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

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: October 6, 2020	Action	#10/20/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. ASCCC Fall Plenary Resolutions	Information	 #10/20/20-2	CCC Team
4. Consent Calendar a. Streamlined Certificates of Achievement	Action	#10/20/20-3-7	Kuehnl
5. Ethnic Studies Program Discuss a request for CCC to approve course proposals, outside of division CC approval	Discussion	#10/20/20-8-13	Kuehnl
6. Update Distance Learning Addendum	1st Read	#10/20/20-14-15	Kuehnl
7. Credit for Prior Learning	Discussion	#10/20/20-16	Kuehnl
8. Good of the Order			Kuehnl
9. Adjournment			Kuehnl

Consent Calendar:
Streamlined Certificates of Achievement (attachments #10/20/20-3-7)
    Fine Arts & Communication: Communication Studies I, Communication Studies II

Attachments:
#10/20/20-1	Draft Minutes: October 6, 2020
#10/20/20-2	ASCCC Fall 2020 Resolutions Packet
#10/20/20-8	CSU FAQ on Ethnic Studies
#10/20/20-9-13	New Course Proposals for Ethnic Studies
#10/20/20-14	Updated Distance Learning Addendum - draft
#10/20/20-15	Process to Implement New Distance Learning Addendum - draft
#10/20/20-16	CCCCO Memo—Credit for Prior Learning

2020-2021 Curriculum Committee Meetings:
Fall 2020 Quarter	Winter 2021 Quarter	Spring 2021 Quarter
~~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), 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), 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), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2020-21

Meeting Date: <u>10/20/20</u>

<u>Co-Chairs (2)</u>

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu	
✔	Kurt Hueg	7179	Interim Associate Vice-President of Instruction huegkurt@fhda.edu	

<u>Voting Membership (1 vote per division)</u>

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

<u>Non-Voting Membership (4)</u>

✔	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Luis Carrillo, Anthony Cervantes, Melissa Cervantes, Sam Connell, Ileana da Silva, John</u>

<u>Fox, Patricia Gibbs Stayte, Carolyn Holcroft, Susie Huerta, Adrienne Hypolite, Andre Meggerson,</u>

<u>Patrick Morriss, Abhiraj Muhar, Teresa Ong, Tiffany Rideaux, Ram Subramaniam, Voltaire Villanueva</u>

College Curriculum Committee
Meeting Minutes
Tuesday, October 6, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. CCC Orientation	**Speaker: Eric Kuehnl** Kuehnl will schedule a separate meeting for new reps and any returning reps who would like to attend, within the next few weeks.
2. Minutes: June 16, 2020	**Approved by consensus.**
3. Report Out from Division Reps	**Speaker: All** Apprenticeship: Huge transition to convert courses to online environment; approx. 90% curriculum now on Canvas, worked w/ Online Learning dept. Bio Health: Reviewing prereqs on some courses; wrapping up changes to Pharmacy Technology program. BSS: No updates to report. Hueg noted that Acting Dean of BSS will soon be announced. Counseling: New dean of Counseling, Roosevelt Charles. Fine Arts: Communication Studies wrapping up converting two certs. Kinesiology: Working on two new certs. in Sports Medicine; approving Distance Learning for PHED & ATHL courses. Language Arts: Deactivating JAPN 192 & ENGL 18A (replaced w/ ENGL 18B). ENGL 1AH & 1BH were rejected for articulation; working to resolve. Library: Rolling out new product, Leganto—integrates library's resources w/ Canvas, to allow faculty to easily make reading lists in Canvas. Third week of having staff at Sunnyvale to hand out reserves and calculators. Starting at the end of October, will be short-staffed in circulations and reserves. PSME: Looking forward to Distance Learning discussion, as many division courses have approval. SRC: No updates to report. ASFC: No updates to report. Articulation: UC TCA results are in—most are good. Noted re: ENGL 1AH & 1BH, there is a two-year phase-out, so we have time to make corrections.

4. Announcements
  a. GE Subcommittee Membership
 	
  b. CCC Priorities for 2020-21
	Speakers: CCC Team
	Kuehnl would like to staff subcommittees ASAP; noted last year had trouble getting enough volunteers at the beginning of the year. Asked reps to please reach out to their constituents. Will also be announcing at Academic Senate, to get as much interest as possible. Bio Health rep asked which subcommittees are in most need of additional members—Kuehnl shared last year's lists, noting that no members have been confirmed for 2020-21.
	
	Kuehnl shared list of topics based on discussions and survey during spring 2020 quarter. List reflects priority ranking from survey results, but all were ranked pretty closely. Updated Distance Learning form is obvious top priority, in terms of timing, but all issues are important and the list is

	manageable to address this year. Maurer asked about notes regarding new program creation process, asked if CCC will collaborate on project—Kuehnl unsure; Vanatta noted those notes are from 2018-19 and CCC not really involved at all last year (was all happening at Senate). Armerding was involved when he was CCC Co-Chair, and noted that group very interested in CCC's input but that CCC would not necessarily make the final decision—deciding body would be representative of many groups. ASFC rep mentioned students' work to advocate for de-colonization of curriculum; unsure how topic would fit into CCC's work but would like to see it added to the list for discussion this year. Kuehnl will reach out to ASFC rep to discuss, and will include it on the list for this year. Kuehnl also noted that list was drafted in the spring, which is why items like Ethnic Studies are not listed. Ong noted two related items (new program creation process & process for evaluation of new programs) which perhaps can be combined—other groups also unsure how to evaluate new programs that come to them for review. PSME rep suggested a formal program deactivation process be included in new program creation process; recent experience to deactivate a program was tricky because no process currently exists. Maurer agreed, noting that this is a priority of President Nguyen.
c. CourseLeaf Update & Training Dates	Vanatta provided update regarding CourseLeaf project. ETS in final stages of adding access in MyPortal—process took much longer than anticipated, which has delayed Vanatta's access to the system to prep for launch. Currently training dates scheduled for first week of Nov.—will distribute details soon. Next step is implementing the Catalog module; Vanatta is working with Marketing team with the target of launching the 2021-22 catalog in CourseLeaf. PSME rep asked if training will be required—access to CourseLeaf via MyPortal will be open to all faculty, regardless of training status, but attending training (or watching recorded session) is recommended. Training sessions will be just one hour long. Fine Arts rep asked if adjunct faculty will have ability to update CORs or if CORs will be assigned owners—CourseLeaf doesn't have option to assign owners like C3MS does, so any faculty can initiate edit to existing COR or submit a new course. Language Arts rep clarified that anyone can update any COR, even if not in their discipline—yes, but Vanatta hopes that this will not be a big issue. Noted that dean's review is still third step in workflow, so any questionable submissions can be addressed early on. PSME rep recalled that C3MS was set-up specifically to prevent faculty from submitting CORs outside of their discipline. Other Language Arts rep asked if it will be obvious which changes were made by each user—yes, markup is very clear, including name of user who made each specific edit. Fine Arts rep noted this means Title 5 list won't include faculty owners—yes. Other Fine Arts rep suggested integration of guided pathways.
d. Articulation Update	Gilstrap provided updates. CSU has mandated Ethnic Studies requirement for graduation—by 2023-24 AY students who graduate from CSU system must complete one Ethnic Studies course. Beginning fall 2021, it is expected that students will be able to start completing this requirement. CSU GE adding new Area F, for Ethnic Studies requirement; removing one course from Area D (Social Science) to accommodate addition. Gilstrap will need to see how this affects our ADTs; attending meeting next week with other AOs to ask questions of CSU. UC update re: Pass/No Pass grading option offered for winter/spring 2020; majority of campuses will be requesting letter grades, moving forward. Articulation for online labs will remain the same this AY, as long as we ensure we are teaching to the COR. Regarding state mandate for Credit for

	Prior Learning (CPL), UC's policy has not changed—UC will accept AP, IB, and A-level exams for CPL, and will also accept credit by exam, as long as it is noted on transcript for particular term and includes a grade.
e. New Certificate of Achievement Approvals by CCCCO	Vanatta provided update. Since CCC last met in June, the CCCCO has approved a number of new Certificates of Achievement: Advanced Software Development, Cloud Computing, Early Childhood Education Fundamentals, Early Childhood Special Education, Elementary After Care Education, Online and Blended Instruction, Residential Wireman, Software Development in C++, Software Development in Java, Software Development in Python, Sound and Communication Installer!
f. Ad Hoc Committees: Curriculum Best Practices & Foothill General Education Process	Kuehnl provided update on Ad Hoc Committees created by CCC last year. Committee on Honors Prereq was first priority and completed work during the spring; now looking forward to kicking things off with other two. Each group will look at existing processes and make recommendations for changes. Kuehnl will begin the recruiting process soon; will also announce at Senate. Bio Health rep clarified that proposals include timeline—Vanatta noted that GE is fall 2020 completion and CBP is winter 2021 completion.
5. Consent Calendar a. Streamlined Certificate of Achievement	**Speaker: Eric Kuehnl** The following certificate was presented: Electronic Music (Fine Arts & Communication). This certificate was submitted using the streamlined process CCC approved in 2018; it is currently a non-transcriptable cert and will be submitted to the CCCCO as a certificate of achievement if approved. Kuehnl noted there was a push to create new lower-unit CAs due to the new Student Centered Funding Formula (SCFF). Vanatta noted CCC sunsetted the streamlined process in June—this cert (and a few others coming soon) submitted to her before the deadline. Hueg asked for clarification regarding non-transcriptable certs needing to be removed from the catalog—Vanatta noted we still offer some non-transcriptable certs that are above the max units allowed by the CCCCO; will take a fresh look at current listings to see which certs in danger of being removed if not converted or units lowered. Allen asked why process was sunsetted and if it might be revived for additional use—Kuehnl noted it was created in response to the SCFF and intended for faculty/depts. to work quickly; Vanatta cannot recall impetus for discussion at CCC in the spring. PSME rep recalled part of the discussion to sunset was assumption that new permanent program creation process would be finalized soon. Also noted repeated discussions at CCC regarding CAs being far more valuable for students than non-transcriptable certs; Gilstrap agreed. Motion to approve **M/S** (Venkataraman, Schultheis). **Approved.**
6. Update Distance Learning Addendum	**Speaker: Eric Kuehnl** Continuing discussions from spring quarter, on the ongoing topic of updating our Distance Learning (DL) Addendum. No longer allowed to use blanket emergency approval like we were for spring/summer/fall; now must locally approve DL for courses taught virtually starting in January. Kuehnl worked over summer to create updated form, which Vanatta moved to Office 365. Single form to use for regular DL approval, as well as for courses taught via DL under emergency circumstances only. Vanatta gave quick preview of form in Office 365 and its functionality. PSME rep asked if current draft will allow us to be in compliance, re: student-to-student contact, etc.—Hueg believes so. Noted discussion at today's deans meeting, updated form rolls forward some content from current form but also adds new fields to meet compliance; suggested certain contact methods are outdated and should be reviewed. Subramaniam asked if Application Type question needed due to all courses being approved under

	blanket addendum—Vanatta noted that blanket addendum doesn't count as official local approval, so courses that were taught via DL under it would be considered new DL apps. Lee noted ASFC reps in attendance specific to Ethnic Studies Program item, and meeting time is running low; asked if separate meeting will be scheduled to address. Kuehnl noted many other groups on campus currently discussing Ethnic Studies topic, and Senate somewhat unsure if CCC should discuss at this time. Unsure if additional meeting needed, since other groups also discussing. Noted high priority of DL Addendum due to timing; large number of courses will need to go through process. Would like to hear the group's thoughts re: additional meeting; noted that CCC's 90-minute meeting time is somewhat short. Fine Arts rep would like additional meeting. Also noted Accessibility options (on DL form) all required by law, and suggested form have single selection to note that all built into the course. Also mentioned lack of transparency re: DL Addenda being filed somewhere unknown—Vanatta noted currently Online Learning dept. maintains DL archives in Office 365 that anyone can request access to, but acknowledged not ideal. Vanatta noted that new DL form will eventually be added to COR form in CourseLeaf; will need to coordinate with CourseLeaf folks, which will take time. Bio Health rep pointed out error on Distance Learning Modality graphic (footnote for W). PSME rep mentioned different types of Hybrid modality, related to third Distance Learning status option—Bio Health rep noted this option in response to certain Allied Health programs, which have courses that must include face-to-face component. Vanatta noted language can be updated to clarify that face-to-face component required for this option. Kuehnl would like to get feedback from Online Learning dept.; hopes CCC can do a first read at next meeting. Please reach out to Kuehnl with any concerns or suggestions; need to move forward as quickly as possible. Kuehnl noted ability to submit one form for multiple courses—Vanatta clarified option available as long as selections made on form submission apply to all courses listed. Vanatta checked with Online Learning dept. assistant to ensure would not negatively impact their tracking/archives. Also mentioned that form in Office 365 does not allow for direct Division CC approval; will need to figure out process to send submitted forms to division reps, plus deadlines for faculty/divisions. Kuehnl noted Fine Arts rep's involvement with COOL Committee and hoped they can provide feedback. Ong suggested high priority topics be agendized first, with announcements towards the end; today's announcements took a long time. Kuehnl suggested adding time limits for agenda items, which is done at Senate.
7. Credit for Prior Learning	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
8. Ethnic Studies Program	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
9. Good of the Order	Kuehnl apologized for not being able to address final two topics, and emphasized their importance.
10. Adjournment	**3:40 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Mark Ferrer (SRC), Valerie Fong (Acting 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), Kristy Lisle (VP Instruction), Don Mac Neal (KA), Michelle McNeary (LA), Kathryn Maurer (AS President), 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), Miriam Touni (ASFC), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)
Minutes Recorded by: M. Vanatta

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

55ᵗʰ SESSION RESOLUTIONS
Fall Plenary

FOR DISCUSSION AT AREA MEETINGS,
October 16 & 17, 2020

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
David Morse, Long Beach City College, Area D
Amber Gillis, Compton Community College, Area C
Carolyn (CJ) Johnson, College of Alameda, Area B

FALL 2020 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

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1.0 ACADEMIC SENATE

*1.01   F20 Adopt Updated ASCCC Vision, Mission, and Values Statements
Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements[1].

Contact: ASCCC Executive Committee

*1.02   F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey[2] completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

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[1] Proposed ASCCC Vision, Mission, and Values Statement
[2] Local Senates Survey 2017

appointments to Academic Senate for California Community Colleges' standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

3.0 DIVERSITY AND EQUITY

*3.01   F20 Support *The Anti-Racism Pledge*

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to "take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism";

Resolved, That the Academic Senate for California Community Colleges distribute "The Anti-Racism Pledge"[3];

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing "The Anti-Racism Pledge"; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

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[3] *The Anti-Racism Pledge*

*3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor's Diversity, Equity, and Inclusion Statement;[4]

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that "establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort"; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,[5] cultural responsiveness,[6] and equity-mindedness[7] that transcend "sensitivity" and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

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[4]Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. https://www.ccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625

[5] Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: "Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, "Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf

[6] Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from https://www.tolerance.org/professional-development/being-culturally-responsive

[7] Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from https://cue.usc.edu/about/equity/equity-mindedness/

*3.03   F20 Adopt Anti-Racism Education Paper

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.[8]

Contact: ASCCC Executive Committee

4.0 ARTICULATION AND TRANSFER

*4.01   F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to "develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption";

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.[9]

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

6.0 STATE AND LEGISLATIVE ISSUES

*6.01   F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

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[8] *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*
[9] *Effective and Equitable Transfer Practices in the California Community Colleges*

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that "the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter"; and

Whereas, Efforts to write California community colleges' curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

9.0 CURRICULUM

*9.01   F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
Whereas, Resolution 13.01 S19 asked that the "Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020";

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a "no-cost" designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those "that exclusively use digital course materials"—are inconsistent with how "zero textbook cost" had been defined by the California Community Colleges Chancellor's Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

> 1. a no-cost designation for course sections that require a text but no-cost is passed on to students and

> 2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are "no-cost" due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

*9.02 F20 Strengthen the Ethnic Studies Requirement

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that "ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements]," and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California's community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an 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; and;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations, Title 5 §55063.

Contact: ASCCC Executive Committee

10.0 DISCIPLINES LIST

*10.01 F20 *Disciplines List*—**Registered Behavior Technician**
Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

Master's in behavior analysis, education, or psychology
OR
the equivalent
AND
certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.[10]

Contact: Angela Echeverri, Standards & Practices Committee

*10.02   F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*[11] concludes that "Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning," and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

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[10] Registered Behavior Technician Language
[11] Equivalency to the Minimum Qulifications (2016)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate's degree and is intended "to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates";

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,[12] which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

17.0 LOCAL SENATES

*17.01   F20 Integration of Guided Pathways Work and Institutional Processes and Structures
Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college's guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

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[12] *Equivalence to the Minimum Qualifications(2020)*

18.0 MATRICULATION

*18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*[13] identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

19.0 PROFESSIONAL STANDARDS

*19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

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[13] *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020";

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change.*[14]

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

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[14] *Protecting the Future of Academic Freedom in a Time of Great Change.*

Streamlined Certificate Applications

Below is a list of the non-transcriptable certificates that are ready for CCC review/approval. Each certificate listed has been approved by the division curriculum committee, and the state-required narrative is ready for submission to the state.

Fine Arts and Communication Division

Certificate Title	Current Units	New Units	TOP Code	Local or Workforce	Rationale for Change in Units (if applicable)
Communication Studies I	15	15	1506.00	Local	N/A
Communication Studies II	20	25	1506.00	Local	To better match CSU/UC curriculum

Foothill College
Credit Program Narrative
Certificate of Achievement in Communication Studies I

Item 1. Program Goals and Objectives

The Certificate of Achievement in Communication Studies I is designed to provide basic proficiency in the field of Communication Studies, which examines use of messages to generate meanings within and across various contexts, cultures, channels and media. Some of the topics explored in this field include rhetoric and public address, debate, gender differences, interpersonal and cross-cultural communication, the art of effective persuasion, leadership and professional skills, group interaction and decision-making and forensic speech. In the program, students complete courses in at least three of these areas of study, honing their skills in preparation for additional collegiate study or careers in fields such as mass media, human resources, business, government, social services, healthcare, education, consulting, law, public relations, and more.

Program Learning Outcomes:
- Students will increase their ability to identify patterns of communication.
- Students will be able to use a variety of methods of communication in critical thinking and/or various communication situations.

Item 2. Catalog Description

The Certificate of Achievement in Communication Studies I provides 15 units of instruction and practice in areas including presentation, collaboration, listening, cross-cultural understanding, argumentation, and professional communication. The program includes application of these foundational communication principles in a collaborative and supportive environment.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (5 units)	COMM 1A OR	Public Speaking	5	Year 1, Fall
	COMM 1AH OR	Honors Public Speaking	5	Year 1, Fall
	COMM 2	Interpersonal Communication	5	Year 1, Fall
Restricted Electives (select 10 units)	COMM 1A* OR	Public Speaking	5	Year 1, Winter
	COMM 1AH*	Honors Public Speaking	5	Year 1, Winter
	COMM 1B OR	Argumentation & Persuasion	5	Year 1, Spring
	COMM 1BH	Honors Argumentation & Persuasion	5	Year 1, Spring
	COMM 2*	Interpersonal Communication	5	Year 1, Winter
	COMM 3	Introduction to Communication Studies	5	Year 1, Fall
	COMM 4	Group Discussion	5	Year 1, Winter
	COMM 5	Mass Communication	5	Year 1, Fall

	COMM 10	Gender, Communication & Culture	5	Year 1, Winter
	COMM 12	Intercultural Communication	5	Year 1, Spring
	COMM 55	Career & Leadership Communication in the Global Workplace	5	Year 1, Winter

* May be completed only once for credit to satisfy certificate requirements.

TOTAL UNITS: 15 units

Proposed Sequence:
Note that the student may complete the program in 1 or 2 years.
Year 1, Fall = 5 units
Year 1, Winter = 5 units
Year 1, Spring = 0-5 units
Year 2, Fall = 0-5 units
Year 2, Winter = 0-5 units
Year 2, Spring = 0-5 units
TOTAL UNITS: 15 units

Item 4. Master Planning
The Certificate of Achievement in Communication Studies I aligns closely with Foothill College's mission of providing programs that "empower students to achieve their goals as members of the workforce, as future students, and as global citizens," and with the California higher education goal of workforce education. The Certificate of Achievement in Communication Studies I serves as strong incentive and motivation for students to complete Communication Studies courses for the purposes of transfer and workforce education. Of the courses included in the program, ten are currently transferrable, and all have workforce education applications.

The National Association of Colleges and Employers rates "oral communication" as one of the highest competencies for achieving professional success. There is high demand for college graduates with strong communication skills to work in healthcare, sales, marketing, public relations, corporate training, human resources, social media, television and radio, telecommunications, and political campaigning. In addition, the Certificate of Achievement in Communication Studies I provides training and professional development opportunities for educators, corporate professionals, government employees, and healthcare providers.

The Communication Studies department has found significant correlation between the certificate program and the department's increasing student success and equity rates. The certificate provides an attainable goal for students, many of whom enter the department with the intention of completing a single required course, then change their academic plan upon learning about the certificate options. We have received feedback from these students, often members of traditionally underserved groups, that the department's certificates give them a sense of academic purpose and direction, increasing both their motivation and academic performance. Students have also expressed that they are more likely to complete a course if it counts toward the completion of a certificate.

Item 5. Enrollment and Completer Projections

The number of projected completers per year is 60. This figure is based on the number of completers for our non-transcriptable Communication Studies Certificate of Proficiency during academic year 2017-18. There is high demand for professionals with strong communication skills in local, state, national, and international job markets.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
COMM 1A	Public Speaking	21	525	21	525
COMM 1AH	Honors Public Speaking	1	30	1	30
COMM 1B	Argumentation & Persuasion	2	60	2	60
COMM 1BH	Honors Argumentation & Persuasion	1	30	1	30
COMM 2	Interpersonal Communication	15	450	15	450
COMM 3	Introduction to Communication Studies	2	60	2	60
COMM 4	Group Discussion	12	360	12	360
COMM 5	Mass Communication	N/A	N/A	N/A	N/A
COMM 10	Gender, Communication & Culture	9	270	9	270
COMM 12	Intercultural Communication	15	450	15	450
COMM 55	Career & Leadership Communication in the Global Workplace	3	90	3	90

Item 6. Place of Program in Curriculum/Similar Programs

Along with remaining the A1 Oral Communication requirement for transfer to the California State University, many health care professional programs include Interpersonal Communication as a core requirement.

The skills students attain from our curriculum include but are not limited to critical thinking, reasoning, self-reflection, research, organization, and emotional intelligence. These skills and abilities complement all the skills and training students attain from Foothill College's existing program inventory.

The Foothill College Music Technology program's measured adoption of hybrid and online classes parallels the growth and innovation forecasting for Communication Studies certificates and curriculum.

Item 7. Similar Programs at Other Colleges in Service Area

The program focuses on Communication Studies and is consistent with or exceeds the quality and breadth of other colleges in our service area.

While the program shares similarities with other area community colleges, it can be earned entirely through distance learning courses. As such, the entire Foothill student body has an equalized opportunity for success, including commuter, non-traditional, high-risk, special accommodations, and fully-remote learners. This directly and positively affects student equity and promotes accessibility among diverse demographics.

Alongside enhancing opportunities for students, the program aligns with the California Community College system's larger initiatives. The program falls in line with the Chancellor's Office's Equity Initiative, fostering universal design, open education resources, and quality enhancement.

Also unique is the diversity of our course offerings, with unusual breadth and depth. Sample peer programs, such as West Valley, Ohlone, and Skyline, do not appear to have transcriptable certificates, though they may choose to offer them in the future.

Additional Information Required for State Submission:

TOP Code: *1506.00 - Speech Communication*

Annual Completers: *60*

Faculty Workload: *3.33*

New Faculty Positions: *0*

New Equipment: *0*

New/Remodeled Facilities: *0*

Library Acquisitions: *0*

Gainful Employment: *Yes*

Program Review Date: *2023-24*

Distance Education: 100%

Articulation Agreement by Major
Effective during the 16-17 Academic Year
 To: **San Jose State** |From: **Foothill College**
 16-17 General Catalog   Semester|16-17 General Catalog   Quarter
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====Communication Studies, B.A.====

STAR Act (SB 1440):
The Communication Studies department accepts the AA-T in Communication Studies,
Global Studies, or Social Justice Studies for transfer to this major. We
recommend transfer students complete the following courses, which are required
for the Communication Studies major at SJSU, as part of their AA-T. Students
should take courses which clear the American Institution requirement and a
second course in English composition as part of their CSU GE or IGETC
requirements for the AA-T degree (doing so will increase greater choice in the
60 units of SJSU course work to be taken after transfer).

Communication Studies, B.A. (continued)

IMPORTANT TRANSFER INFORMATION:

Admission to San Jose State is competitive in all majors. SJSU continues to have
more qualified applicants than available new student spaces. Because of this,
SJSU is an impacted campus with impacted programs. For the most current
information regarding admission impaction at SJSU please visit our website:
www.sjsu.edu/admissions/impaction

Prior to transferring to San Jose State University all transfers must earn at
least 60 transferable semester units (90 quarter), including the CSU four basic
skill courses required for CSU admission eligibility (except majors which have
an approved CSU GE A3 waiver). Within those 60 semester/90 quarter units,
students are strongly encouraged to complete the following:

1. Lower Division Major Course Requirements (especially for STEM Majors):
Complete as many of the lower division courses required for the major as
possible. Many of these courses may be double counted as part of the CSU
GE-Breadth 39 semester unit requirements. The lower division major courses for
this major are shown below.

2. General Education Requirements:
Complete all the CSU GE Breadth requirements at the community college (39
semester units/58 quarter units). The approved courses for each area can be
found at www.ASSIST.org under the link "CSU GE-Breadth Certification
Courses" for your college. Many of these courses may be double counted to meet
the major requirements shown below, so choose your courses wisely. Some SJSU
majors which meet GE requirements within the majors are noted on the "
Exceptions and Modifications" page in our catalog. Please see your college
counselor/advisor to review your general education in order to receive FULL OR
PARTIAL CERTIFICATION PRIOR TO TRANSFER to San Jose State University.

3. Second Course in English Composition highly recommended:
All students are strongly encouraged to complete a second English composition
course as part of their lower division GE prior to transferring to SJSU (either
to meet CSU GE Area A3 or C2) for the greatest success in passing the Writing
Skills Test (WST) at SJSU. Complete this course with a grade of "C" or better
prior to registering for the WST at SJSU to avoid delays in enrollment for other
SJSU courses. To register for the WST contact our Testing office at:
http://testing.sjsu.edu/wst

4. American Institutions Requirement (US 1, US 2, and US 3 must be completed):
This requirement is normally 2 courses and can be taken as part of your CSU
GE-Breadth 39 semester unit requirements (GE Area D and sometimes Area C). The
approved courses can be found at www.ASSIST.org under the link "CSU US
History, Constitution, and American Ideals Courses" for your college.

5. Graduation Requirement - Physical Education (PE): All undergraduate students
who matriculate at SJSU are required to complete two units of physical education
from Kinesiology/Dance activity courses, unless the major program has an

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Communication Studies, B.A. (continued)
approved PE waiver. Majors which have approved PE waivers are noted on the
 "Major Exceptions and Modifications" page in our catalog.

Second Course in English Composition:

ENGL 2	Critical Thinking and Writing	(3)

ENGL 1B	Composition, Critical Reading and Thinking	(5)

OR

ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)

OR

ENGL 1C	ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)

OR

ENGL 1CH	HONORS ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)

OR

PHIL 1	Critical Thinking	(5)

                            OR   **OR**

ENGL 1B	Argument and Analysis	(3)

ENGL 1B	Composition, Critical Reading and Thinking	(5)

OR

ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)

The general BA - Communication Studies
This major has no lower division course requirements or prerequisites, beyond
completion of Lower Division General Education. The department will accept, as
electives in the major, up to 8 semester units of Speech Communication courses
that are not also used to satisfy Lower Division General Education requirements
(i.e., no transfer courses may be doubled counted for both G.E. and major
electives). Community College students should meet with a counselor as soon as
possible to determine which baccalaureate level courses offered at their
institution, are articulated with SJSU.

No specific courses are required. However, potential majors should satisfy their
CSU GE Area A-1 Oral Communication requirement with a **public speaking** course.
Only courses that are **approved baccalaureate level lower division Speech
Communication courses** will be accepted for transfer.

Students may select up to 8 semester units of lower division electives for
transfer from courses articulated with the following courses:

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Communication Studies, B.A. (continued)
COMM 10   Communication and Human   (3)|No Current Articulation
            Relationships |

COMM 20   Public Speaking   (3)|COMM 1A   Public Speaking   (5)
                                           | OR
                                           |COMM 1AH   Honors Public Speaking (5)

COMM 21   Performing Culture and   (3)|No Current Articulation
            Society |

COMM 40   Argumentation and Advocacy (3)|COMM 1B   Argumentation and   (5)
                                           | Persuasion
                                           | OR
                                           |COMM 1BH   Honors Argumentation & (5)
                                           | Persuasion

COMM 41   Critical Decision Making   (3)|COMM 4   Group Discussion   (5)

COMM 45   Media and Culture   (3)|No Current Articulation

COMM 60   Verbal Reasoning   (3)|No Current Articulation

COMM 74   Fundamentals of   (3)|COMM 12   Intercultural   (5)
            Intercultural | Communication
            Communication |

END OF MAJOR

Foothill College
Credit Program Narrative
Certificate of Achievement in Communication Studies II

Item 1. Program Goals and Objectives

Communication Studies examines use of messages to generate meanings within and across various contexts, cultures, channels and media. Some of the topics explored in this field include rhetoric and public address, debate, gender differences, interpersonal and cross-cultural communication, the art of effective persuasion, leadership and professional skills, group interaction and decision-making and forensic speech. The Certificate of Achievement in Communication Studies II provides excellent preparation for careers in the fields of mass media, human resources, business, government, social services, healthcare, social media, and/or education in such areas as teaching, consulting, law, broadcast announcing, public relations or any field in which communication skills are highly relevant.

Program Learning Outcomes:
- Students will increase their ability to identify patterns of communication.
- Students will be able to use a variety of methods of communication in critical thinking and/or various communication situations.

Item 2. Catalog Description

The Certificate of Achievement in Communication Studies II is designed for individuals seeking employment in any field in which communication skills are highly relevant, advancement in their current position, evidence of training in the field of communication for employment purposes, or university transfer. The program provides 25 units of instruction and practice in the areas of presentation, collaboration, listening, cross-cultural understanding, argumentation, professional communication, and more. The program includes application of these foundational communication principles in a collaborative and supportive environment.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (select 10 units)	COMM 1A OR	Public Speaking	5	Year 1, Fall
	COMM 1AH	Honors Public Speaking	5	Year 1, Fall
	COMM 5	Mass Communication	5	Year 2, Fall
	COMM 12	Intercultural Communication	5	Year 1, Fall
	COMM 55	Career & Leadership Communication in the Global Workplace	5	Year 1, Fall
Restricted Electives (select 15 units)	COMM 1A* OR	Public Speaking	5	Year 1, Spring
	COMM 1AH*	Honors Public Speaking	5	Year 1, Spring
	COMM 1B OR	Argumentation & Persuasion	5	Year 2, Fall
	COMM 1BH	Honors Argumentation & Persuasion	5	Year 2, Fall

	COMM 2	Interpersonal Communication	5	Year 2, Winter
	COMM 3	Introduction to Communication Studies	5	Year 1, Fall
	COMM 4	Group Discussion	5	Year 1, Fall
	COMM 5*	Mass Communication	5	Year 2, Fall
	COMM 10	Gender, Communication & Culture	5	Year 1, Spring
	COMM 12*	Intercultural Communication	5	Year 1, Spring
	COMM 55*	Career & Leadership Communication in the Global Workplace	5	Year 2, Winter

* May be completed only once for credit to satisfy certificate requirements.

TOTAL UNITS: 25 units

Proposed Sequence:
Year 1, Fall = 5 units
Year 1, Winter = 5-10 units
Year 1, Spring = 5-10 units
Year 2, Fall = 0-10 units
Year 2, Winter = 0-10 units
Year 2, Spring = 0-10 units
TOTAL UNITS: 25 units

Item 4. Master Planning

The Certificate of Achievement in Communication Studies II aligns closely with Foothill College's mission of providing programs that "empower students to achieve their goals as members of the workforce, as future students, and as global citizens," and with the California higher education goal of workforce education. The Certificate of Achievement in Communication Studies II serves as strong incentive and motivation for students to complete Communication Studies courses for the purposes of transfer and workforce education. Of the courses included in the program, ten are currently transferrable, and all have workforce education applications.

The National Association of Colleges and Employers rates "oral communication" as one of the highest competencies for achieving professional success. There is high demand for college graduates with strong communication skills to work in healthcare, sales, marketing, public relations, corporate training, human resources, social media, television and radio, telecommunications, and political campaigning. In addition, the Certificate of Achievement in Communication Studies II provides training and professional development opportunities for educators, corporate professionals, government employees, and healthcare providers.

The Communication Studies department has found significant correlation between the certificate program and the department's increasing student success and equity rates. The certificate provides an attainable goal for students, many of whom enter the department with the intention of completing a single required course, then change their academic plan upon learning about the certificate options. We have received feedback from these students, often members of traditionally underserved groups, that the department's certificates give them a sense of academic purpose and direction, increasing both their motivation and academic performance.

Students have also expressed that they are more likely to complete a course if it counts toward the completion of a certificate.

Item 5. Enrollment and Completer Projections

The number of projected completers per year is 36. This figure is based on the number of completers for our non-transcriptable Communication Certificate of Specialization during academic year 2017-2018. There is high demand for professionals with strong communication skills in local, state, national, and international job markets.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
COMM 1A	Public Speaking	21	525	21	525
COMM 1AH	Honors Public Speaking	1	30	1	30
COMM 1B	Argumentation & Persuasion	2	60	2	60
COMM 1BH	Honors Argumentation. & Persuasion	1	30	1	30
COMM 2	Interpersonal Communication	15	450	15	450
COMM 3	Introduction to Communication Studies	2	60	2	60
COMM 4	Group Discussion	12	360	12	360
COMM 5	Mass Communication	N/A	N/A	N/A	N/A
COMM 10	Gender, Communication & Culture	9	270	9	270
COMM 12	Intercultural Communication	15	450	15	450
COMM 55	Career & Leadership Communication in the Global Workplace	3	90	3	90

Item 6. Place of Program in Curriculum/Similar Programs

Along with remaining the A1 Oral Communication requirement for transfer to the California State University, many health care professional programs include Interpersonal Communication as a core requirement.

The skills students attain from our curriculum include but are not limited to critical thinking, reasoning, self-reflection, research, organization, and emotional intelligence. These skills and abilities complement all the skills and training students attain from Foothill College's existing program inventory.

The Foothill College Music Technology program's measured adoption of hybrid and online classes parallels the growth and innovation forecasting for the Communication Studies certificates and curriculum.

Item 7. Similar Programs at Other Colleges in Service Area

The program focuses on Communication Studies and is consistent with or exceeds the quality and breadth of other colleges in our service area.

While the program shares similarities with other area community colleges, it can be earned entirely through distance learning courses. As such, the entire Foothill student body has an equalized opportunity for success, including commuter, non-traditional, high-risk, special accommodations, and fully-remote learners. This directly and positively affects student equity and promotes accessibility among diverse demographics.

Alongside enhancing opportunities for students, the program aligns with the California Community College system's larger initiatives. The program falls in line with the Chancellor's Office's Equity Initiative, fostering universal design, open education resources, and quality enhancement.

Also unique is the diversity of our course offerings, with unusual breadth and depth. Sample peer programs, such as West Valley, Ohlone, and Skyline, do not appear to have transcriptable certificates, though they may choose to offer them in the future.

Additional Information Required for State Submission:

TOP Code: *1506.00 - Speech Communication*

Annual Completers: *36*

Faculty Workload: *3.33*

New Faculty Positions: *0*

New Equipment: *0*

New/Remodeled Facilities: *0*

Library Acquisitions: *0*

Gainful Employment: *Yes*

Program Review Date: *2023-24*

Distance Education: *100%*

Articulation Agreement by Major
Effective during the 16-17 Academic Year
   To: **San Jose State** |From: **Foothill College**
   16-17 General Catalog   Semester|16-17 General Catalog   Quarter
===

====Communication Studies, B.A.====

STAR Act (SB 1440):
The Communication Studies department accepts the AA-T in Communication Studies,
Global Studies, or Social Justice Studies for transfer to this major. We
recommend transfer students complete the following courses, which are required
for the Communication Studies major at SJSU, as part of their AA-T. Students
should take courses which clear the American Institution requirement and a
second course in English composition as part of their CSU GE or IGETC
requirements for the AA-T degree (doing so will increase greater choice in the
60 units of SJSU course work to be taken after transfer).

Communication Studies, B.A. (continued)

IMPORTANT TRANSFER INFORMATION:

Admission to San Jose State is competitive in all majors. SJSU continues to have
more qualified applicants than available new student spaces. Because of this,
SJSU is an impacted campus with impacted programs. For the most current
information regarding admission impaction at SJSU please visit our website:
www.sjsu.edu/admissions/impaction

Prior to transferring to San Jose State University all transfers must earn at
least 60 transferable semester units (90 quarter), including the CSU four basic
skill courses required for CSU admission eligibility (except majors which have
an approved CSU GE A3 waiver). Within those 60 semester/90 quarter units,
students are strongly encouraged to complete the following:

1. Lower Division Major Course Requirements (especially for STEM Majors):
Complete as many of the lower division courses required for the major as
possible. Many of these courses may be double counted as part of the CSU
GE-Breadth 39 semester unit requirements. The lower division major courses for
this major are shown below.

2. General Education Requirements:
Complete all the CSU GE Breadth requirements at the community college (39
semester units/58 quarter units). The approved courses for each area can be
found at www.ASSIST.org under the link "CSU GE-Breadth Certification
Courses" for your college. Many of these courses may be double counted to meet
the major requirements shown below, so choose your courses wisely. Some SJSU
majors which meet GE requirements within the majors are noted on the "
Exceptions and Modifications" page in our catalog. Please see your college
counselor/advisor to review your general education in order to receive FULL OR
PARTIAL CERTIFICATION PRIOR TO TRANSFER to San Jose State University.

3. Second Course in English Composition highly recommended:
All students are strongly encouraged to complete a second English composition
course as part of their lower division GE prior to transferring to SJSU (either
to meet CSU GE Area A3 or C2) for the greatest success in passing the Writing
Skills Test (WST) at SJSU. Complete this course with a grade of "C" or better
prior to registering for the WST at SJSU to avoid delays in enrollment for other
SJSU courses. To register for the WST contact our Testing office at:
http://testing.sjsu.edu/wst

4. American Institutions Requirement (US 1, US 2, and US 3 must be completed):
This requirement is normally 2 courses and can be taken as part of your CSU
GE-Breadth 39 semester unit requirements (GE Area D and sometimes Area C). The
approved courses can be found at www.ASSIST.org under the link "CSU US
History, Constitution, and American Ideals Courses" for your college.

5. Graduation Requirement - Physical Education (PE): All undergraduate students
who matriculate at SJSU are required to complete two units of physical education
from Kinesiology/Dance activity courses, unless the major program has an

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Communication Studies, B.A. (continued)
approved PE waiver. Majors which have approved PE waivers are noted on the
 "Major Exceptions and Modifications" page in our catalog.

Second Course in English Composition:

ENGL 2	Critical Thinking and Writing	(3)	ENGL 1B	Composition, Critical Reading and Thinking	(5)
			OR		
			ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)
			OR		
			ENGL 1C	ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)
			OR		
			ENGL 1CH	HONORS ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)
			OR		
			PHIL 1	Critical Thinking	(5)
	OR			**OR**	
ENGL 1B	Argument and Analysis	(3)	ENGL 1B	Composition, Critical Reading and Thinking	(5)
			OR		
			ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)

The general BA - Communication Studies
This major has no lower division course requirements or prerequisites, beyond
completion of Lower Division General Education. The department will accept, as
electives in the major, up to 8 semester units of Speech Communication courses
that are not also used to satisfy Lower Division General Education requirements
(i.e., no transfer courses may be doubled counted for both G.E. and major
electives). Community College students should meet with a counselor as soon as
possible to determine which baccalaureate level courses offered at their
institution, are articulated with SJSU.

No specific courses are required. However, potential majors should satisfy their
CSU GE Area A-1 Oral Communication requirement with a **public speaking** course.
Only courses that are **approved baccalaureate level lower division Speech
Communication courses** will be accepted for transfer.

Students may select up to 8 semester units of lower division electives for
transfer from courses articulated with the following courses:

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Communication Studies, B.A. (continued)

COMM 10   Communication and Human   (3)|No Current Articulation
            Relationships |

COMM 20   Public Speaking   (3)|COMM 1A   Public Speaking   (5)
                                            | OR
                                            |COMM 1AH   Honors Public Speaking (5)

COMM 21   Performing Culture and   (3)|No Current Articulation
            Society |

COMM 40   Argumentation and Advocacy (3)|COMM 1B   Argumentation and   (5)
                                            | Persuasion
                                            | OR
                                            |COMM 1BH   Honors Argumentation & (5)
                                            | Persuasion

COMM 41   Critical Decision Making   (3)|COMM 4   Group Discussion   (5)

COMM 45   Media and Culture   (3)|No Current Articulation

COMM 60   Verbal Reasoning   (3)|No Current Articulation

COMM 74   Fundamentals of   (3)|COMM 12   Intercultural   (5)
            Intercultural | Communication
            Communication |

END OF MAJOR

9/29/2020

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

<u>**Meeting the Mandate of AB 1460**</u>

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.

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[1]California'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."

9/29/2020

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

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

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

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?

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

9/29/2020

Graduation requirements are a broader category then 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), <u>unless it is an approved, cross-listed course </u>(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, <u>unless it was an approved, cross-listed course</u> (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?

9/29/2020

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.

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:

Foothill College
College Curriculum Committee
New Course Proposal

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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:

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

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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:

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 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:

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 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:

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)

Next

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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

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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.

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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

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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

☐ Other

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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).

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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) sunsetting 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

California Community Colleges

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

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.

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.

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,

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)