (KA), Andre Meggerson (A&R), Ché Meneses (FA), Patrick Morriss (PSME), Abhiraj Muhar (ASFC President), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Tiffany Rideaux (BSS; Umoja), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME), Voltaire Villanueva (CNSL)

Minutes Recorded by: M. Vanatta

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery

By completing this form, you are submitting it for approval by your Division's Curriculum Committee. If you have any questions about the form, or need to make any changes to a previously-submitted form, please contact your Division Curriculum Reps.



Hi Mary, when you submit this form, the owner will be able to see your name and email address.

* Required

Course Information

1

Division *

- Apprenticeship
- Biological and Health Sciences
- Business and Social Sciences
- Counseling
- Fine Arts and Communication
- Kinesiology and Athletics
- Language Arts
- Library
- Physical Sciences, Mathematics, and Engineering
- Student Resource and Support Programs

2

Course prefix(es), number(s), and title(s) (e.g., MUS 1 Introduction to Music) *

If submitting one form for multiple courses, use a semicolon between each. Please note that multiple courses may be listed only if all selections made on the form apply to all of the courses - if this is not the case, please submit a separate form for each course

Enter your answer

3

Faculty submitting application *

Enter your answer

4

Application type *

- New application (course(s) not previously approved for Distance Learning)
- Updated application (course(s) previously approved for Distance Learning)

5

Distance Learning status *

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster

- Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)
- Approved for Distance Learning only if required during State of Emergency
- Approved for Distance Learning only via Hybrid delivery if required during State of Emergency (note that Hybrid delivery includes on-campus attendance, at scheduled days and times; course(s) would be cancelled if Hybrid delivery is not possible)
- Not approved for Distance Learning, even during State of Emergency (course(s) would be cancelled)

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* Required

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Distance Learning Modality

The table below is from the Office of Instruction

Code	Definition	Footnote	Example
R	Combined Virtual - entirely synchronous live in-person both on-campus and online during scheduled days and times	This is a combined hybrid class requiring attendance; scheduled both on-campus and online meetings (e.g., zoom) live with the instructor defined on specific days and times, as noted in the class schedule site.	ENGL 001A01R MW, 8-9:50am, room = 6505 F, 8-8:50am, room = online
T	All Modalities Hybrid - a combination of on-campus scheduled days and times (with a room number will be held on campus), synchronous live in-person online during scheduled days and times, and asynchronous with online work	This is a hybrid class requiring asynchronous class hours and in-person attendance. In-person synchronous class sessions are both on-campus and online scheduled meetings conducted live with the instructor defined on specific days and times, as noted in the class schedule. The class also requires asynchronous class hours allowing the student to work according to their schedule to meet the weekly requirements outlined by the course instructor. After registering, find out how to log in to the course site.	ENGL 001A01T MW, 8-8:50am, room = 6505 F, 8-8:50am, room = online Tba, Tba, room = online
V	Virtual - entirely synchronous live in-person online during scheduled days and times	This is a fully virtual online class. ALL scheduled meetings are live with the instructor (e.g., zoom) defined on specific days and times, as noted in the class schedule.	ENGL 001A01V MW, 8-9:50am, room = online F, 8-8:50am, room = online
W	Online - fully asynchronous (TBA hours)	This is a fully online asynchronous class, allowing the student to work according to their schedule to meet the weekly requirements outlined by the course instructor. After registering, find out how to log in to the course site.	ENGL 001A01W Tba, Tba, room = online
Y	Hybrid - a combination of on-campus scheduled days and times (with a room number will be held on campus) and asynchronous with online work	This is a hybrid class requiring attendance, both on-campus and online. After registering, find out how to log in to the course site.	ENGL 001A01Y MW, 8-9:50am, room = 6505 Tba, Tba, room = online
Z	Online Hybrid - a combination of synchronous live online scheduled days and times and asynchronous online work	This is a fully online hybrid class, with SOME virtual meetings (e.g., by zoom) defined on specific days and times, as noted in the class schedule. The remaining part of the class is online asynchronous, allowing the student to work according to their schedule to meet the weekly requirements outlined by the course instructor. After registering, find out how to log in to the course site.	ENGL 001A01Z MW, 8-9:50am, room=online Tba, Tba, room=online

6

Select all modalities for which the course(s) may be taught *

- R = Combined Virtual
- T = All Modalities Hybrid
- V = Virtual (synchronous)
- W = Online (asynchronous)
- Y = Hybrid
- Z = Online Hybrid

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* Required

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Regular and Effective Contact

Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.

6

Instructor-to-Student contact methods *

Select all that apply. For additional information, refer to the Best Practices for Online/Distance Education Courses document:

<https://foothill.edu/curriculum/pdf/other/Best%20Practices%20for%20Distance%20Education%20Courses.pdf>

- Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
- Private messages within the Course Management System
- Personal email outside of the Course Management System
- Telephone contact
- Chat room within the Course Management System
- Weekly announcements in the Course Management System
- Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
- Discussion forums with appropriate facilitation and/or substantive instructor participation
- E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
- Group or individual meetings
- Orientation and review sessions
- Supplemental seminar or study sessions
- Library workshops
- Field trips
- Other

Student-to-Student contact methods *

Select all that apply

- Discussion forums with appropriate facilitation and/or substantive instructor participation
- Chat room within the Course Management System
- Group meetings
- Blogs/Wikis
- Student collaborations
- Study forums
-

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* Required

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Accessibility

In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

8

Confirm that the following accessibility requirements will be built into the course(s), as applicable: *

- Simple, logical, uncluttered course design (module structure)
- Use of Header and Paragraph styles on longer pages
- Font formatting, rather than color, for emphasis in text
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics
- Descriptive URL links
- Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)
- Directions for accessing support services available for students are clearly posted

I confirm that all of the above-listed accessibility requirements will be built into the course(s), as applicable

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If you would like to provide information about additional accessibility details for the course(s), please do so here

(Not required)

Enter your answer

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FOOTHILL COLLEGE
College Curriculum Committee
Process to Implement New Distance Learning Addendum

Background

Recent changes to Title 5 language (§ 55206 Separate Course Approval) have prompted the need to update our Distance Learning Addendum. These changes require the Addendum to specify student-to-student contact methods (in addition to existing instructor-to-student methods) and to address accessibility requirements.

Additionally, CCC took the opportunity to include options for faculty and Divisions to confirm how a course that is not approved for Distance Learning under regular circumstances may be handled during a State of Emergency. The addition of these options means that all active Foothill College courses should have an approved Distance Learning Addendum on file.

Per the California Community Colleges Chancellor's Office's (CCCCO's) sunseting of the Emergency Blanket Distance Education Addendum, beginning January 1, 2021, any course taught virtually must be approved for Distance Learning using the college's local process. To respond to the urgent need to approve many courses scheduled for winter 2021 quarter, as well as the likelihood of courses scheduled for spring 2021 quarter needing approval, a multi-part process will be used.

Beginning January 1, 2021, any course without an approved Distance Learning Addendum on file may not be scheduled using any Distance Learning modality.

Process

The Distance Learning Addendum is an online fillable form in Office 365, which allows for speedy and convenient submission. Faculty have the option to submit a single Addendum for multiple courses, as long as all of the selections made on the form apply to all courses listed. The online form does not allow for direction submission to the Division Curriculum Committee (CC), nor does it allow for Division CC approval to occur within the Office 365-hosted process. Therefore, the Curriculum Coordinator will forward each Division's forms to the Division Curriculum Reps following the applicable faculty submission deadline.

Winter 2021 Quarter Courses

All courses scheduled to be taught during winter 2021 quarter that include a virtual component and do not already have a Distance Learning Addendum on file

1. Curriculum Coordinator will compile a list of applicable courses and forward to the Division Curriculum Reps by Monday, November 9, 2020
2. Faculty must complete and submit Distance Learning Addenda by Wednesday, November 25, 2020
3. Curriculum Coordinator will forward the submitted Addenda to Division Curriculum Reps by Tuesday, December 1, 2020
4. Division Curriculum Reps must confirm Division CC approval of Addenda to Curriculum Coordinator by Tuesday, December 8, 2020

5. Curriculum Coordinator will forward approved Addenda to Online Learning Department for archiving by Friday, December 11, 2020

Spring 2021 Quarter Courses

All courses anticipated to be taught during spring 2021 quarter that include a virtual component and do not already have a Distance Learning Addendum on file. At the time of the creation of this process, the spring schedule has not yet been drafted, so the Divisions will need to determine the list of applicable courses

1. Faculty must complete and submit Distance Learning Addenda by Wednesday, February 3, 2021
2. Curriculum Coordinator will forward the submitted Addenda to Division Curriculum Reps by Monday, February 8, 2021
3. Division Curriculum Reps must confirm Division CC approval of Addenda to Curriculum Coordinator by Friday, February 19, 2021
4. Curriculum Coordinator will forward approved Addenda to Online Learning Department for archiving by Friday, February 26, 2021

Remaining Courses without a Distance Learning Addendum on File

To ensure that all Foothill College courses have a confirmed plan for Distance Learning during both normal operations and State of Emergency situations, any course not covered by the above that does not already have a Distance Learning Addendum on file shall complete the process by the end of the spring 2021 quarter

1. Faculty must complete and submit Distance Learning Addenda by Friday, May 21, 2021
2. Curriculum Coordinator will forward the submitted Addenda to Division Curriculum Reps by Friday, May 28, 2021
3. Division Curriculum Reps must confirm Division CC approval of Addenda to Curriculum Coordinator by Friday, June 11, 2021
4. Curriculum Coordinator will forward approved Addenda to Online Learning Department for archiving by Friday, June 25, 2021

Courses with an Old Distance Learning Addendum on File

To ensure Title 5 compliance, any course that has an old version of our Distance Learning Addendum on file shall complete the new Addendum as part of its next COR update. The new Addendum will be incorporated into the COR form in CourseLeaf CIM, and the fillable form in Office 365 will be retired

9/29/2020

Frequently Asked Questions (FAQs) on AB 1460 (Ethnic Studies) and Education Code 89032

Meeting the Mandate of AB 1460

How are the Academic Senate of the California State University (ASCSU), campus-based senates, the CSU Ethnic Studies Council and the CSU Office of the Chancellor involved in the implementation process of AB 1460?

The senates (system and campus) are the faculty bodies charged with curricular responsibilities.¹ Education Code 89032 (Section 2.c) requires that "The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section." During its September 17-18, 2020 plenary, the ASCSU approved AS-3438-20/AA: *Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032c*, a resolution recommending to the Chancellor's Office the acceptance of core competencies previously developed and approved by the Ethnic Studies Council.

The development of courses and decisions about their approval to meet this requirement will take place through campus curricular processes

How has the CSU Ethnic Studies Council been involved in the implementation process of AB 1460?

In fall 2019, the Ethnic Studies Council created an original draft of the ethnic studies core competencies. These were shared with the ASCSU, who circulated them to campus senates, then included them in resolution ([AS-3403-19/AA](#)) passed during its January 2020 plenary. The Ethnic Studies Council refined the original competencies contained in the ASCSU resolution and re-submitted them to the ASCSU during the September 2020 plenary of the ASCSU. The ASCSU hosted members of the Ethnic Studies Council Steering Committee at the September 16, 2020 meeting of the Academic Affairs Committee of the ASCSU to finalize the core competencies required by this section of Education Code.

As required by Education Code 89032 (Section 2.c) the CSUCO is working with the ASCSU and the Ethnic Studies Council. The ASCSU is the recognized faculty body responsible for consultation on curriculum.

¹California's Higher Education Employee-Employer Relations Act (HEERA) Section 3561 b states that while faculty are represented by the California Faculty Association for collective bargaining,

"The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved."

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The ASCSU reaffirmed its role as the appropriate body to consult with faculty disciplinary groups, such as the Ethnic Studies Council, most recently in resolution [AS-3421-20](#).

Have the three bodies named in AB 1460 approved the “core competencies”?

Yes, the approvals can be found at the following links:

- [Council on Ethnic Studies, September 15, 2020](#)
- [Academic Senate California State University, ASCSU 3438-20/AA, September 17-18, 2020](#)
- [CSU Office of the Chancellor September 19, 2020](#)

What is the timeline for implementation?

The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. In order to meet campus curricular deadlines for the fall 2021 semester, so that students who enter the CSU as first-time freshmen in the fall of 2021, and students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement, the CSU must move forward with updating Title 5 and the Executive Order on CSU GE Breadth this fall to allow the CSU and CCC campuses the opportunity to do their curricular work in shared governance.

What about faculty control of the curriculum?

Faculty remain in charge of defining and delivering the curriculum. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU, not third-party entities or the state legislature.

The ASCSU and the Ethnic Studies Council, as described earlier, worked collaboratively to establish the core competencies for the ethnic studies requirement. As is called for in the law, once these competencies were approved by the Ethnic Studies Council, they were presented to the Academic Affairs Committee of the ASCSU. These competencies were included in a resolution that was approved by the ASCSU during their September 2020 plenary and then transmitted to the CSU Office of the Chancellor, which accepted these recommended core competencies. The next step in this shared governance process will be for faculty on each campus to revise their campus-based GE programs and approve courses to meet this new requirement based on the core competencies.

What are the core competencies for the ethnic studies requirement?

The core competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They will be incorporated into the revised Executive Order on CSU GE Breadth, which will be available for campus review on or about October 1, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four

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historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU General Education Breadth

Why is the new requirement in GE?

The determination that this requirement would be housed in general education is based on several years of discussion. First, the CSU Ethnic Studies Task Force Report, issued in 2016, recommended an ethnic studies section in CSU GE. Second, in the “Findings and Declarations” section of AB 1460, the author calls out the recommendation of the CSU Ethnic Studies Task Force Report that ethnic studies be a CSU General Education requirement.

Finally, during her testimony before the California State Assembly Higher Education Committee on April 23, 2019, Assembly member Shirley Weber called for this requirement to be in General Education. On June 25, 2019, in her opening statement at a California State Senate Education Committee hearing, she once again referred to the CSU Ethnic Studies Task Force, stating: “In 2016, the number one recommendation of that task force was to make ethnic studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU task force report.”

Why is the new ES requirement being placed in lower division?

The requirement must be in the lower-division to assure that all students have taken the course and that it does not alter existing ADT and major requirements. By law, the CSU may not increase the units required for graduation. This is particularly pertinent to Associate Degrees for Transfer (ADTs). The CSU cannot add anything to the lower-division 60 units of ADTs that the California Community Colleges offer, unless it is inserted into CSU GE Breadth.²

Can the requirement be met with an upper-division course?

Yes, in certain circumstances it may be met with an upper-division course, but, in order to comply with AB 1460, all campuses must provide lower-division course options in ethnic studies for students. Any campus may offer upper-division courses that meet any lower-division requirement. Campuses should be cautious to not set extra requirements for transfer students. This means that students should not be

² SEC. 2. Article 3 (commencing with Section 66745) of the Education Code, the Student Transfer Achievement Reform Act (SB 1440)

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required to meet a GE requirement twice. If a transfer or FTF student chooses to meet this requirement at the lower division, or does so as part of their ADT, they may not be required to do it again at the upper division.

Why are new three units for the new ES requirement being removed from “Area D” Social Science?

The CSU Bachelor of Arts or Bachelor of Science degree requires the completion of 120 units, of which General Education comprises 48 units (39 lower-division units and nine upper-division units). To avoid increasing the total number of units in degree programs, the new three-unit requirement must be reallocated from another area of General Education.

Social Science (“Area D”) had the largest number of units available compared to all other lower-division areas of CSU GE. Although Area C (Arts and Humanities) also has 9 lower-division units, they are split. Three units must be in Arts, three must be in Humanities and the final three units may be in either Arts or Humanities, based on the student’s selection. The addition of a new three-unit ethnic studies requirement will still leave “Area D” with six lower-division units. Additionally, three of the upper-division GE units remain in Social Science.

In July 2020, the CSU Board of Trustees removed three units from lower-division “Area D” and created a new lower-division “Area F;” this is where the ethnic studies requirement will be housed.

Isn’t “Area D” already met by the two courses required for U.S. History and American Institutions? What will happen to departments that currently offer these courses in “Area D”?

Including the U.S. History and American Institutions requirement in Area D is a campus-based decision. Executive Order 1061 does not require that the courses in United States History and American Institutions both be incorporated into CSU GE Breadth or only in “Area D.” On some CSU campuses United States History is in “Area C”.³

Will double-counting be allowed? Could a course fulfill the new Ethnic Studies requirement and also complete the American history requirement as specified in EO 1061?

Yes, a course could meet both the “Area F” ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an “Area D” requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American history would be complete no matter which GE area the student selects.

Will courses with a focus outside of the United States count towards the “Area F” ethnic studies requirement?

No, such courses are unlikely to meet the newly established core competencies. In the past, campuses have allowed courses about Asia, Central or South America or Africa to count as meeting their diversity requirement. For the new “Area F” ethnic studies requirement, only courses from the four core departments--that also meet ethnic studies learning outcomes--will meet the GE requirement.

What is the difference between a graduation requirement and a CSU General Education Breadth requirement?

³ Title 5 § [40404](#), or [EO 1061](#) *Graduation Requirements in United States History, Constitution and American Ideals*

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Graduation requirements are a broader category than GE requirements. Graduation requirements include things such as the total number of units needed to complete the degree, the number of units required at the upper division, the completion of a specific set of courses for a major and the general education requirements.

Due to transfer requirements between the CCC and the CSU, there are some graduation requirements that are not required of all baccalaureate students at all campuses. For example, a graduation requirement outside of CSU GE Breadth would not be required as part of the Associate Degree for Transfer (ADT) and may not be required at another campus. The Title 5 requirement in U.S. History and American Institutions is not in Education Code, as this new Ethnic Studies requirement is, thus the level of flexibility for campuses to meet the requirements is different.

Additionally, including this requirement within GE sets it on the same level as other disciplinary requirements in CSU GE Breadth.

How will students who transfer from the California Community Colleges meet this new requirement?

Beginning in fall 2021, students in the CCC will have courses available on their respective campus that meet CSU GE Area F. This will be possible due to the long-standing process by which we approve CCC courses for the various CSU GE categories (and also the US History and American Institutions courses).

Courses for this new Area F will become a part of this process. Courses will need to meet the same standards that CSU courses do to be approved for Area F.

Ethnic Studies

Is it true that courses included in the newly establish “Area F” of the GE curriculum must be offered by departments in ethnic studies?

In general, yes, any courses in “Area F” will need to have an ethnic studies prefix (which usually means it is offered by an ethnic studies department), unless it is an approved, cross-listed course (see the next question for additional details). For example, a course offered by a Native American Studies department or program, that met the core competencies, would count as fulfilling this requirement. However, a course on indigenous people that a sociology department offered would not meet the requirement, unless it was an approved, cross-listed course (see the next question).

In the CSU Ethnic Studies Task Force Report, as well as in the Findings and Declarations section of AB 1460 and within the newly created core competencies, ethnic studies is defined as “...the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.” Courses that meet this requirement will need to meet the core competencies developed by the ASCSU and the Ethnic Studies Council. These competencies (outcomes) will appear in the revised executive order. These statewide core competencies will serve as guideposts for the campuses, which use them to tailor their specific SLOs to best serve their specific campus needs.

Is cross listing of courses with non-ethnic studies departments allowed?

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Yes. If a course is approved via traditional curricular processes for cross-listing (meaning both departments agree to this cross-listing) and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements.

For example, if a course on the “History of African Americans in the United States” is cross-listed between the African American Studies Department and the History Department, and is approved for Area F, a student would receive credit for meeting Area F no matter which section of the course they took.

Is it true that courses that meet the Area F Ethnic Studies General Education requirement can only be approved by ethnic studies faculty?

No, general education is under the purview of all faculty on campus via the shared governance process.

The new Area F of CSU GE Breadth in Ethnic Studies is not a disciplinary requirement; it is a General Education (GE) requirement. No one category in GE is the domain of a single academic discipline (e.g., biology faculty do not solely determine courses for the “Area B2” in CSU GE). Although courses for this GE requirement will likely come from a limited number of departments, and will have structured learning outcomes systemwide (core competencies), the GE program is shaped at the campus level by faculty across disciplines in order to ensure the richest and most broad scholarly foundation for all students. This is accepted practice, not only in the CSU, but nationwide, and it has proven successful in encouraging students to explore new disciplines.

Please note, however, that CSU policy does not constrain campuses from including additional faculty in the GE or curriculum approval process.

General Questions

Who can teach these courses?

The law is silent on personnel issues. Departments will utilize existing practices to identify and appoint faculty qualified to teach courses based on qualifications determined by the appropriate college and department. Campuses should consult their AVP for Faculty Affairs on this issue.

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

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

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

Faculty Author: Susie Huerta & David Marasco & Voltaire Villanueva

Proposed Number: Ethnic Studies 1

Proposed Units: 4

Proposed Hours: 4 lecture hours/week

Proposed Transferability: UC and CSU

Proposed Title: Introduction to Ethnic Studies

Proposed Catalog Description & Requisites:

An interdisciplinary examination of major concepts and controversies in the study of racial and ethnic difference in the United States. Exploration of race and ethnicity as historical and contemporary categories of identification in the context of social inequality. Social movements and policy debates on racial equity will be analyzed.

Proposed Discipline:

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

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

Ethnic Studies

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

Social Justice

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

None

Comments & Other Relevant Information for Discussion:

This is a course that is part of a department that does not yet exist at Foothill. Ethnic Studies will be a graduation requirement for CSU students.

Instruction Office:

Date presented at CCC:

Number assigned:

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Faculty Author: Susie Huerta & David Marasco & Voltaire Villanueva

Proposed Number: Ethnic Studies 2

Proposed Units: 4

Proposed Hours: 4 lecture hours/week

Proposed Transferability: UC and CSU

Proposed Title: Introduction to African American Studies

Proposed Catalog Description & Requisites:

This course is an introduction to African American Studies through history, literature, philosophy, the arts, and culture. Additionally, it will examine the sociological, political, economic, and philosophical perspectives on the experience of people of African ancestry in the United States. The values, experience, and cultural contributions of Black/African American individuals in the United States will be identified, examined, and authenticated.

Proposed Discipline:

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

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

Ethnic Studies

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

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

None

Comments & Other Relevant Information for Discussion:

This is a course that is part of a department that does not yet exist at Foothill. Ethnic Studies will be a graduation requirement for CSU students.

Instruction Office:

Date presented at CCC:

Number assigned:

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Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Susie Huerta & David Marasco & Voltaire Villanueva

Proposed Number: Ethnic Studies 3

Proposed Units: 4

Proposed Hours: 4 lecture hours/week

Proposed Transferability: UC and CSU

Proposed Title: Introduction to Latinx Studies

Proposed Catalog Description & Requisites:

This course is an introduction to Latinx Studies. It explores the Latinx experience in the United States with an emphasis on the cultural and historical development, and the socioeconomic and political status of their contemporary communities.

Proposed Discipline:

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

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

Ethnic Studies

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

None

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

None

Comments & Other Relevant Information for Discussion:

This is a course that is part of a department that does not yet exist at Foothill. Ethnic Studies will be a graduation requirement for CSU students.

Instruction Office:

Date presented at CCC:

Number assigned:

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

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Faculty Author: Susie Huerta & David Marasco & Voltaire Villanueva

Proposed Number: Ethnic Studies 4

Proposed Units: 4

Proposed Hours: 4 lecture hours/week

Proposed Transferability: UC and CSU

Proposed Title: Introduction to Native American Studies

Proposed Catalog Description & Requisites:

This course is an introduction to Native American Studies. It is an exploration of the histories, cultures, identities, and contemporary issues of Native American peoples.

Proposed Discipline:

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

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

Ethnic Studies

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

None

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

None

Comments & Other Relevant Information for Discussion:

This is a course that is part of a department that does not yet exist at Foothill. Ethnic Studies will be a graduation requirement for CSU students.

Instruction Office:

Date presented at CCC:

Number assigned:

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

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Faculty Author: Susie Huerta & David Marasco & Voltaire Villanueva

Proposed Number: Ethnic Studies 5

Proposed Units: 4

Proposed Hours: 4 lecture hours/week

Proposed Transferability: UC and CSU

Proposed Title: Introduction to Asian American Studies

Proposed Catalog Description & Requisites:

This course is an introduction to Asian American Studies and an exploration of Asian American experiences from the 19th century. Issues such as how Asian Americans respond to social inequity, the challenges of making a living, and the changing perspectives from immigrant to American-born generations will be highlighted.

Proposed Discipline:

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

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

Ethnic Studies

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

None

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

None

Comments & Other Relevant Information for Discussion:

This is a course that is part of a department that does not yet exist at Foothill. Ethnic Studies will be a graduation requirement for CSU students.

Instruction Office:

Date presented at CCC:

Number assigned:



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Aisha Lowe
Vice Chancellor, Educational Services & Support

Dolores Davison
President, Academic Senate for California Community Colleges

RE: Guidance and System-wide Policy Advisory for the Approved California Code of Regulations, title 5 section 55050, Credit for Prior Learning (CPL), Effective March 20, 2020

The purpose of this memorandum is to provide policy guidance on the amendment to title 5 of the California Code of Regulations, § 55050, Credit for Prior Learning (CPL), as well as comprehensive recommendations to support the local implementation of CPL policy.

To support and achieve the requirements enacted in statute and the goals identified by the Credit for Prior Learning (CPL) Advisory Committee, the Board of Governors unanimously approved an amendment to [title 5 § 55050](#), Credit for Prior Learning. The amended title 5 regulation became effective March 20, 2020.

Credit for Prior Learning is an important strategy to assist California Community Colleges in achieving the goals of the *Vision for Success*. The revised CPL regulations affirm consistent and equitable practices that enable students to obtain credit for validated college-level skills and knowledge gained outside of a college classroom.

This policy reform requires districts and colleges to provide students more consistent and equitable access to prior learning assessments, to promote quality, integrity and equity in the award of credit, and make programs more accessible to millions of students without certificates or degrees.

This guidance memorandum includes the following:

- CPL Definition
- Amendments to CCR title 5, § 55050, Credit for Prior Learning
- CPL Assessment Methods
- Local Policy Implementation Guidance

CPL Definition

The California Community Colleges Chancellor's Office adopts the following definition of CPL and encourages colleges to adopt the same language following local decision-making processes:

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Students' knowledge and skills might be gained through experiences such as:

- *Military training*
- *Industry training*
- *State/federal government training*
- *Apprenticeships, internships, work-based learning, or other industry-based experiential learning*
- *Validated volunteer and civic activities (e.g. Peace Corps)*

This CPL definition does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in state and out-of-state institutions.

Amendments to CCR title 5, § 55050, Credit for Prior Learning

Summarized below are the amended sections of regulation 55050, for which compliance is mandatory. Additional guidance is provided within bulleted text. Attached with this memorandum is a copy of the complete text of the amended regulatory language, along with the Credit for Prior Learning Implementation Toolkit, which provides tools for policy development and implementation.

Title: The amendment to the regulation incorporated a revision to the title of section 55050. The previous title of the regulation was *Credit by Examination* and the amended title is *Credit for Prior Learning*.

CCR, tit. 5, § 55050 (a): The governing board of each community college district shall adopt and publish policies pertaining to credit for prior learning. The policies shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

CCR, tit. 5, § 55050 (b): The governing board may grant credit to any student who satisfactorily passes an assessment approved or conducted by proper authorities of the college. For purposes of this section, "assessment" means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

CCR, tit. 5, § 55050 (c): The nature and content of the assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in

Guidance and System-wide Policy Advisory on Credit for Prior Learning (CPL)

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accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the assessment adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an assessment conducted at a location other than the community college for this purpose.

CCR, tit. 5, § 55050 (d): Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education pursuant to Education Code section 66025.71. Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

- CPL must be tied to a course so that faculty can assess prior learning according to a course's student learning outcomes. If the college does not offer a course aligned with the student's learning, faculty can work with faculty at another college on the assessment or refer the student to another college for assessment. Faculty must grant credit first in General Education (GE) or program areas, and grant credit in electives only as a last resort. This ensures that the credits help advance students towards certificates or degrees.

CCR, tit. 5, § 55050 (e), Credit by Examination: The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be granted only to a student who is registered at the college and in good standing, and only for a course listed in the catalog of the community college.

- *This section draws a distinction between Credit by Exam and other methods of CPL assessment.*

CCR, tit. 5, § 55050 (f): The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning.

- In designating these notations, districts should ensure local policy aligns with title 5 section 55052, which requires that credit earned through an advanced placement examination be specifically notated as such.

CCR, tit. 5, § 55050 (g): Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

CCR, tit. 5, § 55050 (h): Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

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CCR, tit. 5, § 55050 (i): A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

- While districts may charge a fee for examinations (as defined in the “CPL Assessment Methods” section below), districts should keep student equity in mind when determining fees and ensure fees do not limit access to CPL by placing an undue financial burden on students.

CCR, tit. 5, § 55050 (j): The policies and procedures adopted by the governing board of a community college district pursuant to this section shall require that a student, upon completion of their educational plan pursuant to California Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

- Colleges must put into place a process to automatically refer students to faculty for assessment of prior learning if they meet one of the three conditions.

CCR, tit. 5, § 55050 (k): The policies for assessments adopted by the governing board of a community college shall offer students an opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to sections 55021 and 55025.

CCR, tit. 5, § 55050 (l): The governing board of each community college district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree, and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures.

- Data domain/element structures are being incorporated into the Chancellor's Office Management Information System (MIS) to support data reporting requirements. Additional guidance from the Chancellor's Office, including a survey tool to support the qualitative data collection requirement, is forthcoming.

CCR, tit. 5, § 55050 (m): The governing board of each community college district shall incorporate policies pursuant to section 55052 on College Board Advanced Placement examinations and any other districtwide policies governing the award of credit for prior learning to create a comprehensive credit for prior learning policy.

- This CPL policy does not supersede existing policies on advanced placement, international baccalaureate, or other standardized exams.

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CCR, tit. 5, § 55050 (n): By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented.

- The Chancellor's Office will administer an electronic form for districts to certify compliance with this section. The certification process will require: 1) submission of the CPL policy language, and 2) districts to confirm that each community college campus within the district has posted its CPL policy in the college catalog and on its Website. The Chancellor's Office will review the district certifications to ensure alignment with Title 5, § 55050, and provide guidance to districts where policies are not aligned.

CPL Assessment Methods

Qualified discipline faculty shall determine the CPL assessment that is appropriate for the student based on their experiences, and credit should be determined by qualified faculty who conduct the CPL assessment. Title 5 § 55050 requires districts and colleges to make various methods of CPL assessment available to students. **For the purposes of charging a fee**, the policy distinguishes two different categories: “assessment” and “examination.”

Examination: A fee can be charged

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that class. The college may charge a fee.

Assessment: A fee cannot be charged

This type of assessment can include a student developing a portfolio or completing a skills demonstration that is evaluated by faculty. This can also include faculty evaluating a Joint Services Transcript, or developing a “cross-walk” in which they assess the competencies a student achieved in a prior learning experience and determine whether they match the student learning outcomes of a course. College faculty can consult credit recommendations made by the American Council on Education (ACE) in assessing prior learning experiences. Once a faculty member has assessed a standard/common training, the credit recommendation can be made available for other faculty to consider for other students with identical credentials to prevent duplication of assessment and encourage consistency in credit for identical experiences. Students cannot be charged a fee for these types of assessments (this includes standardized tests, such as Advanced Placement (AP), International Baccalaureate (IB), CLEP, Defense Language Proficiency Test, or others).

Local Policy Implementation Guidance

While the regulation is a first step in creating a more equitable, statewide approach to CPL, many decisions are left to local discretion so that colleges can contextualize support for students. The Chancellor's Office is providing resources and support through:

1. *Pilots*. Two pilots were launched to help operationalize CPL. In a joint initiative of the Chancellor's Office and Academic Senate, approximately 20 faculty across seven disciplines created "cross-walks" that examine outcomes from military- and industry-related prior learning experiences and recommend credit in aligned courses. In addition,

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Palomar College is a pilot site for college-wide CPL implementation. Resources from these pilots are being shared in a CPL Implementation Toolkit on the CPL Community of the Vision Resource Center. Join the community at visionresourcecenter.cccco.edu to access resources, connect with colleagues, and share practices and challenges.

2. *Data.* Details will be forthcoming about a data element for MIS related to CPL. In the meantime, colleges are encouraged to build into their policy a process of continuous improvement using data. Title 5 § 55050 requires that every college track and report data related to CPL every three years (see details above).
3. *Transfer.* The Chancellor's Office and Academic Senate continue to collaborate with our intersegmental partners to ensure that CPL is accepted for transfer. Colleges are encouraged to also work with their local four-year partners to ensure transfer of credit.

If you have questions, please contact Chantée Guiney, CPL Specialist (cguiney@CCCCO.edu).

cc: Eloy Ortiz Oakley, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor
CCCCO Staff

Attachments:

Board of Governors of the California Community Colleges, Revisions to Title 5 Regulations of Curriculum and Instruction, §55050 (March 20, 2020)

Credit for Prior Learning Implementation Toolkit (August 2020)