

College Curriculum Committee Meeting Agenda
Tuesday, May 21, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

| Item | Action | Attachment (s) | Presenter (s) |
|----------------------------------|------------|----------------|---------------|
| 1. Minutes: May 7, 2019 | Action | #5/21/19-1 | Armerding |
| 2. Report Out from Division Reps | Discussion | | All |
| 3. Announcements | | | |
| a. New Course Proposals | | | |
| b. | | | |

- #5/21/19-16 Stand Alone Course Approval Request: C S 55B
- #5/21/19-17 Stand Alone Course Approval Request: C S 55C
- #5/21/19-18 Stand Alone Course Approval Request: C S 55D
- #5/21/19-19 Petition for Credit by ExaminationÑ draft
- #5/21/19-20 Kinesiology Request to Add Advisory to ATHL Courses
- #5/21/19-21 Certificate of Achievement - Local TemplateÑ draft (updated)
- #5/21/19-22 Certificate of Achievement - Workforce TemplateÑ draft (updated)

2018-2019 Curriculum Committee Meetings :

Fall 2018 Quarter

Winter 2019 Quarter

10/2/18

1/

10/16/18

10/30/18

11/13/18

11/27/18

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2018-19

Stella

Originate(s)

Debra Ann... 7743

Vice President, Academic Services

Paul Starer 7179

Interim Associate Vice-President of Instruction
starerpaul@hca.edu

Voting Membership (12 total, 1 vote per division)

Vacant Campbell

7502

Power

Demetrius...

Christina...

Victoria...

Christy...

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Non-Voting Membership (4)

ASFC Rep.

Mary Vanatta

7139

Cur. Coordinator vanattama@hca.edu

Kaye McGee

7509

Evaluations mcgeekaye@hca.edu

S. O. Coordinator

Visitors

Ben Schurdtz...

**College Curriculum Committee
Meeting Minutes
Tuesday, May 7, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room**

Item

Discussion

M/S

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53rd SPRING SESSION RESOLUTIONS

Adopted April 13, 2019

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ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 S19 Senator Emeritus Status for Marie Boyd

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Marie Boyd has satisfied those requirements as a faculty member of the California Community Colleges system who has completed the required five years of significant service to the Academic Senate;

Whereas, Marie Boyd has been a dedicated and distinguished member of the Chaffey College faculty for twenty years, exemplifying the highest professional standards as a professor and as a colleague, during which time she has faithfully and effectively served Chaffey College as a reference librarian, faculty senator, SLO outcomes and assessment co-coordinator, and curriculum chair, providing a level of integrity, institutional memory, perspective, and continuity of service that has been an invaluable asset to the college;

Whereas, Marie Boyd has served the Academic Senate for California Community Colleges on the System Advisory Committee on Curriculum (SACC), the Curriculum Committee, the CTE Leadership Committee, and the Small or Rural College Caucus, as a noncredit and CTE liaison, and as a presenter and facilitator at ASCCC Fall and Spring Plenary Sessions and Curriculum Institutes; and

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work related to student learning outcomes, institutional core competencies, and full integration of SLOs into program review propelled Chaffey College into proficiency and resulted in Chaffey College becoming a model at numerous conferences statewide;

Resolved, That the Academic Senate for California Community Colleges recognize Marie %R\G¶V H[WUDRUGLQDU\ DQG GLVWLQJXLVKHG VHUYLF
Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Marie Boyd its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of life after curriculum with her family in the years to come.

Contact: Area D

Acclamation

3.0 DIVERSITY AND EQUITY

3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)¹ prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities²;

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

*(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, **the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students.** The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

*(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.*

(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);³

¹ ADA.gov United States Department of Justice, Civil Rights Division https://www.ada.gov/2010_regs.htm

² U.S. Equal Employment Opportunity Commission https://www.eeoc.gov/eeoc/newsroom/wysk/hiv_aids_discrimination.cfm

³http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=87408.

Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH)

Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCC has indicated in the

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expected for every college on every element within the five- \HDU WLP;H IUDPH´~~

Resolved, That the Academic Senate for California 500030057667.2 Tm0 g0 tu7()-20(50t6()-201(e)eeeeee

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Resolved, That the Academic Senate for California Community Colleges work with the & DOLIRUQLD & RPPXQLW\ & ROOHJHV & KDQFHOOORU ¶ V 2 IILF encourage the CCCCO to fund and staff adequate system-wide research within the Digital Innovations and Infrastructures (DII) Division; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge WKH & DOLIRUQLD & RPPXQLW\ & ROOM Management & KDQFHOOORU ¶ V Information System (MIS) data elements based upon the work of the ASCCC and RP Group and include nationwide transfer data by updating the Clearinghouse subscription to provide individual colleges with nationwide transfer data.

Contact: Kathleen Bruce, San Joaquin Delta College, Area A

MSU

7.02 6 6XSSRUW IRU 6WXCSH through Calplus Early ¶ 6XF Learning/Child Development Lab Schools

Whereas, Governor Gavin Newsom has proposed investment in early learning and in early childhood education programs in the 2019-20 budget by adopting a framework that

promotes a healthy start in three ways: (1) early access for children to educational and healthcare services, including services for those with adverse childhood experiences, (2) a two-generation approach that invests in parents so they can invest more in their children, and (3) easing financial pressures on parents so they can escape the cycle of poverty and focus on healthy development of their kids in those critical first five years of a child's life¹¹,

and the 2019-2020 California budget proposes a Cal Grant Access Award for student parents;

Whereas, Many college students utilizing services are students who are immigrants, single parents, and returning parents and are disproportionately affected by the lack of critical services such as quality and affordable early care and education while working on achieving their educational goals and creating paths out of poverty;

Whereas, Access to affordable and high-quality child care services for community college students with children is critical to student success and completion¹² and serves as

¹¹ & DOLIRUQLD * RYHUQRU ¶ V 20. %XIGed from <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

¹² The ACCT 2016 Invitational Symposium: Getting in the Fast Lane. Retrieved February 12, 2019 from [www.acct.org](https://www.acct.org/files/Publications/2017/ACCT_Paper2_WebReady02%203-8-17%20final.pdf) https://www.acct.org/files/Publications/2017/ACCT_Paper2_WebReady02%203-8-17%20final.pdf

Colleges Need More Child Care to Help Student Parents Graduate ² IWPR. (2011, March 22). Retrieved February 3, 2019, from <http://www.iwpr.org/press->

a resource of student equity that can improve overall academic outcomes, retention, and completion rates; and

Whereas, The Student Senate for California Community Colleges (SSCCC) adopted a resolution in Spring of 2017 calling for the establishment of on-

including the need for t KH & & & 2 ¶ V UROH LQ WKH HOHPHQWV RI WKH review to be unimpeded;

Resolved, That the Academic Senate for California Community Colleges remind the & DOLIRUQLD & RPPXQLW\ & ROOHJHV & KDQFHOOORU ¶ V 2IILFI system is the curriculum of the colleges, approved by the colleges and submitted to the CCCCCO for additional review in specified circumstances and for the receipt of control numbers;

Resolved, That the Academic Senate for California Community Colleges support a robust Request for Proposal (RFP) process that would explicitly acknowledge the potential of maintaining COCI and place its development and control in a managing entity that recognizes its role as a system support structure that strives to effectively meet the needs of the CCCCCO and the colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage the CCCCCO to involve faculty and all appropriate constituents in the development of any Request for Proposals (RFP) that involves procurement of technology that the colleges will be required to interact with.

Contact: Michelle Pilati, Rio Hondo College

MSU

7.05 S19 Explore Allowing Refunds Beyond Regulatory Deadline

Whereas, Title 5 §58508 indicates:

- (a) A community college district governing board shall refund upon request any enrollment fee paid by a student pursuant to section 58501 for program changes made during the first two weeks of instruction for a primary term-length course, or by the 10 percent point of the length of the course for a short-term course.*
- (b) A student shall be allowed at least two weeks from the final qualifying date of the program change specified in subdivision (a) to request an enrollment fee refund.*
- (c) A community college district shall not refund any enrollment fee paid by a student for program changes made after the first two weeks of instruction for a primary term-length course, or after the 10 percent point of the length of the course for a short-term course, unless the program change is a result of action by the district to cancel or reschedule a class or to drop a student pursuant to subdivision (l) of section 55003 where the student fails to meet a prerequisite;*

Whereas, Title 5 §58507 defines program changes as any adding or dropping of classes during the term pursuant to district policy and states that the enrollment fee shall be adjusted to reflect added or dropped courses as allowed by district policy; and

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal educational functioning levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California
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705 Data Revision Project to create Management Information System (MIS) data
elements to more accurately code transfer-level English, mathematics, and quantitative
reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts such as the Student Centered Funding
Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others rely on
drawing information about students and colleges from coded elements that were not
constructed to accurately calculate and align with these current, high

Contact: Craig Rutan, Noncredit Committee

MSU

9.03 S19 Documenting Open Educational Resources Options in Course Outline of Record

Whereas, In the California Community Colleges, the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancell

for the use of publisher generated materials by faculty in all modalities of courses and
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ensuring that all educational materials are accessible as required by law; and

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective*¹⁷ recommends the following:

Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include

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work with their administration to allow the use of sabbaticals and other professional
development opportunities for the development of accessible open educational
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of appropriate open educational resources textbooks while adhering to the highest
professional standards and ensuring appropriate levels of academic rigor for their
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Whereas, Adopting open educational resources (OER) may be more complicated and time-consuming than the adoption of a commercial textbook due to factors such as the lack of an existing OER text-equivalent, the need to modify or update an OER text-equivalent, the need to curate resources to create a text-equivalent, or the lack of ancillaries;

Resolved, That the Academic Senate for California Community Colleges recommend that faculty should consider open educational resources (OER) adoption, including customizable teaching materials, as a measure towards achieving equity and facilitating student success;

Resolved, That the Academic Senate for California Community Colleges recognize that adoption of OER may require substantial work that exceeds what is needed to adopt a commercial text and will therefore benefit from the provision of reassigned time, stipends, and the support of classified professionals for further modification and the development of ancillary materials;

Resolved, That the Academic Senate for California Community Colleges develop sample structures for support for colleges to consider that recognize the time involved in not only developing OER and associated ancillaries, but in researching the availability of OER, conducting a comprehensive review of OER, and updating existing OER; and

Resolved, That the Academic Senate for California Community Colleges encourage the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources.

Contact Michelle Pilati, Rio Hondo College

MSC

9.06 S19 Support New Distance Education Definitions

Whereas, Cross-college online enrollments have increased due to California Virtual Campus-Online Education Initiative (CVC-OEI) efforts, and the terminology colleges use for online courses, hybrid courses, and courses with required proctoring on examinations

differs significantly, causing confusion and frustration for students navigating multiple colleges;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has worked with stakeholder representatives to update the Distance Education Guidelines, 2008 Omnibus Version, and the revision will be reviewed by California Community Colleges Curriculum Committee (5C) on April 24, 2019, and later by Consultation Council; and

Whereas, The following definitions are proposed by DEETAC as part of the update to the Distance Education Guidelines:

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the studentg-6(upper)-6(t)7(e)7(d by)7()] TJTTJTTJT51 1.

effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

MSU

13.02 S19 Support for Faculty Open Educational Resources Coordinators

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to create and make accessible maps of all-gender restrooms;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to collaborate with their local administrations, governing boards, and other stakeholders to include all-gender restroom facilities in all new construction plans; and

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring*

Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community

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Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*²⁹ and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

MSU

21.0 CAREER TECHNICAL EDUCATION

21.01 S19 Adopt the Paper *Work-Based Learning in California Community Colleges*

Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community

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Early experiential learning, including cooperative work experience and technical
Education, Cooperative Work Experience, internship, and apprenticeship prog04A00487rog04A00487rog04.

Amend the title:

~~Support AB 302 (Berman, as of 25 March 2019) and~~ Identify Housing Assistance
Representatives

Strike the fourth Whereas:

21 CFR 101.11.1 (b) 2 DOVR NQRZQ DV 3

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

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Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

Online with In-Person Proctored Assessment: (OPA)

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by

Amendment the Resolved:

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional guaranteed transfer admissions options, such as a CSU transfer admission guarantee to a specific major and campus, similar to the UC Transfer admission guarantee ~~for eligible applicants not admitted due to changed admission criteria instituted in response to~~ ~~impaction.~~

Contact: Tiffany Tran, Irvine Valley College

MSF

DELEGATES

| COLLEGE | NAME / SIGNATURE |
|-------------------------|-------------------|
| Alameda, College of | Rochelle Olive |
| Allan Hancock College | Marla Allegre |
| American River College | Alisa Shubb |
| Antelope Valley College | Van Rider |
| Bakersfield College | Deborah Rosenthal |
| Barstow College | Nance Nunes |

| | |
|--------------------------------|---------------------|
| El Camino College | Darcie McClelland |
| Evergreen Valley College | Frank Espinoza |
| Folsom Lake College | Paula Haug |
| Foothill College | Isaac Escoto |
| Foothill DeAnza CCD | Carolyn Holcroft |
| Fresno City College | Wendell Stephenson |
| Fullerton College | Kimberly Orlijan |
| Gavilan College | Nikki Dequin |
| Glendale College | Kevin Mack |
| Golden West College | Martie Ramm Engle |
| Grossmont College | Tate Hurvitz |
| Hartnell College | Lisa Storm |
| Imperial Valley College | Rick Epps |
| Irvine Valley College | June McLaughlin |
| Laney College | Fred Bourgojn |
| Lassen College | Royana Haynes |
| Long Beach City College | Jorge Ochoa |
| Los Angeles CCD | Angela Echeverri |
| Los Angeles City College | John Freitas |
| Los Angeles Mission College | Deborah Paulsen |
| Los Angeles Pierce College | Angela Belden |
| Los Angeles Southwest College | Robert L Stewart |
| Los Angeles Trade Tech College | Eboni McDuffie |
| Los Angeles Valley College | Joshua Miller |
| Los Medanos College | Joshua Bearden |
| Los Rios CCD | Carlos Lopez |
| Marin, College of | Meg Pasquel |
| Mendocino College | Catherine Indermill |
| Merced College | Julie Clark |
| Merritt College | Mario Rivas |
| MiraCosta College | Maria Figueroa |
| Mission College | Thais Winsome |
| Modesto Junior College | Curtis Martin |
| Monterey Peninsula College | Adria Gerard |

| | |
|--|-------------------|
| Rio Hondo College | Michelle Pilatti |
| Riverside CCD | Peggy Campo |
| Riverside College | Mark Sellick |
| Sacramento City College | Gayle Pittman |
| Saddleback College | Dan Walsh |
| San Bernardino Valley College | Celia Huston |
| San Diego City College | Jan Jarrell |
| San Diego Continuing Ed | Richard Weinroth |
| San Diego Mesa College | Manuel Velez |
| San Diego Miramar College | Marie McMahan |
| San Francisco, City College of | Fred Teti |
| San Joaquin Delta College | Kathleen Bruce |
| San Jose City College | Alejandro Lopez |
| San Jose -Evergreen CCD | Eric Narveson |
| San Mateo CCD | Leigh Ann Shaw |
| San Mateo, College of | Jeremy Wallace |
| Santa Ana College | Monica Zarske |
| Santa Barbara City College | Kathy O'Connor |
| Santa Monica College | Nathaniel Donahue |
| Santa Rosa Junior College | Eric Thompson |
| Santiago Canyon College | Michael Taylor |
| School of Continuing Education (Formerly N Orange Co CCD/Noncredit) | Tina McClurkin |

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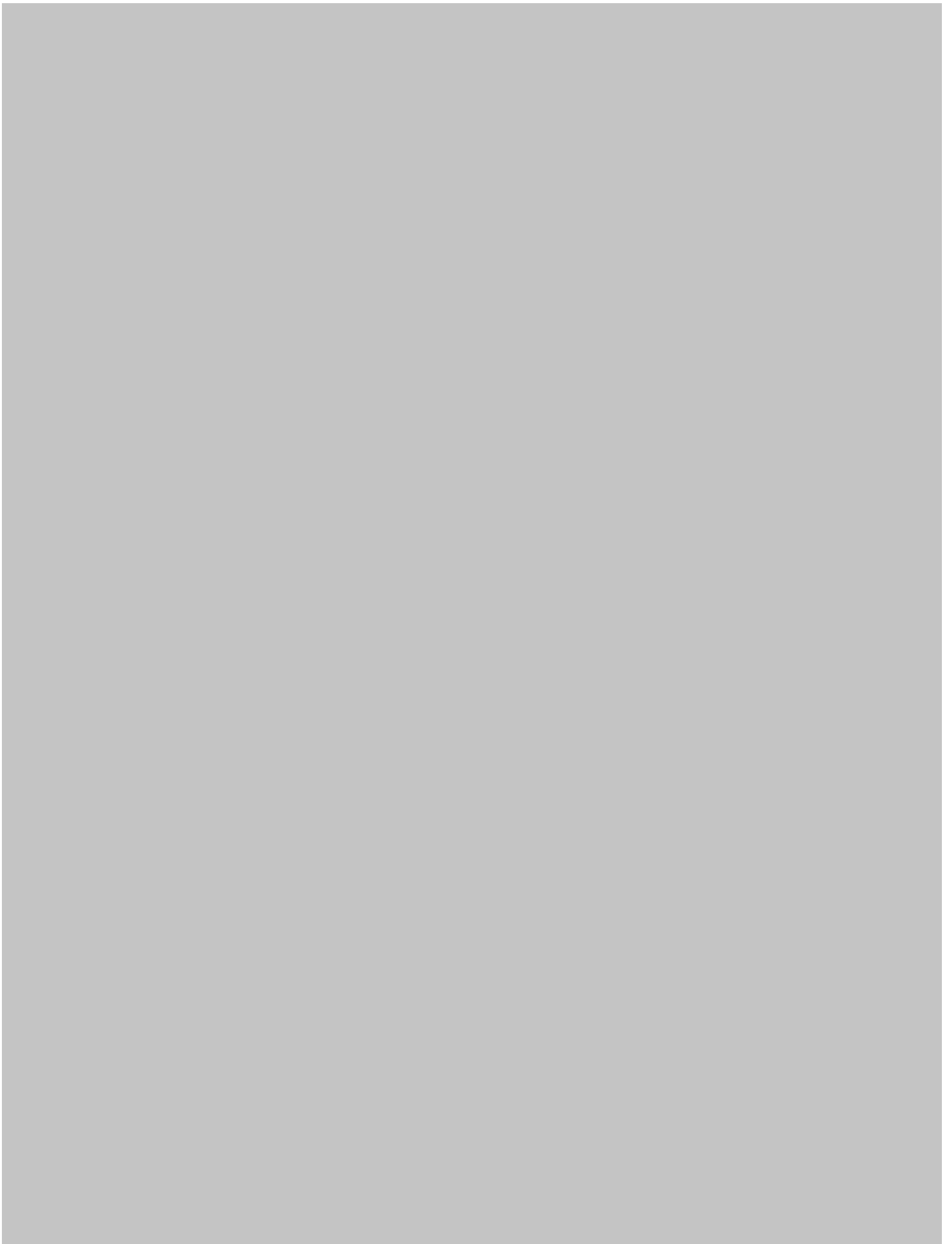
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7KLV FRXUVH ZLOO EH D UHTXLUHG FOR 00 RFRXG UWHU WR UL MDKMHX SF DF KQH SHPF

'HVFULSWLRQ

7KLV FRXUVH LQWURGXFHV FORXG FRPSXWLQJ ZKLFK VKLIWV LQIRUPDWLR
KLJKO\ VFDODEOH LQWHUQHWH DUELS\ODFWRUUUV 7XHLGRXUWH \$PDRRQGHV D
FORXG FRPSXWLQJ WHFKQRORJLHV DQG SURYLGHV VWXGHQWV ZLWK WKH
LQFOXGLQJ VLPSOH DQG FRPSOH[FRPSXWH LQVWDQFHV ZHE VHUYHUV DQ
GHPRQVWUDWHV PDNH\ (\$XFDODESODWKIRUP IRU HGXFDWLRQDO LQGXFVWU
RSSRUWXQLWLHV

3UHUHTXLVLWH 1RQH

&R UHTXLVLWH 1RQH

\$GYLVRU\ & 6 \$

&RXUVH 2EMHFWLYHV

7KH VWXGHQW ZLOO EH DEOH WR

& 0 H\$ BDC HD & WDLQ : DQW GH XEULEH WKH FORXG FRPSXWLQJ FRLOOHLOKQW WR
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' ([SODLQ WKH6FRORXQW \$UYLFHV LQFOXGLQJ FRPSXWLQJ JOREDOLQ
GHSOR\PHQWV
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* &UHDWH D EDVLF ZHE6VSHQDWRUHQ WHQD \$OH GRPDLQ VHUYLFHV DQG X
+ 'HPRQVWUDWH KRZ WR LPSOHPHQW 6DORQDPSDREHVNWWDDQFHP \$FLQG

7KH: \$ SODWIRUP
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'DWD FHQWHU FRQFHSWV
(0DQDJLQJ: \$ SODWIRUP



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%: ULWWHQ ODERUDWRU\ DVVLJQPHQWV ZKLFK LQFOXGH GHWDLO
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DSSURYHG LQWHUQHW HQYLURQPHQW +HUH WKH VWXGHQW
VXEPLW WKHLU FRPSOHWHG ODE ZRUN
\$ GLVFXVVLRO ZHESDJH ORFDWHG RQ D FROOHJH KRVWHG FI
DSSURYHG LQWHUQHW HQYLURQPHQW +HUH VWXGHQWV FD
SXEOLFO\ ZLWK RWKHU FODVV PHPEHUV
& 'HWDLOHG UHYLHZ RI ODERUDWRU\ DVVLJQPHQWV ZKLFK LQFOXG
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Foothill College

Petition for Credit by Examination

Date _____

Name _____
Last First Middle

Student ID Number _____

I request permission to take the examination for credit in the following course, in which I am currently enrolled:

E C E

1. No course may be challenged after the second week of instruction during a regular quarter, or after the first week of summer session, or after the second meeting of a ~~week~~ course.
2. Credit by examination will not be granted in courses for which the student has received a grade from any institution of higher education.
3. Units of credit received through this procedure may not apply toward the minimum of 24 resident units required at Foothill

To: CCC
From: KINS/ATHL
Date: 5/8/19

The KINS/ATHL Curriculum Committee has approved the addition of language to be added to the CORs for the courses that reflect intercollegiate teams being “in season,” to limit enrollment due to team selection. This language will be added as an Advisory, effective fall 2019 quarter.

The KINS/ATHL Curriculum Committee respectfully requests CCC approval to allow for this new language to be added to the CORs by the Curriculum Coordinator, without each COR needing to complete the full C3MS review/approval process.

Title 5 section 58106(a)(3) states:

Elias Regalado sees the language as being compliant and consistent with Title 5 section 58106(a)(3) in terms of establishing an appropriate intercollegiate competition enrollment limitation. To ensure a fair and equitable selection process a rubric will be used to reflect

- 13.!ATHL 32 Intercollegiate Swimming I (Men & Women)
- 14.!ATHL 32F Intercollegiate Swimming II (Men & Women)
- 15.!ATHL 33 Intercollegiate Water Polo I (Women)
- 16.!ATHL 33F Intercollegiate Water Polo II (Women)
- 17.!ATHL 41A Intercollegiate Sand Volleyball I (Women)
- 18.!ATHL 41B Intercollegiate Sand Volleyball II (Women)
- 19.!ATHL 42 Intercollegiate Volleyball I (Women)
- 20.!ATHL 42F Intercollegiate Volleyball II (Women)
- 21.!ATHL 44 Intercollegiate Tennis I (Men)
- 22.!ATHL 44F Intercollegiate Tennis II (Men)
- 23.!ATHL 45 Intercollegiate Tennis I (Women)
- 24.!ATHL 45F Intercollegiate Tennis II (Women)

Year 2, Spring = # units
TOTAL UNITS: # of units

Item 4. Master Planning

How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master plan?

Draft

