College Curriculum Committee Meeting Agenda
Tuesday, February 21, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom
Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: February 7, 2023	2:00	Action	#2/21/23-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. COR/Title 5 Updates for 2024-25 c. ICAS Memo Re: Cal-GETC Framework d. ASCCC Spring Plenary e. Academic Senate Elections	2:17	Information	 #2/21/23-2-6 #2/21/23-7	CCC Team
5. Consent Calendar a. GE Application	2:27	Action	 #2/21/23-8	Kuehnl
6. New Degree Application: Communication Studies 2.0 ADT	2:31	2nd Read/ Action	#2/21/23-9	Kuehnl
7. Stand Alone Applications: NCLA 407A, 407B, 407C	2:34	2nd Read/ Action	#2/21/23-10-12	Kuehnl
8. Degree Deactivation: Business Administration ADT	2:37	1st Read	#2/21/23-13	Kuehnl
9. Equity in the COR	2:40	Discussion	#2/21/23-14	Kuehnl
10. Good of the Order	3:28			Kuehnl
11. Adjournment	3:30			Kuehnl

**Times listed are approximate*

Consent Calendar:

Foothill General Education (attachment #2/21/23-8)

Area III—Natural Sciences: HORT 15

Attachments:

#2/21/23-1	Draft Minutes: February 7, 2023
#2/21/23-2-6	New Course Proposals: C S 81; LINC 79A, 79B, 79C, 79D
#2/21/23-7	ICAS Memo 2/9/23: California General Education Transfer Curriculum (Cal-GETC)
#2/21/23-9	New Degree Application: Communication Studies 2.0 ADT
#2/21/23-10-12	Stand Alone Applications: NCLA 407A, 407B, 407C
#2/21/23-13	Degree Deactivation: Business Administration ADT
#2/21/23-14	Guiding Principles for Equitable CORs—draft (updated)

2022-2023 Curriculum Committee Meetings:

Fall 2022 Quarter	Winter 2023 Quarter	Spring 2023 Quarter
~~10/4/22~~	~~1/24/23~~	4/25/23
~~10/18/22~~	~~2/7/23~~	5/9/23
~~11/1/22~~	2/21/23	5/23/23
~~11/15/22~~	3/7/23	6/6/23
~~11/29/22~~	3/21/23	6/20/23

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

2022-2023 Curriculum Deadlines:

~~*12/1/22*~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~*12/1/22*~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/21/23	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
6/1/23	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/23	Deadline to submit course updates and local GE applications for 2024-25 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Chrissy Penate (LRC), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

Updated 1/10/23

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2022-23

Meeting Date: 2/21/23

Co-Chairs (2)

✔*	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔*	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔*	Tom Gough	7130	FA	goughtom@fhda.edu
✔*	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔*	Ben Kaupp		SRC	kauppben@fhda.edu
✔*	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔*	Ana Maravilla		CNSL	maravillaana@fhda.edu
	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔*	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
	Tim Myres		APPR	timm@smw104jatc.org
✔*	Ron Painter		STEM	painterron@fhda.edu
✔*	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
✔*	Crissy Penate		LRC	penatechrisanthy@fhda.edu
✔	Amy Sarver	7459	LA	sarveramy@fhda.edu
	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
✔*	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu
✔*	Shaelyn St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔*	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Jenn Saldana*, Gary Wu*

** Indicates in-person attendance*

College Curriculum Committee
Meeting Minutes
Tuesday, February 7, 2023
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: January 24, 2023	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Apprenticeship: Dean Chris Allen provided update—nothing to report. BSS: No updates to report. Counseling: No updates to report. SRC: Kaupp shared that part-time faculty working to better align CORs and syllabi. Fine Arts: No updates to report. Gough noted new ADT on agenda. HSH: No updates to report. Language Arts: No updates to report. Armerding mentioned annual division retreat coming up, focusing on SLOs and reflections. Note that Valerie Fong acting as in-person proxy votes for Armerding and Amy Sarver. LRC: No updates to report. STEM: No updates to report. Painter noted new course proposal on agenda.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposal b. Curriculum Sheet Updates for 2023-24	**Speakers: CCC Team** The following proposal was presented: MATH 2BL. No comments. Vanatta announced the deadline for curriculum sheets for 2023-24: Friday, April 21. CourseLeaf CAT system will be used again; once system is ready for sheet owners to begin editing, Vanatta will send email to owners and reps (likely week of March 6). Painter asked what workflow is for curriculum sheets—same as previous: dean, then division CC, then Vanatta. Asked about process for sheets which don't need any changes—sheet still needs to be submitted (to certify no changes needed) and go through same workflow.
5. Consent Calendar a. GE Applications	**Speaker: Eric Kuehnl** The following GE applications were presented: Area I—ART 2D, ART 20, ETHN 7; Area VI—ETHN 7, ETHN 8. Kuehnl expressed appreciation for GE subcommittee members for volunteering their time to review applications. Fong asked general process question, re: voting as proxy for Armerding and Sarver—if any vote is different, let Vanatta know (for minutes). Motion to approve **M/S** (Painter, Kaupp). **Approved.**
6. New Degree Proposal: Industrial Technology and Building Construction Management BS	**Speaker: Eric Kuehnl** Proposal for new Industrial Technology and Building Construction Management BS degree. Morriss asked Allen for quick overview of proposal—Allen responded creation of BS degree in keeping with

	college's continued efforts to advocate for Apprenticeship partners and students; will provide a pathway for furthering Apprentices' careers, as some job advancements require bachelor degree. Allen and others in division have been collaborating with current site partners on creation of BS degree, as well as reaching out to other sites across the state to glean interest in online programs. Gough asked if any overlap with De Anza's bachelor degree—no. Motion to approve **M/S** (Kaupp, Morriss). **Approved.**
7. New Degree Application: Social Work and Human Services ADT	**Speaker: Eric Kuehnl** Second read of new Social Work and Human Services ADT. No comments. Motion to approve **M/S** (Meezan, St. Onge-Cole). **Approved.**
8. Stand Alone Applications: JRNL 22B, 53A, 53B, 60, 61, 62, 64, 70R series	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for JRNL 22B, 53A, 53B, 60, 61, 62, 64, 70R series. Kaupp asked for reminder as to why courses need re-approval—Vanatta responded courses originally approved for temporary Stand Alone, but no degree/certificate was created, so now need permanent approval. Motion to approve **M/S** (St. Onge-Cole, Penate). **Approved.**
9. Stand Alone Applications: SOC 50A, 50B	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for SOC 50A, 50B. Gough asked why courses need Stand Alone approval—Vanatta responded courses incl. in new Social Work and Human Services ADT. Per the state's process, any course being added to a new degree/cert. (but not any existing degree/cert.) must first be approved as Stand Alone; once ADT has been approved courses will become Program Applicable. Motion to approve **M/S** (Gough, Meezan). **Approved.**
10. New Degree Application: Communication Studies 2.0 ADT	**Speaker: Eric Kuehnl** First read of new Communication Studies 2.0 ADT. Gough explained college is mandated by the state to create this new ADT, due to the differences between it and original Communication Studies ADT (which will be deactivated and replaced by 2.0). Second read and possible action will occur at next meeting.
11. Stand Alone Applications: NCLA 407A, 407B, 407C	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for NCLA 407A, 407B, 407C. Vanatta noted these are existing courses, originally approved for temporary Stand Alone as the faculty had planned to create a new certificate. That did not come to fruition, so courses now need permanent approval. Second read and possible action will occur at next meeting.
12. Courses not Taught in Four Years	**Speaker: Mary Vanatta** Vanatta has prepared this year's list; provided brief explanation of process, as it's new for some reps. Mentioned that, in previous years (e.g., 2020), CCC discussed and granted carryover approval for courses approved the previous year for which the term indicated on the form (for next offering) had yet to occur. A few courses on this year's list in this situation (i.e., indicated summer 2023 or later on form). Also noted that, new for this year, for courses which indicated on last year's form that they'll be offered in spring 2023 (or 2022-23, in general), checked to see if course is listed on spring schedule and included info in Notes column.

	Gough mentioned budgeting issues (e.g., 1320) affecting spring 2023 schedule; Vanatta noted this detail can/should be included on extension request form. Gomes stressed importance of deans' involvement in discussion of these courses and believes important for deans to be made aware of list—Vanatta responded that dean's approval required on extension request form, and deans are included when list is distributed. Meezan mentioned honors courses, for example, not being offered during COVID lockdown, which was beyond faculty's control; stressed that AVP & VP Instruction are important participants of the general conversation around scheduling, as many times faculty want to offer a course but cannot due to budgeting issues, etc. Morris pointed out PSE 20 (on list) is required for an ADT, so if it is deactivated the ADT will no longer be able to be offered. Parikh asked for clarification about whether courses which were scheduled but cancelled are included—Vanatta responded, yes, list includes both courses which were never scheduled and those which were but got cancelled. Parikh for more details about process—Vanatta outlined general process and noted email will include full details. Painter asked if, for courses on the list which are included on ADTs, such info can be included on form as reason for keeping course active—Kuehnl believes this is a valid reason to include, and added that as part of this process a conversation should be happening about when the course will next be offered. Painter asked for details about deadline for forms—Vanatta responded that CCC will review/approve submitted forms at the last meeting of winter quarter; email will include details about process and deadlines. Fong commented that list relates to conversations between faculty and deans re: scheduling and program mapping (Guided Pathways). Emphasized need for faculty/depts. to send their request forms to deans with enough time to facilitate a conversation before dean needs to sign forms. Group discussed possible repercussions of forms not being submitted (e.g., for course listed on an ADT). Vanatta will distribute list to reps and deans with instructions/deadline tomorrow.
13. Equity in the COR	**Speaker: Eric Kuehnl** Continuing discussion of draft of guidelines document for faculty to use when creating/updating CORs from an equity perspective, via breakout groups—Kuehnl asked folks who were present at previous meeting to be in the same group and discuss same COR section. Breakout groups (online and in-person) engaged in discussion for remainder of the meeting. Kuehnl asked groups to send their notes to him so document can be updated for next meeting.
14. Good of the Order	
15. Adjournment	**3:32 PM**

Attendees: Micaela Agyare (LRC), Chris Allen* (Dean, APPR), Ben Armerding (LA), Valerie Fong* (Dean, LA), Hilary Gomes (FA), Tom Gough* (FA), Julie Jenkins* (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan* (BSS), Patrick Morriss* (STEM), Ron Painter* (STEM), Sarah Parikh* (STEM), Chrissy Penate* (LRC), Jenn Saldana* (guest), JP Schumacher* (Dean, SRC), Shaelyn St. Onge-Cole* (HSH), Mary Vanatta* (Curriculum Coordinator)
** Indicates in-person attendance*

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 12/09/22 1:33 am

Viewing: C S F081. : LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM

Last edit: 01/25/23 9:19 am

Changes proposed by: Baba Kofi Weusijana (10657163)

In Workflow

1. 1PS Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 01/24/23 12:38 pm
   Ron Painter (painterron): Approved for 1PS Curriculum Rep

Course Proposal Form

Faculty Author	Baba Kofi Weusijana		
Effective Term	Summer 2024		
Subject	Computer Science (C S)	Course Number	F081.
Department	Computer Science (C S)		
Division	Science Technology Engineering and Mathematics (1PS)		
Units	4		
Hours	4 hours lecture		
Course Title	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN STEM		
Short Title	LEADERS-DIVERSITY IN SCIENCE		

Proposed Transferability	CSU Only
Proposed Description and Requisites:	This course is intended for students interested in equity, diversity, and inclusion in the sciences. Students will explore research on inclusion and diversity in STEM (Science, Technology, Engineering, and Mathematics) and healthcare, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Students will reflect on how their own identities have impacted their experiences in STEM and develop strategies to promote equity in their future STEM or healthcare careers. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in STEM and/or allied health courses at Foothill College, local middle schools, and/or local high schools, and will be made available for a nationwide audience of teachers and professors.
Proposed Discipline	Computer Science or Biological Sciences or Chemistry or Mathematics

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

Certificate of Achievement
Foothill GE

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

Yes

What Department(s)?

Other Department	Effect on Department
Biology	This course will be cross-listed with BIOL 81
Chemistry	This course will be cross-listed with CHEM 81
Mathematics	This course will be cross-listed with MATH 83

Comments & Other Relevant Information for Discussion:

We confirm that discussions have taken place involving departmental faculty and the dean in preparation for this cross-listing.

Reviewer
Comments

Key: 8837

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 11/17/22 10:31 am

Viewing: **LINC F079A : INTRODUCTION TO IMMERSIVE MEDIA IN EDUCATION**

Last edit: 02/10/23 12:47 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 02/10/23 8:09 am K. Allison Meezan (meezankaren): Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Cassandra Pereira

Effective Term	Summer 2024		
Subject	Learning in New Media Classrooms (LINC)	Course Number	F079A
Department	Learning in New Media Classrooms (LINC)		
Division	Business and Social Sciences (1SS)		
Units	2		
Hours	2 lecture hours per week		
Course Title	INTRODUCTION TO IMMERSIVE MEDIA IN EDUCATION		
Short Title			

Proposed Transferability	CSU Only
Proposed Description and Requisites:	Intended for educators at all levels, this course provides an overview of the emerging field of immersive media (virtual reality, augmented reality, and mixed reality) and examines its current and potential future impact on education. Students will explore and evaluate a variety of educational applications and experiences in both virtual and augmented reality, and will develop plans for using immersive media as an instructional tool.
Proposed Discipline	Instructional Design/Technology

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

Educational Immersive Media (currently being proposed)

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

No

Comments & Other Relevant Information for Discussion:

This will be one of 4 core courses for the CA in Educational Immersive Media

Reviewer Comments

Key: 8834

Course Change Request

New Course Proposal

Date Submitted: 11/22/22 2:43 pm

Viewing: **LINC F079B : SOCIO-EMOTIONAL LEARNING THROUGH IMMERSIVE MEDIA**

Last edit: 02/10/23 12:48 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 02/10/23 8:09 am K. Allison Meezan (meezankaren): Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Cassandra Pereira

Effective Term	Summer 2024		
Subject	Learning in New Media Classrooms (LINC)	Course Number	F079B
Department	Learning in New Media Classrooms (LINC)		
Division	Business and Social Sciences (1SS)		
Units	2		
Hours	2 lecture hours per week		
Course Title	SOCIO-EMOTIONAL LEARNING THROUGH IMMERSIVE MEDIA		
Short Title			

Proposed Transferability	CSU Only
Proposed Description and Requisites:	Intended for educators, this course examines the ways in which immersive media technologies (virtual reality, augmented reality, and mixed reality) can support socio-emotional learning (SEL) across subject areas in K-12 classrooms. Special emphasis will be placed on the ways in which immersive media can heighten empathy through experiential learning. Students will explore and evaluate applications related to mindfulness, empathy, and social interaction and will develop an immersive media project that supports socio-emotional learning.
Proposed Discipline	Instructional Design/Technology

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

C.A. in Educational Immersive Media (currently in proposal process)

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

No

Comments & Other Relevant Information for Discussion:

This is one of four core courses for a new Certificate of Achievement in Educational Immersive Media.

Reviewer Comments

Key: 8835

Course Change Request

New Course Proposal

Date Submitted: 11/22/22 2:47 pm

Viewing: **LINC F079C : EDUCATIONAL EXPLORATION THROUGH IMMERSIVE MEDIA**

Last edit: 02/10/23 12:49 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 02/10/23 8:09 am K. Allison Meezan (meezankaren): Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Cassandra Pereira		
Effective Term	Summer 2024		
Subject	Learning in New Media Classrooms (LINC)	Course Number	F079C
Department	Learning in New Media Classrooms (LINC)		
Division	Business and Social Sciences (1SS)		
Units	2		
Hours	2 lecture hours per week		
Course Title	EDUCATIONAL EXPLORATION THROUGH IMMERSIVE MEDIA		
Short Title			

Proposed Transferability	CSU Only
Proposed Description and Requisites:	Intended for educators at all levels, this course examines the ways in which immersive media (virtual reality, augmented reality, and mixed reality) provides unique opportunities for educational exploration. With an emphasis on historical, geographical, and scientific topics, students will explore and evaluate a variety of educational applications and experiences, and will design and develop their own educational tours using immersive media.
Proposed Discipline	Instructional Design/Technology

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

C.A. in Educational Immersive Media (currently proposed)

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

No

Comments & Other Relevant Information for Discussion:

This is one of four core courses for a new Certificate of Achievement in Educational Immersive Media

Reviewer Comments

Key: 8836

Course Change Request

New Course Proposal

Date Submitted: 01/10/23 11:33 am

Viewing: **LINC F079D : COLLABORATION IN VIRTUAL EDUCATIONAL ENVIRONMENTS**

Last edit: 02/10/23 12:50 pm

Changes proposed by: Cassandra Pereira (10209946)

In Workflow

1. **1SS Curriculum Rep**
2. **Curriculum Coordinator**
3. Activation

Approval Path

1. 02/10/23 8:09 am K. Allison Meezan (meezankaren): Approved for 1SS Curriculum Rep

Course Proposal Form

Faculty Author	Cassandra Pereira
Effective Term	Summer 2024
Subject	Learning in New Media Classrooms (LINC)
Course Number	F079D
Department	Learning in New Media Classrooms (LINC)
Division	Business and Social Sciences (1SS)
Units	2
Hours	2 Lecture hours per week
Course Title	COLLABORATION IN VIRTUAL EDUCATIONAL ENVIRONMENTS
Short Title	
Proposed Transferability	CSU Only
Proposed Description and Requisites:	Intended for educators and industry professionals, this course examines the ways in which immersive media technologies (virtual reality, augmented reality, and mixed reality) allow for communication and collaboration within virtual environments. Students will explore and evaluate a variety of emerging collaborative environments in virtual and mixed reality, analyzing their potential according to educational frameworks. Students will also use immersive media to collaborate on the design and development of an interactive virtual educational environment.
Proposed Discipline	Instructional Design/Technology

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

C.A. in Educational Immersive Media (currently proposed)

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

No

Comments & Other Relevant Information for Discussion:

This is one of four core courses for a new Certificate of Achievement in Educational Immersive Media

Reviewer Comments

Key: 8840

The Intersegmental Committee of the Academic Senates University of California The California State University Academic Senate for California Community Colleges

California General Education Transfer Curriculum (Cal-GETC)
February 9, 2023

Through AB 928 (Berman, 2021), the Intersegmental Committee of the Academic Senates (ICAS) was directed to establish a "singular lower division general education transfer pathway" to determine transfer eligibility to both the California State University (CSU) and University of California (UC) systems. Direction for this transfer pathway's development included a number of requirements:

- ICAS must establish the pathway by May 31, 2023. If the pathway is not established by that date, the administrations of each system will establish the pathway by December 31, 2023;
- The pathway shall not include more units than the Intersegmental General Education Transfer Curriculum (IGETC) as of July 2021, which is 34 semester units; and
- The pathway shall be the only lower division general education pathway to determine eligibility and sufficient academic preparation for transfer into both the CSU and UC.

Two important notes regarding the university systems' planned implementation of the new pathway are as follows:

- On December 8, 2022, the UC Assembly of the Academic Senate passed a proposal to create Senate Regulation 479, which defines Cal-GETC and how it will be implemented at the University of California.
- Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue CSU GE Breadth.

On February 1, 2023, ICAS acted to establish the California General Education Transfer Curriculum (Cal-GETC) framework, as noted at the end of this document.

ICAS leadership will request a meeting with Assemblymember Berman, author of AB 928, to provide a report on the progress and steps to be taken to implement Cal-GETC. ICAS will form a special committee on Cal-GETC consisting of each segment's academic senate chair/president or vice-chair/vice president, IGETC Standards subcommittee members, and one additional member from each segment for a total of nine members, with three from each segment. In addition, this committee will include advisors representing students, articulation officers, administration, and additional faculty as determined to be appropriate. The committee will draft standards for each area of Cal-GETC for consideration by ICAS by May 31, 2023. Subsequent to ICAS consideration, the standards will be vetted by each segment, and final standards will be presented to ICAS by fall 2023.

Because ICAS recognizes the value of lifelong learning and self-development (LLSD) education for community college students, ICAS took two important actions:

1. Hold a special meeting for community college practitioners in LLSD fields to do the following:
    a. Share with ICAS courses that may be impacted since CSU GE Breadth will no longer be an option for the associate degree for transfer (ADT), since Cal-GETC will be the "singular lower division general education pathway";

b. Provide recommendations to ICAS for Cal-GETC areas in which LLSD courses might articulate; and
c. Discuss future work with the Intersegmental Curriculum Workgroup on how ADTs could be modified to include LLSD courses.

2. Recommend that California community colleges consider how to include LLSD for local degree requirements since LLSD is not currently a community college general education requirement that is mandated by California Code of Regulations Title 5.

If you have any questions or concerns, please reach out to info@asccc.org.

Respectfully,

Virginia May

Ginni May, ICAS Chair 2022-23

California General Education Transfer Curriculum (Cal-GETC)

Area	**Subject**	**Courses** (minimum 3 semester/4 quarter units)
1	**English Communication** English Composition Critical Thinking and Composition Oral Communication	 1 course 1 course 1 course
2	**Mathematical Concepts and Quantitative Reasoning**	1 course
3	**Arts and Humanities** Arts Humanities	 1 course 1 course
4	**Social and Behavioral Sciences** Two disciplines	 2 courses
5	**Physical and Biological Sciences** Physical Science Biological Science Laboratory (for physical or biological science course)	 1 course 1 course *(1 unit)*
6	**Ethnic Studies**	1 course
Total Courses (units)		**11 courses (34 semester units)**

Foothill GE application for Area III—Natural Sciences
Approved by GE subcommittee 2/13/23
Subcommittee members: Cathy Draper, Christina Rotsides

HORT F015. : ORIENTATION TO ENVIRONMENTAL HORTICULTURE

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Environmental Horticulture & Design (HORT)
Course Number
F015.

Department
Environmental Horticulture & Design (HORT)

Division
Health Sciences and Horticulture (1BH)

Units
4

Course Title
ORIENTATION TO ENVIRONMENTAL HORTICULTURE

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3.5

Weekly Lab Hours
1.5

Weekly Out of Class Hours
7

Special Hourly Notation

Total Contact Hours
60

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
Certificate of Achievement
AS Degree
Foothill GE

Foothill GE Status
Area III: Natural Sciences

Need/Justification
This course is a required core course for the AA degree and certificate of achievement in Environmental Horticulture & Design.

Course Description
Survey of the many facets and component sciences of environmental horticulture. Exploration of the multitude of career options available in the green industry. An introduction to the vocabulary of the environmental sciences, including the terminology

used in the identification of plants. Foundations of plant science, such as plant structure, plant growth, and the environmental needs of plants.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: Not open to students with credit in HORT 50A.

Course Objectives

The student will be able to:

1. Demonstrate knowledge of the horticultural industry and career opportunities in the green industry
2. Demonstrate knowledge of the environmental horticulture sciences, including plant terminology, structure, and nomenclature
3. Demonstrate the safe and proper handling of tools and use of structures used in the production of horticultural crops
4. Explain horticultural production concepts, such as media mixes, plant propagation, plant fertilization, and cultural practices
5. Identify common horticultural and interior plant pests and pest damage
6. Identify common turfgrass species and turfgrass cultural practices
7. Use floral practices to create a design
8. Exhibit an understanding of the significance of environmental horticulture for different cultures from around the world

Course Content

1. The horticulture industry and green industry career opportunities
    1. Variety of sciences which comprise or impact environmental horticulture
    2. Cultural applications of horticultural science
    3. Workplace diversity in the green industry
    4. Green industry markets locally and in California
    5. Career opportunities in the green industry
        1. Environmental horticulture (interiorscaping, arboriculture, etc.)
        2. Nursery industry (retail and wholesale)
        3. Landscape design and landscape construction
        4. Parks, recreation, and golf course management
        5. Sales and business management
        6. Scientific research and teaching
        7. Sustainable development
    6. General horticultural business models
        1. Growing operations
        2. Design business

        3. Construction business
        4. Maintenance operations
        5. Other business types
2. Aspects of horticultural science
    1. Role of higher plants in the living world
    2. Structure of plants
    3. Nomenclature, classification, and terminology used in plant identification
    4. Origin, domestication, and improvement of cultivated plants
    5. Plant propagation
    6. Photosynthesis, respiration, and translocation
    7. Soil and water
    8. Climate and plant growth
    9. Biological competitors
    10. Flowering and fruiting
    11. Horticultural terminology
3. Use and management of horticultural tools and equipment
    1. Tool safety
    2. Creating a safe working environment
    3. Structure identification, use, and management
        1. Growing structures
        2. Greenhouse structures
        3. Storage facilities
4. Plant production processes
    1. Media mix formulas and characteristics
    2. Plant sexual and asexual propagation techniques
    3. Plant fertilization needs and fertilization techniques
    4. Plant cultural management
        1. Moisture control
        2. Pest management
        3. Temperature control
        4. Environmental controls
5. Pest management
    1. Pest identification
    2. Pest damage recognition
    3. Pest control methods
        1. Use of IPM
        2. Use of biological controls
        3. Use of pesticides
6. Turfgrass management
    1. Turf species identification
    2. Turf cultural practices
        1. Mowing
        2. Watering
        3. Fertilization

        4. Verticutting and aeration
7. Basic floral design
    1. Floral design materials
    2. Floral design concepts
8. Environmental horticulture in other cultures
    1. Urban horticulture
    2. Rural horticulture
    3. International horticulture
        1. Crop growing areas
        2. Use of horticulture for food production

Lab Content

1. Leaf classification lab
2. Plant cell lab
3. Plant tissue lab
4. Soil and fertility lab
5. Plant inheritance lab

Special Facilities and/or Equipment

1. Horticultural laboratory and related horticultural facilities and equipment.
2. Students provide pruning shears with sheath, and plant collecting and specimen mounting supplies.

Methods of Evaluation

Methods of Evaluation
Participation through attendance
Mid-term and final examinations
Plant collection and/or research projects
Term project

Method(s) of Instruction

Method(s) of Instruction
Lecture
Discussion
Laboratory
Oral presentations
Demonstration
Field trips
Speakers

Representative Text(s)

Author(s)	Title	Publication Date
Dirr, Michael A.	Manual of Woody Landscape Plants, 6th ed.	2009
Capon, Brian	Botany for Gardeners - an Introduction and Guide, 3rd ed.	2010

Please provide justification for any texts that are older than 5 years
Although both texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Other Required Materials

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

1. Reading assignments (approx. 7 hours):
    1. One chapter per week (approx. 25 pages) in the assigned text
    2. Approx. 10 pages per week in a required course reader and use of supplemental texts in identifying plants and as references for projects
2. Writing assignments:
    1. Topical papers on careers in the green industry
    2. Preparation of a "Plant Parts Project" involving plant terminology
3. Other:
    1. Lectures will address reading topics and experiences of the instructor. Classroom discussion and demonstrations in support of lecture topics will be provided
    2. Guest speakers from industry will provide supplemental lecture and demonstration

Authorized Discipline(s):
Ornamental Horticulture

Faculty Service Area (FSA Code)
ORNAMENTAL HORTICULTURE

Taxonomy of Program Code (TOP Code)
*0109.00 - Horticulture

Breadth Criteria for Foothill General Education Courses

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

content that is broad in scope and at an introductory depth, and all require critical thinking.

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

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105 or 180) and English (ENGL 1A or 1AH or 1S & 1T) before enrolling in a GE course.

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

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

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

To determine a disease, insect, or a normal presentation of symptoms, a student must access websites like the UC IPM site (https://ipm.ucanr.edu) to read symptoms that match the presented signs or symptoms. In addition, a determination of biotic versus abiotic must be part of a student's analysis of the problem. Determining a diagnostic attitude is difficult because the student must understand the different issues with the plant and find out cause. In a client/consultant relationship, the right diagnosis, while difficult, is necessary. Additional reading by consulting various tomes on the plants is a must. Students must learn to follow a logical progression to determine a plausible cause by forming a hypothesis, assessing a treatment protocol, trying the treatment, and determining whether it worked or not, which can be an involved process. The plants cannot speak, yet they clearly communicate problems to the trained mind. This is a crawl, walk, run process. The student begins with a problem, has success or failure, learns from that success (or fails forward) - this adds a level of experience in which the student can build a knowledge base.

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

Scientific research and teaching; sustainable development; structure of plants; role of higher plants in the living world; plant propagation; nomenclature, classification, and terminology used in plant identification; photosynthesis, respiration, and translocation; climate and plant growth; biological competitors; growing structure; media mix formulas and characteristics; plant sexual and asexual propagation techniques; plant fertilization and fertilization techniques; plant cultural management; moisture control; pest management; temperature control; greenhouse facilities; pest identification, damage recognition, and control methods; integrated pest management systems; biological controls; use of pesticides and mix ratios; turf management; species identification; cultural practices; use of horticulture for food production.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Binomial nomenclature, use of integrated pest management skills, role of higher plants in the living world, biological competitors, soil and water use, climate and plant growth, creating a safe environment, plant production processes, pest ID, food production.

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

Climate and plant growth, food production, pesticide use, plant cultural management.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities). Matching course component(s):

Computer competency applies to researching horticultural problems and solutions; scholarly paper research; using specific sites, primarily from various agricultural resources; use of various botanical gardens in the area and their research strengths; emailing experts in the field; contacting specific universities with specialized expertise in a subject; viewing photographs of plant damage, nutrient deficiencies, and pest damage (as to where it is located and amount of damage); determining possible solutions based on websites specific to a plant (e.g., irises and where to find out normalcy: https://www.damongardens.com/).

The student can convey this information to potential clients through email, text, or by phone. All of this requires competency in computer skills.

Depth Criteria for Area III – Natural Sciences

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course must promote in students:
N1. An understanding of the scientific method, including its attributes and limitations;
N2. The ability to make judgments regarding the validity of scientific evidence;
N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
N4. The ability to use inductive and deductive reasoning;
N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
N6. The ability to evaluate, use and communicate scientific data;
N7. An introduction to current scientific theories within the field of study;
N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
*N9. Experience applying recognized scientific methodology in laboratory activities.**

Additional criterion thought to enhance a natural science course include any of the following:
N10. An appreciation of the contributions of science to modern life;
N11. An appreciation of the contributions to science of diverse people and cultures;
N12. An understanding of the interdependence of humans and their environment;
N13. A recognition of how human behavior has altered the environment;
N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:
"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

** To accomplish these goals a laboratory course must emphasize the methods of scientific inquiry by engaging students in:*
NL15. Observation and collection of data through direct interaction with the material world;
NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;
NL18. Analysis and interpretation of data;
NL19. Formulation and testing of hypotheses;
NL20. Communicating effectively through oral and/or written work;
NL21. A minimum of one collaborative activity;
NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:
NL23. Keep accurate and complete experimental records;
NL24. Perform quantitative and qualitative measurements;
NL25. Interpret experimental results and draw reasonable conclusions;
NL26. Analyze data statistically and assess the reliability of results;
NL27. Critically evaluate the design of an experiment;
NL28. Design experiments to test hypotheses;
NL29. Work effectively in small groups and teams.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

N1. An understanding of the scientific method, including its attributes and limitations; Matching course component(s):

The scientific method is discussed in the portions of this class teaching photosynthesis, respiration, translocation, the Calvin Cycle, soil, water, osmosis, science research and teaching, and horticultural terminology. Scientific research and teaching, aspects of horticultural science, and flowering and fruiting (understanding the phytohormones) are all elements of this course that discuss the scientific method.

N2. The ability to make judgments regarding the validity of scientific evidence; Matching course component(s):

In the pest identification section of this class a hypothesis of the possible plant problem is discussed, the solution is posited, and, if it works, the scientific method is validated. If not, then a new hypothesis is tried. Pest damage identification and pest damage recognition, abiotic versus biotic, and determining the problem based on what the plant presents are all part of using scientific evidence. Pest management, use of biological controls, use of pesticides, pest damage recognition, pest control methods, fertilization, and soil and fertility lab are all elements of this course that discuss the scientific evidence and its validity.

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law; Matching course component(s):

In the pest identification section of this class, a hypothesis of the possible plant problem is discussed, the solution is posited, and, if it works, the scientific method is validated. If not, then a new hypothesis is tried. Pest damage identification and pest damage recognition, abiotic versus biotic, are all part of using scientific evidence. Since the course is about live plants, the theory and law are in the correct cultural treatment of the plants. If they are given the correct cultural treatments (water, correct soil, drainage, fertilizer, etc.) they will thrive. At that point the theory becomes law in the form of a thriving plant.

Pesticide use is subject to many legal challenges, including licensing, insurance, liability insurance, bonds, PPE types, and safe handling. We discuss much of these protocols in this

class. Scientific research and teaching, aspects of horticultural science, and flowering and fruiting (understanding the phytohormones) are all elements of this course. Environment conditions present the plant with challenges, and understanding which of the phytohormones are in reaction is a learned experience for the student. Knowing how the phytohormones work together, or the seasonal adaptations they imply, must be learned.

N4. The ability to use inductive and deductive reasoning; Matching course component(s):

In assessing disease and insect damage identification, deductive reasoning is necessary to ascertain what process is affecting the plant or plants. Is it abiotic or biotic? Is it a disease or insect or neither? Is it a result of people blight? What is the plant trying to tell me? Pest identification, pest management, use of IPM, use of biological controls, plant cultural management, leaf classification lab, plant tissue lab, and plant inheritance lab.

Inductive reasoning is a useful tool for a student. An example is as follows: The student encounters a landscape with the following plants: cotoneaster, pyracantha, Pyrus, roses, strawberries, raspberries, and cherries. They are all failing. In essence, the student, with some teaching, will know that all of these belong to the plant family Rosaceae. Using inductive reasoning the student can figure out the problem, form a hypothesis, offer a solution, and reduce the disease potential of this landscape.

N5. The practice of thinking critically, including evaluating ideas and contrasting opinions; Matching course component(s):

Horticultural terminology in reference to plant names is currently in flux. DNA analysis is changing the current family/genus dynamic, and there are differing opinions. Some are lumpers and others are splitters, and we discuss the advantages and disadvantages to each.

When evaluating an ecological stand of plants, the student must ascertain that the cultural need of the whole is different from the individual plants within the whole. There are contrasting opinions as to the cultural requirement of the system versus the whole. An example is in the discussion of Sudden Oak Death. There are advocates of removing the carriers of these diseases (California natives), and there are those who say that we are interfering with a natural process and we should allow the process to sort itself out. All of this is part of this class. Pest control methods, use of IPM, pest identification, pest management, soil and water, fertilization, and aspects of horticultural science are all elements of this course.

N6. The ability to evaluate, use and communicate scientific data; Matching course component(s):

The use of binomial nomenclature is one example. This refers to the correct scientific data of the plant name, the correct scientific data of insects and diseases, and the correct scientific data regarding the treatment. This is communicated in many ways. Reading a pesticide label or reading an article on culture of that insect or disease, and how they are manifesting in the

current ecology of an area. An example is in the teaching of citrus greening disease, or huanglongbing (HLB). We can look at the science from Florida and use that science in California. Pest management, pest identification, pest damage recognition, pest control methods, use of IPM, use of biological controls, use of pesticides, variety of sciences which comprise or impact environmental horticulture, plant production processes, media mix formulas and characteristics, moisture, temperature, and environmental controls.

In a client/consultant relationship, the correct diagnosis by the novice horticulturist enhances the student's knowledge base, increases the trust with the horticulturist, and builds confidence in the student.

N7. An introduction to current scientific theories within the field of study; Matching course component(s):

This course studies the advances in science of greenhouse propagation, plant production processes, fertilization techniques, biological controls, biological competitors, soil and water theory, and many other theories in the culture of plants. Which method you chose is based on scientific theory, but the science is constantly evolving.

An example: Composting techniques are discussed in this class. Ten years ago there were two basic theories and methods of composting and now there are six to eight. These are taught in this class.

Pest management, pest identification, pest damage recognition, pest control methods, use of IPM, use of biological controls, use of pesticides, variety of sciences which comprise or impact environmental horticulture, plant production processes, media mix formulas and characteristics, moisture, temperature, and environmental controls are all elements of this course.

Our current form of agriculture is not sustainable, and a student must learn how to grow crop using the latest technology of vertical growing, hydroponics, aquaponics, guilds, and companion planting.

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline; Matching course component(s):

In the lab, we evaluate soil texture and how it relates to irrigation and fertilization practices. In the use of microscopes, students become familiar with proper handling and movement of a scientific instrument, components of a microscope, focusing and lighting techniques, and how to determine magnification levels. The students use these new-learned microscope skills to look at the structure of and dissect flowers. Using microscopes, we look at leaf structures, insect components, and various diseases close up. Some students have never seen a drop of water under a microscope and it is a revelation of a new world for them. In the plant tissue lab, the students view the various structures in plants using microscopes.

In the soil and fertility lab, students are taught how to assess various elements in the soil and how the structure of the soil impacts the fertilizer and irrigation of the plants.

N9. Experience applying recognized scientific methodology in laboratory activities. Matching course component(s):

In the lab, we evaluate soil texture and how it relates to irrigation and fertilization practices. In the use of microscopes, the students become familiar with the proper handling and movement of a scientific instrument, the components of a microscope, the focusing and lighting techniques, and how to determine magnification levels. The students use these new-learned microscope skills to look at the structure of and dissect flowers. Using microscopes, we look at leaf structures, insect components, and various diseases close up.

In the plant tissue lab, the students view the various structures in plants using microscopes.

In the soil and fertility lab, students are taught how to assess various elements in the soil and how the structure of the soil impacts the fertilizer and irrigation of the plants.

Depth Mapping: Additionally, include any of the following

N10. An appreciation of the contributions of science to modern life; Matching course component(s):

In this course the students learn the components of urban horticulture and the psychological and physical impact on their lives. In the discussions on food production, the students learn how fragile this system we currently use is and how to solve those problems. Propagation techniques are used to teach the students how to produce new plants. Pest control systems and the use of integrated pest management techniques are emphasized in this course.

N11. An appreciation of the contributions to science of diverse people and cultures; Matching course component(s):

International horticulture is discussed and how it relates to the issue of global climate change is taught in this course. Where is your food grown and what does it take to get here? What is the environmental impact? This course discusses the floral industry in South America—because of that industry, Valentine's Day and Mother's Day are the two days that have the most devastating impact on the health of the earth. Do we sacrifice an economically depressed economy to benefit the health of the earth, or do we allow mom the pleasure of sniffing a pesticide-laden rose?

N12. An understanding of the interdependence of humans and their environment; Matching course component(s):

This course addresses climate change as it relates to food and flower production (see above). It addresses myths about gardening that are detrimental to human health. It discusses pest management and correlation to cancer rates in humans and animals. It

addresses the use of low-impact cultural practices to enhance the human condition. A survey of pesticide uses and the significant increase in insect damage because of its use is taught.

N13. A recognition of how human behavior has altered the environment; Matching course component(s):

This course emphasizes how human behavior has altered the environment: using plants from other countries instead of native plants; the significance of pesticide use; use of petroleum-based fertilizers, GMO plants, fossil fuels in the industry; treating a landscape as an island instead of a connection to an ecological system; food cropping and propagation systems that are increasing the decline of our bee and bird populations. All these concepts are part of this course.

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding. Matching course component(s):

This course traces the history of the switch from a soil-based growing system to a petroleum-based system with the invention of synthetic inorganic fertilizers in the 1918s; the influx of pesticide use after WWII; the increased use of GMOs; the decline of our insect, bee, and bird populations; discussions about Silent Spring and the history of the EPA; the work of E.O. Wilson and Doug Tallamy and how it relates to our current understanding of horticulture.

Depth Mapping: Additionally, must emphasize the following

N15. Observation and collection of data through direct interaction with the material world; Matching course component(s):

In this course we collect soil samples, flowers, leaves, insects, and disease processes for use with microscopes. In addition, the students are taught how to use apps to interface with the material world and identify what they are viewing. The students are encouraged to purchase ten-power loupes to look at the wild kingdom in their backyard. We also walk outside and look at found items on the plants on campus.

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories; Matching course component(s):

In this course we collect soil samples, flowers, leaves, insects, and disease processes for use with microscopes. In addition, the students are taught how to use apps to interface with the material world and identify what they are viewing. The students are encouraged to purchase ten-power loupes to look at the wild kingdom in their backyard. The instructor can help guide the students to certain papers, books, or scientists to further enhance their knowledge.

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world; Matching course component(s):

The Environment Impact Quotient (Cornell) is a large data set referencing pesticide use. A student's initial reaction to this huge amount of data is daunting. It overwhelms. By pulling out the individual lines of data and explaining them one-by-one, the student then begins to understand how to navigate this data and understand how it relates directly to them. Many students learn how the use of these pesticides impacts so many facets of their lives for the first time.

N18. Analysis and interpretation of data; Matching course component(s):

The Environment Impact Quotient (Cornell) is a large data set referencing pesticide use. A student's initial reaction to this huge amount of data is daunting. It overwhelms. By pulling out the individual lines of data and explaining them one-by-one, the student then begins to understand how to navigate this data and understand how it relates directly to them. Many students learn how the use of these pesticides impacts so many facets of their lives for the first time.

N19. Formulation and testing of hypotheses; Matching course component(s):

When a plant presents with certain symptoms, it is usually limited in scope. It could be a change in color; it could be damage due to any number of causes (disease, insect, people); it could be dry; it could be abiotic or biotic; or it could simply be at its life's end. A student needs to form a working hypothesis by analyzing what is presented, and from that make a diagnosis as to probable cause. From that, the student must formulate a solution. The solution has a feedback loop: Did it work, yes or no? If not, the student must formulate a new hypothesis, a new solution, and a feedback loop, until the situation is resolved.

N20. Communicating effectively through oral and/or written work; Matching course component(s):

In Canvas, various discussions are in place. After the lecture on flower shapes, the students discuss the incredible array of flower types in the 350,000 different angiosperms and speculate the evolutionary "why" of these shapes.

In all, there are three discussions asking these types of questions.

Additional discussions are on differences between monocots and dicots and the advantages and disadvantages to each; and on the co-evolution of fungi and plants.

N21. A minimum of one collaborative activity; Matching course component(s):

The midterm is a collaborative activity. The students are formed in groups of three or four and they are given a six-page test. They are allowed to use their notes, books, computers,

and each other to figure out the answers. This midterm is an aggregation of all the previous tests and material up until week six.

The use of microscopes is collaborative because each table group has a different flower, leaf, or insect, and they are encouraged to walk around the room and look at the differing presentations.

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter. Matching course component(s):

The entire class is an aggregation of laboratory and lecture. They blend based on material that is brought in (leaves, branches, insects, diseases, galls, campus field trips, photographs the students and instructor take).

The first assignment is a collection of leaves (15-20) that the student needs to collect, dry, and put into a format, and indicate type of plant, plant height and spread, growth rate, plant uses, deciduous or evergreen, leaf type, size, shape, margin, apex, base, flower types and description, flower color and bloom season, fruit type, season and characteristics, plant origin, climate, sun/shade, soil type, pest and disease problems, watering requirements, and hardiness. There is a remarks section in which the student must discuss something significant about the plant, such as "it attracts pollinators" or "it has sticky leaves." This assignment takes about 15-20 hours to complete. In addition, there are 1.5 hours of lab in class each week that equates to 16.5 hours. All total, the course averages about 35 hours of lab work.

Depth Mapping: Additionally, include any of the following

N23. Keep accurate and complete experimental records; Matching course component(s):

In the labs, the students keep notes on a sheet supplied by the instructor. The students are required to draw what they see and label it. Accuracy is a must in these assignments with the microscopes.

N24. Perform quantitative and qualitative measurements; Matching course component(s):

In the microscope labs, counting the number of stamens, petals, and sepals is part of the identification process, and acclimating the student to this process of measurement.

N25. Interpret experimental results and draw reasonable conclusions; Matching course component(s):

To determine a disease, insect, or a normal presentation of symptoms, a student must access websites like the UC IPM site (https://ipm.ucanr.edu) to read symptoms that match the presented signs or symptoms. In addition, a determination of biotic versus abiotic must be part of a student's analysis of the problem. Determining a diagnostic attitude is difficult because the student must understand the different issues with the plant and find out cause.

In a client/consultant relationship, the right diagnosis, while difficult, is necessary. Additional reading by consulting various tomes on the plants is a must. Students must learn to follow a logical progression to determine a plausible cause by forming a hypothesis, assessing a treatment protocol, trying the treatment, and determining whether it worked or not, which can be an involved process. The plants cannot speak, yet they clearly communicate problems to the trained mind. This is a crawl, walk, run process. The student begins with a problem, has success or failure, learns from that success (or fails forward) - this adds a level of experience in which the student can build a knowledge base.

Scientific research and teaching; sustainable development; structure of plants; role of higher plants in the living world; plant propagation; nomenclature, classification, and terminology used in plant identification; photosynthesis, respiration, and translocation; climate and plant growth; biological competitors; growing structure; media mix formulas and characteristics; plant sexual and asexual propagation techniques; plant fertilization and fertilization techniques; plant cultural management; moisture control; pest management; temperature control; greenhouse facilities; pest identification, damage recognition, and control methods; integrated pest management systems; biological controls; use of pesticides and mix ratios; turf management; species identification; cultural practices; use of horticulture for food production.

N26. Analyze data statistically and assess the reliability of results; Matching course component(s):

N27. Critically evaluate the design of an experiment; Matching course component(s):

In horticulture, the design of the experiment modality determines a correct outcome. Using the wrong reagent to determine a lack of the wrong nutrient that is missing can cause the plant or crop to decline further. In designing an experiment, the student must determine what the goal is and then determine what steps are necessary to meet that experimental goal.

N28. Design experiments to test hypotheses; Matching course component(s):

An example of this is as follows: A plant is wilting—why? Is it drought stress, over watering, the roots have been cut, the plant has been subject to chemical damage? Setting up a hypothesis and physically testing each will give the student the correct diagnosis.

N29. Work effectively in small groups and teams. Matching course component(s):

The microscope labs are in small groups. The midterm are in small groups using microscopes to identify plant parts. Students rotate between a number of microscopes set up for this test.

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation
AG-EH 104 X

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
07/01/08;1/11;4/16;1/18; 10/27/2021

Division Dean Only

Seat Count
40

Load
.102

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141091 - Environmental Horticulture

Account Code
1320

Program Code
010900 - Horticulture

Foothill College
Program Application
Associate in Arts in Communication Studies 2.0 for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Communication Studies 2.0 for Transfer degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in Communication Studies 2.0 for Transfer degree will be ensured preferential and seamless transfer status to CSUs for Communication Studies majors and majors in related disciplines. The Associate in Arts in Communication Studies 2.0 for Transfer degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

Program Learning Outcomes

- Students will improve their interpersonal, intercultural, and professional communication skills, including:
    - dyadic and small group discussion
    - public presentation and discourse
    - organization of ideas
    - cross-cultural understanding and sensitivity
    - self-advocacy
    - argumentation and conflict resolution
- Students will gain confidence and experience in public speaking and oral presentation of ideas
- Students will increase their understanding of the pivotal role communication plays in promoting equity, inclusion, and social justice within their communities and global society

Item 2. Catalog Description

The Associate in Arts in Communication Studies 2.0 for Transfer degree is intended for students who plan to transfer and complete a bachelor's degree in Communication Studies and majors in a related discipline at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Arts in Communication Studies 2.0 for Transfer degree.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
    a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
    b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Communication Studies 2.0
CCC Major or Area of Emphasis: Communication Studies
TOP Code: 1506.00
CSU Major(s): Communication, Communication Studies
Total Units: 18 *(all units are minimum semester units)*

Template # 1001
Rev. 6: 09/01/22

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. ***All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.***

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

http://www.c-id.net/degreereview.html

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major* (***AAM***) demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department* (***BCT***) for the transfer courses; and/or,
- *CSU GE Certification Course List by Area* (***GECC***).

The acronyms ***AAM, BCT,*** and ***GECC*** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

Associate in Arts in Communication Studies for Transfer Degree 2.0

College Name: Foothill College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area CSU**	**GE Area IGETC**
REQUIRED CORE: (6 units)						
Public Speaking (3)	COMM 110	COMM 1A	Public Speaking	5	A1	1C
		OR				
		COMM 1AH	Honors Public Speaking	5	A1	1C

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Interpersonal Communication (3)	COMM 130	COMM 2	Interpersonal Communication	5	A1	1C
LIST A: Select three (9 units)						
Argumentation or Argumentation and Debate (3)	COMM 120	COMM 1B	Argumentation & Persuasion	5	A1	1C
Small Group Communication (3)	COMM 140	COMM 4	Group Discussion	5	A1	1C
Forensics (Speech and Debate) (1) (3 units maximum)	COMM 160B					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Intercultural Communication (3)	COMM 150	COMM 12	Intercultural Communication	5	C2, D	4
Introduction to Communication Theory (3)	COMM 180	COMM 3	Introduction to Communication Studies	5	A1	1C
Introduction to Mass Communication (3) **OR** Communication and New Media (3)	JOUR 100 **OR** ***AAM***	COMM 5	Mass Communication	5	D	4
Oral Interpretation of Literature (3)	COMM 170					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Introduction to Persuasion (3)	COMM 190					
Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3)	***AAM***	COMM 10 OR MATH 10 OR PHIL 1 OR PHIL 7	Gender, Communication & Culture Elementary Statistics Critical Thinking & Writing Introduction to Symbolic Logic	5 5 5 5	D B4 A3 A3	4 2 1B N/A
LIST B: Select one (3 units) Any **LIST A** course not already used.						
Survey of Human Communication (3)	COMM 115					
Introduction to Cultural Anthropology (3)	ANTH 120	ANTH 2A OR ANTH 2AH	Cultural Anthropology Honors Cultural Anthropology	4 4	D D	4 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Introductory Psychology (3)	PSY 110	PSYC 1 OR PSYC 1H	General Psychology Honors General Psychology	5 5	D D	4 4
Introduction to Sociology (3)	SOCI 110	SOC 1 OR SOC 1H	Introduction to Sociology Honors Introduction to Sociology	5 5	D D	4 4
Introduction to Literature (3) **OR** Argumentative Writing and Critical Thinking (3)	ENGL 120 **OR** ENGL 105	ENGL 1B OR ENGL 1BH OR ENGL 1C OR ENGL 1CH OR ENGL 16	Composition, Critical Reading & Thinking Through Literature Honors Composition, Critical Reading & Thinking Through Literature Argumentative Writing & Critical Thinking Honors Argumentative Writing & Critical Thinking Introduction to Literature	5 5 5 5 4	A2, A3, C2 A2, A3, C2 A3 A3 C2	1B 1B 1B 1B 3B
Introduction to Reporting and Newswriting (3) **OR** Introduction to Journalism (3) See example courses on TMC.	JOUR 110 **OR** ***AAM***	JRNL 22A	Introduction to Reporting & Newswriting	5	N/A	N/A

TRANSFER MODEL CURRICULUM (TMC)	
Course Title (units)	**C-ID Descriptor**
Any CSU transferrable Communication Studies course.	***BCT***
Total Units for the Major:	**18**

COLLEGE PROGRAM REQUIREMENTS				
Course ID	**Course Title**	**Units**	**GE Area**	
			CSU	**IGETC**
COMM 10 OR	Gender, Communication & Culture	5	D	4
COMM 55	Career & Leadership Communication in the Global Workplace	5	N/A	N/A
Total Units for the Major:		29-30		
Total Units that may be double-counted (***The transfer GE Area limits must <u>not</u> be exceeded***)			25	20
General Education (CSU-GE or IGETC) Units			**39**	**37**
Elective (CSU Transferable) Units			27-28	31-32
Total Degree Units (maximum)			**60**	

NCLA F407A : THE GRAMMAR & RHETORIC OF APPLICATION WRITING

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Non-Credit: Language Arts (NCLA)
Course Number
F407A

Department
English (ENGL)

Division
Learning Resource Center (1LB)

Units
0

Course Title
THE GRAMMAR & RHETORIC OF APPLICATION WRITING

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
60-360 hours laboratory total per quarter.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
This course is non-credit and has unlimited repeatability.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
1 Level Below Transfer

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Basic Skills
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This course provides invaluable support for students across the disciplines as they seek to apply for college transfer, scholarships, and workforce and technical programs. Due to the focus on grammar and editing, it also serves developing writers, who are frequently the most in need of scholarships and assistance in the transfer or application process.

Number of Foothill students transferring to CSU/UC:
2018-2019: 890 students
2019-2020: 991 students

2020-2021: 939 students
Source: https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU_UC_TransferRateAY21.pdf

Attach evidence

Need/Justification
This course will assist students in successfully drafting essays required by colleges, universities, and technical schools for admission, and by scholarship committees. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, or the existing certificate of competency in Bridge to College Level English.

Course Description
This course provides students support and practice in editing and revising the grammar and rhetoric of personal statements for college and scholarship applications. Students focus on using clear, relevant vocabulary; writing concisely and with correct sentence structure; maintaining appropriate tone; ordering information for impact; and expressing details pertinent to the audience. Students have the opportunity to improve their critical reading, vocabulary, grammar, and writing skills to craft essays typically required in applications to colleges and universities in the U.S.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Practice all aspects of the application writing process, from start to finish
2. Practice grammar and mechanics
3. Apply knowledge obtained to enhance application writing

Course Content

1. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the application writing process from start to finish for a range of academic and professional application writing, such as college entry essays, scholarship essays, and program-specific essays
    1. Identify main parts of the prompt
    2. Brainstorm and draft ideas in response
    3. Ordering main points and details for impact and logic
    4. Edit for concision

5. Proofread for accuracy and precision
2. Practice grammar and mechanics
    1. Identify patterns of grammatical error and correct them
    2. Add relevant, appropriate vocabulary as needed for clarification
3. Apply knowledge obtained in individual counseling appointments to enhance application writing
    1. Adjust tone as appropriate

Lab Content

1. Practice and explore multiple strategies for clearly addressing a prompt for an application
2. Practice and explore multiple strategies for organizing writing
3. Practice identifying patterns of error and correcting grammatical errors
4. Practice adding clear, relevant vocabulary as needed

Special Facilities and/or Equipment

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and video conferencing (e.g., Zoom) capability.

Methods of Evaluation

Methods of Evaluation
College or scholarship application essay
Professional application

Method(s) of Instruction

Method(s) of Instruction
Work in groups
Individualized instruction
Work on computer
Workshops
Lecture
Tutorials

Representative Text(s)

Author(s)	Title	Publication Date
Smith, Corrine, and Ann Merrell	College Essay Journal: A Mindful Manual for College Applications	2022
EBSCO Learning Express	Grammar Essentials, 3rd ed.	2020

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

Other Required Materials

Davis, Joseph E. “How to Be Yourself: The Studied Art of the College Application Essay.” 2021.

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

Khan Academy. "Filling out the college application: Common application walkthrough." 2022: https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/college-application-process/a/filling-out-the-college-application-common-application-walkthrough

Khan Academy. "Writing a strong college admissions essay." 2022: https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/admissions-essays/v/writing-a-strong-college-admissions-essay

Sample college and scholarship essays and workforce job applications.

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

1. Completion of assignments—both online and handwritten/word documents
2. Analyzing samples provided by instructor that showcase basic and more challenging prompts
3. Drafting and editing of student's own applications and scholarship essays

Authorized Discipline(s):
English and English as a Second Language (ESL)

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
999

Load

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123091 - Supplemental Learning-Eng/ESL

Account Code
1320

Program Code
150100 - English

NCLA F407B : WRITING RESUMES & COVER LETTERS

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Non-Credit: Language Arts (NCLA)
Course Number
F407B

Department
English (ENGL)

Division
Learning Resource Center (1LB)

Units
0

Course Title
WRITING RESUMES & COVER LETTERS

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
60-360 hours laboratory total per quarter.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
This course is noncredit and has unlimited repeatability.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
1 Level Below Transfer

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Basic Skills
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This course provides invaluable support for students across the disciplines as they seek to apply for internships, jobs, and workforce and technical programs. Not only does this support students in their efforts to pay for their college education, but it also supports the extension of their coursework by enabling them to apply for jobs and internships that fit or further their skillsets within their chosen career or work field. Due to the focus on rhetoric, sentence craft, grammar, and editing, it also serves developing writers, who are frequently the most in need of assistance in the writing and application process.

Attach evidence

Need/Justification
This course will assist students in successfully completing effective resumes, cover letters, and letters of interest. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, or the certificate of Competency in Bridge to Transfer Level English.

Course Description
This course provides students support and practice in drafting resumes and cover letters. Students focus on how to choose grammatically correct language that concisely describes work experience in a resume; to use structure that is parallel; and to implement appropriate tone in cover letters or letters of interest for potential jobs.

Course Prerequisites

Course Corequisites

Course Advisories
Advisory: CRLP 7, 73, and 74.

Course Objectives

The student will be able to:

1. Practice all aspects of the resume writing process, from start to finish
2. Practice effective sentence mechanics
3. Apply knowledge obtained from individual tutoring sessions to enhance the job or internship search process

Course Content

1. Through one-on-one tutorials and group workshops by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the resume writing process from start to finish
    1. Critical reading/review of the job description
    2. Assessment of the focus tied to job description
    3. Review of organizational options, for example, functional vs. chronological
    4. Review sentence mechanics
    5. Review for format
2. Practice effective sentence mechanics
    1. Apply parallel structure and proper mechanics in a resume or letter
    2. Use strong verbs and appropriate verb tense
    3. Use appropriate vocabulary for desired tone
    4. Edit for concision
    5. Proofread for precision
3. Apply knowledge obtained from individual tutoring sessions to enhance the job or internship search process

Lab Content

1. Practice and explore multiple strategies for forming concise, clear work experience
2. Practice and explore multiple strategies for writing well-organized, grammatically correct letters

Special Facilities and/or Equipment

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and video conferencing (e.g., Zoom) capability.

Methods of Evaluation

Methods of Evaluation
Reading and writing activities
Grammar and sentence level exercises
Resume and cover letter drafts

Method(s) of Instruction

Method(s) of Instruction
Work in groups
Individualized instruction
Work on computer
Workshops
Tutorials on grammar, sentence structure, and resume development
Lecture
Guided work on learning modules through library or learning management system (LMS)

Representative Text(s)

Author(s)	Title	Publication Date
EBSCO Learning Express	Grammar Essentials, 3rd ed.	2020
Hart, Anne	801 Action Verbs for Communicators: Position Yourself First with Action Verbs for Journalists, Speakers, Educators, Students, Resume-Writers, Editors & Travelers	2004
Cano, L. Xavier	Resumes That Stand Out!: Tips for College Students and Recent Grads for Writing a Superior Resume and Securing an Interview	2014
Laura, DeCarlo	Resumes for Dummies, 8th ed.	2019

Author(s)	Title	Publication Date
Hanson, Charles W.	Resume Writing 2022: The Ultimate Guide to Writing a Resume that Lands YOU the Job!	2022

Please provide justification for any texts that are older than 5 years
Although some of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

EBSCO Learning Express: Create Great Resumes and Cover Letters: Tutorials, 2022 (available from the Foothill Library's subscription database).

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

Sample cover letters and resumes.

Schall, Joe. PRDV102: Resume Writing. 2020: https://www.e-education.psu.edu/styleforstudents/c8.html

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

1. Homework assignments: Topics are assigned by course instructor
2. Completion of assignments—both online and handwritten/word documents
3. Additional course work:
    1. Practice worksheets and tutorials provided by instructor that showcase basic and more challenging usage and grammar applications
    2. Reading sample resumes and letters

Authorized Discipline(s):
English and English as a Second Language (ESL)

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
999

Load

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123091 - Supplemental Learning-Eng/ESL

Account Code
1320

Program Code
150100 - English

NCLA F407C : WRITING UNDER TIME CONSTRAINTS

Proposal Type
Course Revision

Effective Term
Summer 2023

Subject
Non-Credit: Language Arts (NCLA)
Course Number
F407C

Department
English (ENGL)

Division
Learning Resource Center (1LB)

Units
0

Course Title
WRITING UNDER TIME CONSTRAINTS

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
No

Total Lecture Hours per quarter
0

Total Lab Hours per quarter
0

Total Out of Class Hours per quarter
0

Special Hourly Notation
60-360 hours laboratory total per quarter.

Total Contact Hours
0

Total Student Learning Hours
0

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
This course is non-credit and has unlimited repeatability.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
Yes

Basic Skills Level
1 Level Below Transfer

Grading
Non-Credit Course (Receives no Grade)

Will credit by exam be allowed for this course?
No

Honors
No

Degree or Certificate Requirement
None of the above (Stand Alone course)

Stand Alone

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

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

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

Please select
Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Basic Skills
Transfer

Criteria B. Need

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

Evidence

This course provides invaluable support for students across the disciplines in transfer-level courses, most of which require timed exams and essays. This also assists students in preparation for college, with a focus on SAT and standardized test completion, as well as transfer to 4-year universities and beyond, where the timed exam and essay are essential tools for success. Due to the focus on proofreading strategies, it also serves developing writers, who are frequently the most in need of tools for success.

Number of Foothill students transferring to CSU/UC:
2018-2019: 890 students
2019-2020: 991 students

2020-2021: 939 students
Source: https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU_UC_TransferRateAY21.pdf

Attach evidence

Need/Justification
This course will support students in their ability to successfully write essays under time constraints. Additionally, the course will be considered for inclusion in the forthcoming certificate of competency in Writing for Academic and Career Advancement, as well as the existing certificate of competency in Bridge to College Level English.

Course Description
Offers students strategies, support, and practice in improving their writing skills under pressure (examples include SAT, GRE, TOEFL, and in-class writing assessments). Students practice how to identify and address the critical tasks in the prompt, brainstorm, organize their ideas, write them clearly and quickly, and proofread for errors in grammar and mechanics.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Demonstrate the ability to adapt the writing process to an abbreviated time frame
2. Analyze an essay prompt to understand what it is asking of the writer
3. Produce a written document under time constraint that responds effectively to the prompt; that exhibits a clear thesis, coherent organization, and content appropriate to the question; and that is proofread for clarity and reduction of grammatical and mechanical errors
4. Demonstrate the ability to apply knowledge to new concepts

Course Content

1. Demonstrate ability to adapt the writing process to an abbreviated time frame
    1. Plan time and follow the plan to successfully complete assignment
2. Analyze an essay prompt to understand what it is asking of the writer
    1. Recognize cues, and interpret and respond to key terms
3. Produce a written document, written under a time constraint, that responds effectively to the prompt and exhibits a clear thesis, coherent essay-level and paragraph-level organization, and content appropriate to the question

    1. Use outlining and brainstorming methods to quickly and effectively organize ideas
    2. Craft paragraphs using PIE/TEA structure and/or levels of detail
    3. Learn to quickly proofread and correct known patterns of error before the time runs out
4. Demonstrate the ability to apply knowledge to new concepts
5. Successfully complete an in-class essay or an essay required by an exam within the given time constraints

Lab Content

1. Practice and explore multiple strategies for forming a thesis and presenting supporting evidence under time constraints
2. Practice and explore multiple strategies for writing transitions and organizing essays under time constraints
3. Practice identifying and proofreading for common and individual patterns of error in grammar and mechanics under time constraints

Special Facilities and/or Equipment

1. Computer with reliable internet to access online resources.
2. When taught online: reliable internet access; access to computer with camera, microphone, and Zoom capability.

Methods of Evaluation

Methods of Evaluation
Homework as assigned by parent course instructor
Additional exercises beyond those assigned by parent course instructor
Completed timed exams and essays, in full or part

Method(s) of Instruction

Method(s) of Instruction
Work in groups
Individualized instruction
Work on computer
Tutorials
Workshops
Lecture

Representative Text(s)

Author(s)	Title	Publication Date
EBSCO Learning Express	Grammar Essentials, 3rd ed.	2020
Graff, Gerald, and Cathy Birkenstein	They Say, I Say, 5th ed.	2021

Author(s)	Title	Publication Date
Writing Spaces	Writing Spaces: Readings on Writing (OER)	2022

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

Other Required Materials

Writing Spaces text available as OER: https://writingspaces.org

EBSCO Learning Express: Core English Skills, 2022 (available from the Foothill Library's subscription database).

EBSCO Learning Express: WritePlacer Practice Essays, 2022 (available from the Foothill Library's subscription database).

Sample prompts and examples of timed writing.

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

1. Homework assignments on topics assigned by course instructor
2. Completion of assignments—both online and handwritten/word documents
3. Additional course work:
    1. Practice prompts provided by instructor that showcase basic and more challenging usage and grammar applications
    2. Reading and annotating assigned sample prompts and responses
    3. Practice timed writing activities, including outlining, brainstorming, clustering, drafting, PIE/TEA paragraph structure, and proofreading
    4. Completion of grammar and proofreading tutorials

Authorized Discipline(s):
English and English as a Second Language (ESL)

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
N/A

Division Dean Only

Seat Count
999

Load

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123091 - Supplemental Learning-Eng/ESL

Account Code
1320

Program Code
150100 - English

Program Deactivation: Associate in Science in Business Administration for Transfer Degree (ADT)

The Business Department respectfully requests deactivation of the Business Administration ADT. The reason for deactivation is that the state approved Business Administration 2.0 ADT is now available to students, and we would like to complete deactivation of the original ADT by Summer 2023, to allow for a clean break in the Foothill catalog.

BSS Division Curriculum Committee Approval: 11/22/22

FOOTHILL COLLEGE

GUIDING PRINCIPLES FOR EQUITABLE CORs

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

This document was inspired by the recent national dialogue around systemic racism in the U.S. and our recognition that implicit and explicit racism exists in our curriculum at Foothill College. Although Foothill College has undertaken the process of educating faculty on the topic of student equity, and many have implemented real change within their classrooms and on campus, we recognize that there is still work to be done. We recognize that through our curriculum we as faculty contribute to the lack of a sense of belonging, safety, and space allocation for students of color. We also recognize that many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines. We acknowledge that we as faculty provide insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color. We believe that creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty can utilize to counteract some of the effects of institutional racism that perpetuates in higher education. The intent of this document is to assist faculty as they strive to address the issues outlined above and work to create safe, inclusive, and equitable spaces and learning opportunities for students of color.

We acknowledge the powerful role curriculum plays in forming our identities as educators and scholars in our respective academic fields, and as human beings. There are difficult questions ahead. We invite all Foothill College faculty to join us as we reflect critically on our curriculum in a community of scholars working in solidarity, without judgment, and without fear. We believe such a community is essential to bringing about the changes we want to see. Please join us.

Creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty have embraced in support of the Foothill College Strategic Vision for Equity. The intent of this document is to assist faculty as they strive to meet the three curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan[1].

DEFINITIONS

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success; and designs syllabi, activities, and assignments that acknowledge neurodiversity, integrate support for students, and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: Glendale Community College DSPS and CAST)

Antiracism encompasses a range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. Antiracism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. As a philosophy, it can be engaged in by the acknowledgment of personal privileges, confronting acts as well as systems of racial discrimination, and/or working to change personal racial biases[2].

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds, experiences, and traditions, including (dis)ability cultures like Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities. (Source: Glendale Community College C&I)

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and does not privilege one point of view. Decolonization is not just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus. (Source: Glendale Community College C&I)

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage. (Source: Glendale Community College C&I)

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity, age, religious commitment, or political perspective. (Source: eXtension)

Epistemology is the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity. Epistemology seeks to understand one or another kind of cognitive success (or, correspondingly, cognitive failure). (Sources: Merriam-Webster and Stanford University SEP)

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equity implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—that advantage some and disadvantage others and providing access to resources for success. (Source: University of Iowa)

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and where diverse individuals can participate fully in the decision-making and development opportunities within an organization or group. (Source: eXtension)

HOW CAN ONE PERSON MAKE A DIFFERENCE?

Structural and cultural changes are needed to enact true change as an institution. However, we all own the responsibility to engage in individual change and professional and personal development. All levels of system-change dimensions can impact and influence one another. By addressing all levels of change at the same time, a more transformative institutional shift can occur.

CREATING MORE EQUITABLE CURRICULUM

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success. As you write new courses or revise your existing courses, look to incorporating the suggestions, below, which focus on specific sections of the COR. Also provided are before/after examples from Foothill CORs which have gone through the process of being updated using an equity lens.

COURSE DESCRIPTION

- Does it demonstrate a welcoming approach? Does it engage students and invite them as participants/co-participants?
    - For introductory or general courses, mention that little to no experience in the topic/field is necessary to enroll
- Does it have inclusive language?
    - Use "the student" as much as possible, rather than he/she, or his/her
    - Use active versus passive voice, minimize jargon and/or define discipline-specific terminology
- Does it include DEIA content that will be covered in the course?
- Example(s) from Foothill CORs:
    - Before:
    - After:

COURSE CONTENT

- Is it timely? How has the topic/field evolved over time, and does the content reflect the most current iteration?
    - If applicable, address historical misconceptions *[better wording?]*
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs?
- Does it acknowledge the reality of racism and/or include topics related to DEIA?
- Does it explore a broad range of diverse contributions to the topic/field?
    - Move away from including only "canonical" contributions
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?
- Example(s) from Foothill CORs:
    - BIOL 40A Human Anatomy & Physiology - added the following topics:

        - History of anatomy and physiology acknowledging bias in the fields toward contributions of men of European descent
        - Recognition of historical contributions of individuals such as Wang Qingren, Imhotep, Ibn al-Nafis, Alessandra Giliani, Sushruta, etc.
        - Evolution of skin colors and misconceptions regarding a biological basis for race
        - Disparities related to the underrepresentation of individuals with darkly pigmented skin in textbooks, medical training, and clinical testing
        - Examination of health disparities, social determinants of health, and health inequities as related to … organ systems
        - Examination of the contributions of scientists from a diversity of backgrounds to the fields of anatomy and physiology

METHODS OF EVALUATION

- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are the methods detailed and descriptive?
    - Avoid listing, simply, "essays, quizzes, final exam, etc." without including additional information about what is included for each
- Are course activities aligned with core principles of universal learning design? Are there multiple means of representation, action, and expression, and/or engagement?
- Does assessment/evaluation consider the multiple ways students learn and use authentic assessment principles?
- Are students given the opportunity to make up and/or revise work?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example(s) from Foothill CORs:
    - Before:
    - After:

METHODS OF INSTRUCTION

- Are the methods detailed and descriptive?
    - Avoid listing, simply, "lecture, lab, exercises, etc." without including additional information about the delivery of each
        - Consider including definitions of terms such as "lecture," "lab," etc.
    - Provide overview of delivery of course content; when possible, include information such as ratio of lecture to group work and whether the course is teacher-centered or student-centered

- Does the course allow for peer review and/or cooperative work, and/or incorporate other opportunities for discussion between students and student-to-student feedback?
- Do the methods aid students in connecting course content to their lived experience?
    - As appropriate, include opportunities for students to engage in self-reflection, group discussion, journaling, etc., to better engage with content
- Example(s) from Foothill CORs:
    - Before:
    - After:

REPRESENTATIVE TEXTS/MATERIALS

- Do the texts/materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors and voices represented?
    - Move away from including only "canonical" texts/materials
- Are the texts/materials current—do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others? Do they help students see themselves in the topic/field?
- Do the texts/materials engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization? Do they address biases within the topic/field, both historical and contemporary, and include counter-narratives?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
    - If films/videos or online resources are listed, are these accessible to those students with disabilities (e.g., closed captioned, compatible with screen readers)?
- Are the texts/materials appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER (Open Educational Resources) librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups.)
- Look beyond traditional textbooks—are there other types of "texts" relevant to the topic/field?
    - Consider the following: films/videos, articles, online resources *[anything else?]*
- Example(s) from Foothill CORs:
    - BIOL 40A Human Anatomy & Physiology - added the following materials:
        - Articles on representation of skin color in medical training

TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

- Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are assignments relevant to the type of course?
    - As appropriate, consider using "non-traditional" assignments, such as internships or e-portfolios
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.
- Example(s) from Foothill CORs:
    - BIOL 40A Human Anatomy & Physiology - added the following assignments:
        - Analysis of the contributions to anatomy and physiology by scientists from a diversity of backgrounds

CONCLUSION

Do we think this document needs a conclusion?

REFERENCES

1. Curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

- **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
    - Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
- **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
    - Goal 1: Curriculum is explicitly race conscious.
        - Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.

        - Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
    - Goal 2: Pedagogy is race conscious.
        - Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
        - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
        - Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
        - Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
    - Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
- **Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
    - Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
    - Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
    - Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

2. "Being Antiracist". National Museum of African American History and Culture. 2019-10-01.