

College Curriculum Committee Meeting Agenda
Tuesday, April 19, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: March 15, 2016	Action	#4/19/16-1	Escoto
2. Announcements a. New Course Proposals b. CORs for Update 2017-18 (Title 5 list) c. Draft Foothill GE list for 2016-17 d. Apprenticeship Requests—outcome e. Spring Plenary Resolutions	Information	#4/19/16-2–10 #4/19/16-11 #4/19/16-12–13 #4/19/16-14 #4/19/16-15	Escoto
3. COR Review part 1	Information		Escoto
4. Checklist of Topics for Cross-listed Courses	1st Read	#4/19/16-16	Escoto
5. AP Credit Policy	Discussion		Escoto
6. Program Review Update on Curricular Issues	Discussion		LaManque
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

Attachment List:

#4/19/16-1 Draft Minutes: March 15, 2016
#4/19/16-2 New COR Proposal: CHEM 12AL
#4/19/16-3 New COR Proposal: CHEM 12BL
#4/19/16-4 New COR Proposal: CHEM 12CL
#4/19/16-5 New COR Proposal: CHEM 13AH
#4/19/16-6 New COR Proposal: CHEM 13BH
#4/19/16-7 New COR Proposal: CHEM 13CH
#4/19/16-8 New COR Proposal: ENGL 34C
#4/19/16-9 New COR Proposal: SOSC 1
#4/19/16-10 New COR Proposal: SOSC 2
#4/19/16-11 COR Requiring Updates for 2017-18
#4/19/16-12 Draft Foothill General Education 2016-17
#4/19/16-13 Foothill GE Changes for 2016-17
#4/19/16-14 Apprenticeship Deactivation Exemption Requests—CCC Voting Report
#4/19/16-15 ASCCC 48th Spring Session Resolutions for Discussion on 4/21/16
#4/19/16-16 Topics for Cross-listed Courses

2015 -2016 Curriculum Committee Meetings

Fall 2015 Quarter

10/6/15
10/20/15
11/3/15
11/17/15
12/1/15

Winter 2016 Quarter

1/19/16
2/2/16
2/16/16
3/1/16
3/15/16

Spring 2016 Quarter

4/19/16
5/3/16
5/17/16
5/31/16
6/14/16

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

2015-2016 Curriculum Deadlines

12/1/15 Deadline to submit courses to CSU for CSU GE approval.
12/1/15 Deadline to submit courses to UC/CSU for IGETC approval.
2/1/16 Curriculum Sheet updates for 2016-17.

- ~~2/15/16~~ Deadline to submit local GE applications.
 6/1/16 Deadline to submit new/revised courses to UCOP for UC transferability.
 6/17/16 COR/Title 5 updates for Summer 2017.
 Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~

~~[ASCCC 2015 Fall Plenary Session](#) | 11/5–7/15 | Irvine Marriott~~

~~[ASCCC Fall 2015 Curriculum Regional Meeting \(North\)](#) | 11/13/15 | Solano College – Fairfield~~

~~[ASCCC 2016 CTE Curriculum Academy](#) | 1/14–15/16 | Napa Valley Marriott~~

~~[ASCCC 2016 Instructional Design and Innovation](#) | 1/21–23/16 | Riverside Convention Center~~

~~[ASCCC 2016 Accreditation Institute](#) | 2/19–20/16 | Marriott Mission Valley – San Diego~~

~~[ASCCC 2016 Academic Academy](#) | 3/17–19/16 | Sheraton Sacramento~~

~~[ASCCC 2016 Spring Plenary Session](#) | 4/21–23/16 | Sacramento Convention Center~~

~~[ASCCC 2016 Career Technical Education Institute](#) | 5/6–7/16 | DoubleTree Hilton - Anaheim~~

~~[ASCCC 2016 Faculty Leadership Institute](#) | 6/9–11/16 | Mission Inn - Riverside~~

~~[ASCCC 2016 Curriculum Institute](#) | 7/7–9/16 | DoubleTree Hilton - Anaheim~~

Distribution:

Benjamin Armerding (LA), Kathy Armstrong (PSME), Beth Beiers (DRC), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hues (Acting VP, Instruction), Mike Ji (ASFC), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2015-16

Meeting Date: 4/19/16Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only) escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	LA	fongvalerie@fhda.edu
<input type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	KA	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	FA	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	FA	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input type="checkbox"/>		7231	Evaluations
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr Coordinator vanattamary@foothill.edu
<input type="checkbox"/>	Nataly Wijono		ASFC

Visitors:

Allison Lenkeit Meezan, Basil Farooq

College Curriculum Committee
Meeting Minutes
Tuesday, March 15, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: March 1, 2016	Minutes approved by consensus. Approved.
2. Announcements	Speaker: Isaac Escoto Escoto encouraged group to attend open forums to meet candidates for Foothill College President.
a. Change to course listing for GE Area I - Humanities	Currently, Area I of local GE pattern split into two sections: Arts & Letters. Students required to take only one course for Area I. Going forward, section designations will be removed, and Area I will be a single list of courses. Only affects local GE pattern. Suggestion that Area I name be changed to "Arts and Humanities," to add clarity for students. Question as to whether arts is mentioned in Area I outcomes—yes, it is noted in depth criteria as part of the "multidisciplinary approach" a course must incorporate. Comment that renaming might be confusing, considering current depth criteria language. Consideration to rename can be included in ongoing discussion about local GE. Day noted that Title 5 language for this area is "Humanities."
b. Notification of Proposed Requisites	Please share with your constituents.
3. Consent Calendar	Speaker: Isaac Escoto ADTs included on Consent Calendar for sake of efficiency. Note that work has been ongoing by a number of individuals, and Biology ADT may be a popular program.
a. New Program Application: Biology ADT	
b. GE Applications	The following GE applications were presented: Area III - CHEM 9; Area IV - PSYC 40; Area VII - PSYC 49, SOC 19, SOC 40. No comments.
	Consent Calendar approved by consensus. Approved.
4. Course Deactivation Exemption Requests	Speaker: Isaac Escoto List of courses not taught in four years was distributed via email on 2/11/16; divisions submitted requests to exempt courses, per Policy on Course Currency. Each request considered individually. This is the first year we're going through this process. C S 83B: Department plans to offer course spring 2019. Note that this course was not on this year's deactivation list, but it will be on next year's list, and faculty would like assurance that he will be able to teach course. Computer Science is a dynamic area, and faculty work well in advance to develop courses. Some courses take at least two years to develop, as faculty create all original content (e.g., videos) for courses. Current course outline is "placeholder" for actual course content yet to be developed. C S 83A offered fall 2015 and was very popular—faculty believes 83B will be similarly popular. Going forward, division reps will instruct C S faculty to wait to create/develop courses until they are ready to be taught. Escoto noted that this is the function of the course catalog, to be a listing of current offerings, not placeholders. LaManque noted that pre-emptive approval of a course could set a precedent for others to submit petitions for courses not yet on deactivation list. Noted that it also sets up an administrative burden for tracking such pre-approvals. Escoto confirmed, per policy, that a course must be inactive for three

quarters before it may be re-activated; suggested revisiting this rule in light of new policy. Motion to suspend requirement of three inactive quarters before reactivation. **Approved.** No further action taken on course; will be discussed again when it appears on future deactivation list.

ENGL 7: Department plans to offer course fall 2016 or fall 2017. General question as to what reason a committee member might have to not approve a course if the request form is complete and lays out a good plan. Escoto and LaManque noted that there is no requirement for questioning of information on request forms. Question as to whether or not form should require explanation of why course has not been taught recently. Comment that process has helped departments strategize future offerings and marketing of courses. Suggestion to move approval of requests to Consent Calendar. Escoto noted that Consent Calendar is generally used for items that are not contentious and are likely to be approved. For this reason, Consent Calendar process might not be a best practice for these requests. Note that approval process can be revisited, in future years. Motion to approve ENGL 7 request. **Approved.**

ENGL 22: Department plans to offer course winter 2017. Motion to approve. **Approved.**

LINC 70B: Department plans to offer course summer 2016. Question regarding department's plan to regularly offer the course, specifically "academic year planning schedule" language. Unsure of what that means. Note that this is the first year faculty have filled out these forms, resulting in some questions about what information to include. Escoto noted that form can be revised for future years. Comment that department not providing specific information about plan to offer/market course going forward. Day noted that we don't require faculty to explain on new course proposal form when and how often course will be offered. LaManque clarified that request form created using standards in policy. Suggestion that form ask department to outline "plan for future success." Suggestion to add signature lines to form. Motion to approve LINC 70B request. **Approved.**

LINC 80A: Department plans to offer course summer 2016. Motion to approve. **Approved.**

MUS 7E: Department plans to offer course winter 2017. Department has been struggling to develop ADT, and this course might be included in program. Note by division that department experiencing shuffle in faculty. Motion to approve. **Approved.**

MUS 11C: Department plans to offer course spring 2017. Note that course on Music Technology degree sheet. Motion to approve. **Approved.**

MUS 41: Department plans to offer course fall 2016. Plans to include in ADT. Motion to approve. **Approved.**

PHIL 11: Department plans to offer course fall 2017. Note that this is over a year out, after next year's list will be run. Course is currently in Review status to be revised for 2017-18 catalog. Day noted that deactivating this course will trigger new submission process for IGETC, etc. More complicated process than would be required for C S 83B, for example. Motion to approve. **Approved.**

	<p>PHOT 68C: Department plans to offer course fall 2017—over a year out. Escoto asked group to consider how often such requests will be reviewed. Concern expressed that process to reactivate course is lengthy and that a plan to offer within two years should be acceptable. Note that for incoming students, course listed in catalog that will be taught within two years should work for students' needs. Question as to what the threshold should be for approving a course far in advance, especially in regard to C S 83B. Reminder that C S was asking for pre-approval, outside of regular process. Note that lack of student demand affects ability to offer PHOT 68C. Counseling suggested that departments closely look at program electives and potentially package similar courses to aid students in selecting “track.” Comment that faculty member (unrelated to PHOT 68C) was previously advised to remove “tracks” from program sheet because students felt as though they were being restricted. Suggestion to revise request form to include question regarding why course has not been offered. Motion to approve PHOT 68C. Approved.</p> <p>PHOT 68F: Department plans to offer course winter or spring 2017. Request form notes repeatability and class family issues—Escoto noted that currently there is no discussion regarding making changes to these regulations. Kurt Hueg noted concerns of accreditation and “time to a degree”—courses must be available to students. Note that this is a program elective, not a required core course. Question as to how approvals will be tracked for courses planning to not be taught until after next year’s deactivation list is run. Concern that C S 83B being judged by different standards; note that course was not up for deactivation and, thus, not being judged by same criteria. Motion to approve PHOT 68F. Approved.</p> <p>R T 71: Department plans to offer course during 2017-18 year. Explained that only licensed Radiologic Technologists may enroll; course allows for clinical education in MRI. Cannot be offered on a whim—requires contracts and securing clinical site. Faculty looking to work with CSU Northridge to spark enrollment in course. Motion to approve. Approved.</p> <p>SPAN 10A: Department plans to offer course winter 2017. Note that course on Spanish AA and ADT degrees. Motion to approve. Approved.</p> <p>SPAN 111: Department plans to offer course fall 2016. Motion to approve. Approved.</p>
<p>5. Apprenticeship Requests</p>	<p>Speakers: Isaac Escoto, Andrew LaManque</p> <p>David Ellis, program coordinator in Apprenticeship department, guest. Apprenticeship department submitted request forms to BSS division CC. BSS felt that forms were insufficient, especially when held to same standards as other BSS courses—did not approve Apprenticeship requests. Division wished to defer to general CCC for approval. Escoto clarified that Apprenticeship request forms do note an approval date but have not been approved. Apprenticeship department requesting extension to work with off-campus faculty and re-apply with division CC for certain courses, some of which are included in new programs approved summer 2015. Ellis noted that courses are all held off-campus and believes that they should be considered under different light. LaManque noted that Foothill College offers and</p>

	<p>confers Apprenticeship degrees/certificates, and courses are listed in our catalog, so they should be held to same standards. Ellis noted that request forms do specify plans for future course offerings.</p> <p>Ellis explained that students taking these courses required to work in the field while taking course, so there will be times during which a course cannot be offered due to timeline of students in workforce. Noted that it might not be possible to offer all courses every four years. Hueg asked for clarification on workforce reasoning. Ellis noted that, in particular, JRYM courses offered as need arises. LaManque noted that other Apprenticeship courses have robust enrollment, so perhaps the justification for keeping these courses on the books needs to be revisited. Hueg suggested faculty develop a summary justification for JRYM courses, since they all have the same rationale. Ellis noted that faculty hope to have courses become degree-applicable; Hueg noted that consistency and frequency of courses will need to improve if courses become degree-applicable (offered every 3-4 years). LaManque suggested that Stand Alone status of courses might explain lack of interest. Counseling noted similar issues with faculty in other departments who don't teach on-campus—sense of disconnection. Hueg noted that Apprenticeship faculty have been kept engaged and have attended BSS division CC meetings, and need to understand that if Foothill continues to offer courses, they must meet expectations.</p> <p>LaManque proposed that Apprenticeship be allowed to re-apply within one week to BSS division CC. Question as to voting procedure, due to upcoming catalog deadlines falling before next CCC meeting. Escoto suggested email. BSS expressed concern that division CC must be in charge of approval. LaManque noted that the current setup is that Apprenticeship falls under BSS and must follow same process as other departments. BSS noted that Apprenticeship workload can be overwhelming. Suggestion that BSS be allowed to defer decision to general CCC, in this instance. Consensus by group, in agreement to this request. Escoto will forward revised forms to CCC via email, for electronic vote. Suggestion that we connect with Santa Monica CC to see how they handle Apprenticeship curriculum.</p>
6. Checklist of Topics for Cross-listed Courses	Speaker: Isaac Escoto Moved to next meeting, due to time constraint.
7. AP Credit Policy	Speaker: Isaac Escoto Moved to next meeting, due to time constraint.
8. Report Out from Division Reps	Speaker: All Moved to next meeting, due to time constraint.
9. Good of the Order	
10. Adjournment	3:34 PM

Attendees: Rachelle Campbell (BH), Bernie Day (Articulation Officer), David Ellis (Program Coordinator, Apprenticeship—guest), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Mike Ji (ASFC), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Tiffany Rideaux (BSS), Lety Serna (CNSL), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 12AL

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Laboratory for Organic Chemistry

Proposed Catalog Description: Laboratory course to accompany CHEM 12A. Course intended to introduce students to laboratory techniques common in modern synthetic organic chemistry. Emphasis is on chemical reactions and theoretical concepts discussed in CHEM 12A.

Not open to students with credit in CHEM 13AH.

Proposed Prerequisite: C or better in CHEM 1C, Co-requisite: CHEM 12A.

Proposed Discipline: Chemistry

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

This course is intended as a restricted support course for the AS degree in Chemistry and General Studies Science.

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

None- course is same as existing, and will be scheduled in the same way, but now as co-requisite to CHEM 12A with unique course number.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 12BL

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Laboratory for Organic Chemistry

Proposed Catalog Description: Laboratory course to accompany CHEM 12B. Course intended to provide students with skill in techniques common to modern organic chemistry, and to support theories presented in CHEM 12B. Emphasis is on spectroscopy and chemical reactions relevant to CHEM 12B.
Not open to students with credit in CHEM 13BH.

Proposed Prerequisite: C or better in CHEM 12A and either 12AL or 13AH, Co-requisite: CHEM 12B.

Proposed Discipline: Chemistry

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

This course is intended as a restricted support course for the AS degree in Chemistry and General Studies Science.

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

None- course is same as existing, and will be scheduled in the same way, but now as co-requisite to CHEM 12B with unique course number.

Comments & Other Relevant Information for Discussion:

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Date number assigned/notification:

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Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 12CL

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Laboratory for Organic Chemistry

Proposed Catalog Description: Laboratory course to accompany CHEM 12C. Course intended to provide opportunities for experimental discovery in application of CHEM 12C course material. Emphasis is on chemical reactions relevant to CHEM 12C, and includes multi-step synthesis, expanded applications of NMR spectroscopy and student-driven projects.

Not open to students with credit in CHEM 13CH.

Proposed Prerequisite: C or better in CHEM 12B and either 12BL or 13BH, Co-requisite: CHEM 12C.

Proposed Discipline: Chemistry

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

This course is intended as a restricted support course for the AS degree in Chemistry and General Studies Science.

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

None- course is same as existing, and will be scheduled in the same way, but now as co-requisite to CHEM 12C with unique course number.

Comments & Other Relevant Information for Discussion:

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Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 13AH

Proposed Units: 3

Proposed Hours: 1 hour lecture, 3 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Honors Laboratory for Organic Chemistry

Proposed Catalog Description: Honors Laboratory course to accompany CHEM 12A. Course intended to introduce students to laboratory techniques common in modern synthetic organic chemistry. Emphasis is on chemical reactions relevant to CHEM 12A. Similar to CHEM 12AL, but Honors course includes critical analysis of primary literature, and requires additional writing assignments and group presentations. Not open to students with credit in CHEM 12AL.

Proposed Prerequisite: C or better in CHEM 1C, Honors Institute Participant, Co-requisite: CHEM 12A.

Proposed Discipline: Chemistry

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

This course is intended as a restricted support course for the AS degree in Chemistry and General Studies Science.

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

Biology, Physics, Engineering majors are typically required to take non-honors version. This honors version contains one additional hour of lecture, which will be scheduled ahead of lab. Most likely lab will run in afternoon which means that honors lab may let out later than usual (6:00 pm instead of 5:00 pm)

Comments & Other Relevant Information for Discussion:

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College Curriculum Committee
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Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 13BH

Proposed Units: 3

Proposed Hours: 1 hour lecture, 3 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Honors Laboratory for Organic Chemistry

Proposed Catalog Description: Honors Laboratory course to accompany CHEM 12B. Course intended to provide students with skill in techniques common to modern organic chemistry, and to support theories presented in CHEM 12B. Emphasis is on spectroscopy and chemical reactions relevant to CHEM 12B. Similar to CHEM 12BL, but Honors course includes critical analysis of primary literature, and requires additional writing assignments and group presentations.

Not open to students with credit in CHEM 12BL.

Proposed Prerequisite: C or better in CHEM 12A and either 12AL or 13AH, Honors Institute Participant, Co-requisite: CHEM 12B.

Proposed Discipline: Chemistry

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

This course is intended as a restricted support course for the AS degree in Chemistry and General Studies Science.

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

Biology, Physics, Engineering majors are typically required to take non-honors version. This honors version contains one additional hour of lecture, which will be scheduled ahead of lab. Most likely lab will run in afternoon which means that honors lab may let out later than usual (6:00 pm instead of 5:00 pm)

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Faculty Author: Kathleen Armstrong; Department of Chemistry

Proposed Number: CHEM 13CH

Proposed Units: 3

Proposed Hours: 1 hour lecture, 3 hours laboratory

Proposed Transferability: UC and CSU

Proposed Title: Honors Laboratory for Organic Chemistry

Proposed Catalog Description: Honors Laboratory course to accompany CHEM 12C. Course intended to provide opportunities for experimental discovery and for application of CHEM 12C course material. Emphasis is on spectroscopy and chemical reactions relevant to CHEM 12C. This Honors course will require students to work independently to plan and execute experiments taken from the primary literature. In addition, Honors students will complete additional writing assignments and group presentations. Not open to students with credit in CHEM 12BL.

Proposed Prerequisite: C or better in CHEM 12B and either 12BL or 13BH, Honors Institute Participant, Co-requisite: CHEM 12C.

Proposed Discipline: Chemistry

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

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

Biology, Physics, Engineering majors are typically required to take non-honors version. This honors version contains one additional hour of lecture, which will be scheduled ahead of lab. Most likely lab will run in afternoon which means that honors lab may let out later than usual (6:00 pm instead of 5:00 pm)

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Faculty Author: Ben Armerding

Proposed Number: ENGL 34C

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Literature into Film: How Great World Literature Translates to the Screen

Proposed Catalog Description & Requisites:

This course examines how great world literature throughout world history has been adapted for the modern day movie going audience, from one medium to the other--from text to film or television series. The course considers: 1. how film makers adapt literature to film, considering the conventions of each medium; 2. how film and literature may evoke similar or different meanings, considering historical and other contexts for creation and reception; 3. how one medium may inform the other. This course attempts to examine diverse works from the world history of literature, examining selected novels, graphic novels, short stories, plays, epic poems, comics, essays, and/or memoirs from diverse times and places that have been adapted to film and television for a modern audience.

Proposed Discipline: ENGLISH

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

ENGLISH AA and ADT

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

There are no other course offerings that focus on world literature that has been adapted to film on campus. While the course would not conflict with current Fine Arts offering on Film, perhaps Fine Arts would consider adding this class to their degree offerings, if deemed relevant by FA faculty. We believe this course would satisfy humanities GE, so it may have negligible impact on Humanities, but should not conflict with current Humanities offerings in content. Humanities may also consider adding this to its list of elective offerings for students completing that major.

Comments & Other Relevant Information for Discussion:

This course should apply literary analysis and theoretical perspectives to film and literature, looking at these mediums as textual and visual artifacts with tremendous capacity for meaning making and evoking emotions and ideas from audiences across cultures and history. It will take a broad cross-cultural view as it considers how great world literature is funneled into filmmaking, often (but not always) a "Western" construct.

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Authors: Michelle Palma, Patricia Gibbs, Kathryn Maurer

Proposed Number: SOSC 1

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Introduction to Global Studies

Proposed Catalog Description: This course provides students with an introduction to Global Studies. Students are offered an interdisciplinary view of globalization through an examination of social, cultural, political, economic, and environmental processes operating at multiple geographic scales. The course emphasizes the interdependence and connections between global institutions, populations, and individuals.

Proposed Discipline: General Social Sciences (Interdisciplinary – Business & Social Science Division)

Proposed Need/Justification Statement: The world is growing smaller and therefore there is an increased need for students to explore the dynamics of this phenomenon, understand its ramifications, and foster a sense of global citizenship and skills associated with being a global citizen. Global Studies coursework is designed to do this. There has been an increase in Global Studies programs at all academic levels – including Universities – many around us like UC Berkeley, San Jose State University, UC Santa Barbara and UCLA.

Additionally, Global Studies was identified at the State Level, as one of the first two “Area of Emphases Transfer Model Curricula” as mandated by SB440, and an approved TMC now exists (see <https://c-id.net/degreereview.html>). Foothill College currently offers all support courses needed for this degree, and is only missing the two required core courses (Introduction to Global Studies and Global Issues). There are a number of faculty in the Business and Social Sciences Division (Departments of Geography, Sociology, Economics, Anthropology and Political Science) with the background and experience needed to teach one or both of these courses. Additionally, a Foothill College Global Citizenship Workgroup had previously identified an interest among Foothill students and the larger Foothill Community in developing new curricula to support Global Studies on campus.

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

This course would serve as one of two required core courses in the new Global Studies ADT (the application for the new ADT will be submitted Spring 2016, and would be available to students as early as Fall 2016, although they would need to wait until Fall 2017 for the two

core courses). It is also anticipated that these two courses will become support courses on a number of AA's and ADT's, including Geography AS, Sociology AA, Anthropology AA, Anthropology ADT, Political Science AA, International Business AA/Certificate, Women's Studies AA, Communications Studies AA. The course would fall under Area D for GE requirements, and Area 4 for IGETC. It could also fulfill the Intercultural Concentration.

Comments & Other Relevant Information for Discussion:

As part of a Stanford Human Rights Education Initiative (SHREI) Fellowship, Patricia Gibbs spent the 2013-14 academic year researching the viability of offering such a course at Foothill College, and has draft outlines completed for both new courses.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Authors: Michelle Palma, Patricia Gibbs, Kathryn Maurer

Proposed Number: SOSC 2

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Global Issues

Proposed Catalog Description: This course offers an introduction to the origins, current dilemmas, and future trends of major issues confronting the global community, such as energy and resource depletion, food and population, war and terrorism, nuclear arms, human rights, economic interdependence and international inequality. Public policy and decision-making, the role of global institutions, and global citizenship will be considered in exploring global issues.

Proposed Discipline: General Social Sciences (Interdisciplinary – Business & Social Science Division)

Proposed Need/Justification Statement: The world is growing smaller and therefore there is an increased need for students to explore the dynamics of this phenomenon, understand its ramifications, and foster a sense of global citizenship and skills associated with being a global citizen. Global Studies coursework is designed to do this. There has been an increase in Global Studies programs at all academic levels – including Universities – many around us like UC Berkeley, San Jose State University, UC Santa Barbara and UCLA.

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This course would serve as one of two required core courses in the new Global Studies ADT (the application for the new ADT will be submitted Spring 2016, and would be available to students as early as Fall 2016, although they would need to wait until Fall 2017 for the two core courses). It is also anticipated that these two courses will become support courses on a number of AA's and ADT's, including Geography AS, Sociology AA, Anthropology AA, Anthropology ADT, Political Science AA, International Business AA/Certificate, Women's Studies AA, Communications Studies AA. The course would fall under Area D for GE requirements, and Area 4 for IGETC. It could also fulfill the Intercultural Concentration.

Comments & Other Relevant Information for Discussion:

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Instruction Office:

Date presented at CCC:

Number assigned:

COR Requiring Updates for 2017-18

The following courses must be reviewed/updated by the Curriculum deadline of June 17, 2016. Courses in [blue](#) are currently in Review status in submissions.

SS	ACTG 51A	INTERMEDIATE ACCOUNTING I	2011 Summer
SS	ACTG 58	AUDITING	2011 Summer
SS	ACTG 59	FRAUD EXAMINATION	2012 Fall
SS	ACTG 60	ACCOUNTING FOR SMALL BUSINESS	2011 Summer
SS	ACTG 65	PAYROLL & BUSINESS TAX ACCOUNTING	2011 Summer
SS	ACTG 66	COST ACCOUNTING	2011 Summer
SS	ACTG 67	TAX ACCOUNTING	2011 Summer
SS	ACTG 68A	ADVANCED TAX ACCOUNTING I	2011 Summer
SS	ACTG 75	ACCOUNTING FOR GOVERNMENT & NOT-FOR-PROFIT	2011 Summer
CN	ALCB 223	CAREER RESOURCES	2011 Summer
CN	ALCB 406Y	WORLD NEWS DISCUSSION	2012 Summer
CN	ALCB 407Y	SOCIAL CHANGE	2012 Summer
CN	ALCB 408Y	ART APPRECIATION	2012 Summer
CN	ALCB 409Y	MUSIC APPRECIATION	2012 Summer
CN	ALCB 413Y	RELAXATION TECHNIQUES	2012 Summer
CN	ALCB 414Y	STRESS MANAGEMENT	2012 Summer
CN	ALCB 421Y	AROUND THE WORLD IN TRAVEL STUDY	2012 Summer
CN	ALCB 431Y	ANALYSIS OF CURRENT EVENTS	2012 Summer
CN	ALCB 451Y	DRAWING & PAINTING	2012 Summer
CN	ALCB 456Y	CRAFTS	2012 Summer
CN	ALCB 462Y	VERBAL EXPRESSION	2012 Summer
CN	ALCB 463Y	CREATIVE WRITING	2012 Summer
CN	ALCB 465Y	CREATIVE SELF-EXPRESSION	2012 Summer
CN	ALLD 207	BASIC MATH REMEDIATION	2012 Fall
CN	ALLD 211	ENHANCING COLLEGE SUCCESS	2012 Fall
CN	ALTW 202	BASIC MATH SKILLS FOR THE DISABLED STUDENT	2012 Fall
CN	ALTW 203	LEARNING STYLES & STRATEGIES FOR THE DISABLED STUDENT	2012 Fall
CN	ALTW 207	RESOURCES IN THE COMMUNITY FOR THE DISABLED STUDENT	2012 Fall
SS	ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	2011 Summer
SS	ANTH 1H	HONORS INTRODUCTION TO PHYSICAL ANTHROPOLOGY	2012 Fall
SS	ANTH 2A	CULTURAL ANTHROPOLOGY	2011 Summer
SS	ANTH 2B	PATTERNS OF CULTURE	2011 Summer
SS	ANTH 4	FIRST PEOPLES OF NORTH AMERICA	2011 Summer
SS	ANTH 5	MAGIC, SCIENCE & RELIGION	2011 Summer
SS	ANTH 6	PEOPLES OF AFRICA	2011 Summer
SS	ANTH 12	APPLIED ANTHROPOLOGY	2011 Summer
SS	ANTH 20	NATIVE PEOPLES OF CALIFORNIA	2011 Summer
SS	APIW 100	INTRODUCTION TO IRONWORKING	2011 Winter
SS	APIW 101	MIXED BASE	2011 Winter
SS	APIW 102	REINFORCING IRON I	2011 Winter
SS	APIW 103	RIGGING I	2011 Winter
SS	APIW 105	WELDING I	2011 Winter
SS	APIW 106	STRUCTURAL I	2011 Winter
SS	APIW 110	ARCHITECTURAL I	2011 Winter
SS	APIW 111	ARCHITECTURAL II	2011 Winter
SS	APIW 113	SMALL STRUCTURE ERECTION	2011 Winter

COR Requiring Updates for 2017-18

The following courses must be reviewed/updated by the Curriculum deadline of June 17, 2016. Courses in [blue](#) are currently in Review status in submissions.

SS	APIW 114	WELDING III	2011 Winter
SS	APIW 115	CRANES	2011 Winter
SS	APIW 116	FOREMAN TRAINING	2011 Winter
SS	APPR 183A	BASIC ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 183B	ADVANCED ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 184A	AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (FOURTH-YEAR	2011 Spring
SS	APPR 184B	COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH-YEAR SERVICE)	2011 Spring
SS	APPR 185A	BASIC REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 185B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPR 186A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING	2011 Spring
SS	APPR 186B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	2011 Spring
SS	APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	2012 Spring
SS	APPT 163	CODE/WATER SUPPLY SYSTEMS	2012 Spring
SS	APPT 164	DRAWING I FOR THE PLUMBING TRADE	2012 Spring
SS	APPT 165	DRAWING II FOR THE PLUMBING TRADE	2012 Fall
SS	APPT 166	WELDING/OXY-ACETYLENE TRAINING	2012 Fall
SS	APPT 167	STEAM SYSTEMS/RIGGING/PIPE FITTING & SERVICE	2012 Fall
SS	APPT 168	MEDICAL GAS/HYDRONICS	2012 Fall
SS	APPT 169	ADVANCED DRAWING/LAYOUT FOR THE PLUMBING TRADES	2012 Fall
SS	APPT 170	CODE II/JUNIOR MECHANICS REVIEW & EXAM	2012 Fall
SS	APPT 172	REFRIGERATION SCIENCE	2012 Fall
SS	APPT 174	ADVANCED ELECTRICITY/PNEUMATIC DDC INTRODUCTION	2012 Fall
SS	APPT 175	CONTROLS I/ELECTRO PNEUMATICS	2012 Fall
SS	APPT 176	CONTROLS II/ADVANCED PNEUMATICS CALIBRATION/HYDRONICS	2012 Fall
SS	APPT 178	START, TEST & BALANCE II	2012 Fall
SS	APPT 180	HVACR STAR REVIEW & EXIT EXAM	2012 Fall
SS	APPT 181	STEAM FITTING & RIGGING GENERAL COURSE	2012 Fall
SS	APRT 106A	SHEET METAL CONTROL SYSTEMS (FIFTH-YEAR SERVICE)	2011 Spring
SS	APRT 106B	ENERGY MANAGEMENT & CUSTOMER SERVICE (FIFTH-YEAR SERVICE)	2011 Spring
SS	APRT 140A	ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I	2011 Winter
SS	APRT 140B	REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 141A	COMPONENTS OF RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 141B	TROUBLESHOOTING DIAGNOSIS & REPAIR FOR RESIDENTIAL HVAC SERVICE	2011 Winter
SS	APRT 143A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS (FIRST YEAR)	2011 Winter
SS	APRT 143B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS (FIRST	2011 Winter
SS	APRT 149A	ELECTRICAL SYSTEMS OPERATION, CONTROLS & DEVICES (TAB-2)	2011 Spring
SS	APRT 149B	HVAC TESTING & BALANCING PROCEDURES (TAB-2)	2011 Spring
SS	APRT 150A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS (TAB-3)	2011 Spring
SS	APRT 150B	SYSTEMS INSTALLATION & TROUBLESHOOTING (TAB-3)	2011 Spring
SS	APRT 153A	CONTROL SYSTEMS & CUSTOMER SERVICE I (TAB-4)	2011 Spring
SS	APRT 153B	CONTROL SYSTEMS & CUSTOMER SERVICE II (TAB-4)	2011 Spring
SS	APRT 154A	PROJECT MANAGEMENT FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	2011 Spring
SS	APRT 154B	HAZARDOUS MATERIAL RECOGNITION FOR THE TEST & AIR BALANCE	2011 Spring
SS	APRT 155A	SAFETY & TOOLS FOR SHEET METAL SIDING & DECKING APPRENTICES	2011 Spring
SS	APRT 155B	BLUEPRINT READING FOR SHEET METAL SIDING & DECKING APPRENTICES	2011 Spring
FA	ART 14D	DIGITAL ART & GRAPHICS	2012 Fall

COR Requiring Updates for 2017-18

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FA	ART 36	HISTORY OF GRAPHIC DESIGN	2011 Summer
FA	ART 39	SCREENPRINTING	2012 Fall
FA	ART 40	PRINT ARTS I	2012 Fall
FA	ART 45A	BEGINNING CERAMICS HANDBUILDING	2012 Fall
FA	ART 45AL	CERAMICS LABORATORY	2012 Fall
FA	ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	2012 Fall
FA	ART 45BL	CERAMICS LABORATORY	2012 Fall
FA	ART 45CL	CERAMICS LABORATORY	2012 Fall
FA	ART 45FL	CERAMICS LABORATORY	2012 Fall
FA	ART 49	MONOPRINTING	2011 Fall
FA	ART 72	STUDIO ART PORTFOLIO PREPARATION	2011 Summer
PS	ASTR 77	SEMINAR ON EXCITING TOPICS IN ASTRONOMY	2012 Fall
BH	BIOL 54H	HONORS INSTITUTE SEMINAR IN BIOLOGY	2012 Fall
SS	BUSI 18	BUSINESS LAW I	2011 Fall
SS	BUSI 19	BUSINESS LAW II	2011 Fall
SS	BUSI 53	SURVEY OF INTERNATIONAL BUSINESS	2011 Fall
SS	BUSI 54H	HONORS INSTITUTE SEMINAR IN BUSINESS	2012 Fall
SS	BUSI 57	PRINCIPLES OF ADVERTISING	2011 Fall
SS	BUSI 59	PRINCIPLES OF MARKETING	2011 Fall
SS	BUSI 62	PRINCIPLES OF SALESMANSHIP	2011 Fall
SS	BUSI 70	BUSINESS & PROFESSIONAL ETHICS	2011 Fall
SS	BUSI 90A	PRINCIPLES OF MANAGEMENT	2011 Fall
SS	BUSI 95	ENTREPRENEURSHIP–SMALL BUSINESS MANAGEMENT	2011 Fall
SS	BUSI 95E	SMALL BUSINESS EXPORT & IMPORT	2011 Fall
SS	BUSI 233A	STARTING A SMALL BUSINESS	2011 Summer
SS	BUSI 233E	SMALL BUSINESS MARKETING, RESEARCH & PLANNING	2011 Summer
SS	CHLD 50A	INFANT/TODDLER DEVELOPMENT	2011 Summer
SS	CHLD 53NC	SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS	2011 Summer
SS	CHLD 53NP	DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS	2011 Summer
SS	CHLD 63N	ARTISTIC & CREATIVE DEVELOPMENT	2011 Summer
SS	CHLD 71	PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN	2011 Summer
SS	CHLD 73	MUSIC & MOVEMENT IN THE EARLY YEARS	2011 Summer
SS	CHLD 74	SCIENCE & NATURE	2011 Summer
SS	CHLD 79	CARING FOR INFANTS & TODDLERS IN GROUPS	2011 Summer
SS	CHLD 82	PLANNING CREATIVE DRAMATICS	2011 Summer
SS	CHLD 85	LITERACY & LITERATURE IN EARLY CHILDHOOD EDUCATION	2011 Summer
SS	CHLD 86A	MENTORING THE EARLY CARE & EDUCATION PROFESSIONAL	2011 Summer
SS	CHLD 88B	POSITIVE BEHAVIOR MANAGEMENT	2011 Summer
SS	CHLD 90B	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I	2011 Summer
SS	CHLD 90C	ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART II	2011 Summer
SS	CHLD 91	ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP	2011 Summer
CN	CNSL 52	COLLEGE & LIFE MANAGEMENT	2012 Fall
CN	CNSL 53	EFFECTIVE STUDY	2012 Fall
CN	CNSL 85A	TRANSFER READINESS	2012 Fall
CN	CNSL 86	INTRODUCTION TO LEADERSHIP	2012 Fall
CN	CNSL 87	LEADERSHIP: THEORIES & PRACTICES	2012 Fall

COR Requiring Updates for 2017-18

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CN	CNSL 88	LEADERSHIP: THEORIES, STYLES & REALITIES	2012 Fall
CN	CNSL 89	ADVANCED LEADERSHIP REALITIES	2012 Fall
CN	CNSL 90A	INTRODUCTORY LEADERSHIP INDEPENDENT STUDY	2012 Fall
CN	CNSL 90B	LEADERSHIP INDEPENDENT STUDY II	2012 Fall
CN	CNSL 90C	LEADERSHIP INDEPENDENT STUDY III	2012 Fall
CN	CNSL 275	EOPS: THE ROAD TO COLLEGE SUCCESS—MORE THAN JUST BOOKS	2012 Fall
FA	COMM 1B	ARGUMENTATION & PERSUASION	2010 Summer
FA	COMM 4	GROUP DISCUSSION	2010 Summer
FA	COMM 10	GENDER, COMMUNICATION & CULTURE	2012 Fall
FA	COMM 12	INTERCULTURAL COMMUNICATION	2012 Fall
CN	CRLP 55	LIFELONG LEARNING STRATEGIES	2012 Fall
CN	CRLP 71	EXPLORING CAREER FIELDS	2012 Fall
CN	CRLP 73	EFFECTIVE RESUME WRITING	2012 Fall
CN	CRLP 74	SUCCESSFUL INTERVIEWING TECHNIQUES	2012 Fall
LA	CRWR 6	INTRODUCTION TO CREATIVE WRITING	2012 Fall
KA	DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	2008 Summer
SS	ECON 18	CONTEMPORARY ECONOMIC ISSUES	2011 Summer
SS	ECON 54H	HONORS INSTITUTE SEMINAR IN ECONOMICS	2012 Fall
BH	EMTP 61B	PARAMEDIC COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB	2012 Fall
BH	EMTP 62B	PARAMEDIC COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB	2012 Fall
LA	ENGL 1T	INTEGRATED COMPOSITION & READING	2012 Fall
LA	ENGL 242A	CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT	2012 Fall
LA	ENGL 242B	CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION	2012 Fall
PS	ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	2012 Fall
PS	ENGR 40	INTRODUCTION TO CLEAN ENERGY TECHNOLOGY	2012 Winter
LA	ESLL 248	ADVANCED GRAMMAR REVIEW	2012 Fall
SS	GEOG 2	HUMAN GEOGRAPHY	2011 Spring
SS	GEOG 5	INTRODUCTION TO ECONOMIC GEOGRAPHY	2011 Spring
SS	GEOG 10	WORLD REGIONAL GEOGRAPHY	2011 Spring
FA	GID 1	HISTORY OF GRAPHIC DESIGN	2011 Fall
FA	GID 2	THE HISTORY OF THE PRINTED BOOK	2012 Fall
FA	GID 33	GRAPHIC DESIGN STUDIO I	2012 Fall
FA	GID 34	GRAPHIC DESIGN STUDIO II	2012 Fall
FA	GID 36	TYPOGRAPHY	2012 Fall
FA	GID 37	CARTOONING	2012 Fall
FA	GID 38	PRINT ARTS I	2011 Summer
FA	GID 39	PRINT ARTS II	2011 Fall
FA	GID 41	DIGITAL ART & GRAPHICS	2012 Fall
FA	GID 43	ILLUSTRATION & DIGITAL IMAGING	2012 Fall
FA	GID 45	DIGITAL SOUND, VIDEO & ANIMATION	2012 Fall
FA	GID 46	SCREENPRINTING	2011 Fall
FA	GID 48	MONOPRINTING	2011 Fall
FA	GID 60	CAREERS IN THE VISUAL ARTS	2011 Fall
FA	GID 70	GRAPHIC DESIGN DRAWING	2011 Fall
FA	GID 71	STORYBOARDING	2011 Fall
FA	GID 92	LETTERPRESS PRINTING	2011 Fall

COR Requiring Updates for 2017-18

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FA	GID 93	LETTERPRESS PROJECTS	2011 Fall
SS	HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 AD	2011 Fall
SS	HIST 4B	HISTORY OF WESTERN CIVILIZATION: 700–1800	2011 Summer
SS	HIST 4C	HISTORY OF WESTERN CIVILIZATION 1789–PRESENT	2011 Fall
SS	HIST 4CH	HONORS HISTORY OF WESTERN CIVILIZATION 1789–PRESENT	2011 Fall
SS	HIST 9	HISTORY OF CONTEMPORARY EUROPE	2011 Fall
SS	HIST 9H	HONORS HISTORY OF CONTEMPORARY EUROPE	2011 Fall
SS	HIST 16	INTRODUCTION TO ANCIENT ROME	2011 Fall
SS	HIST 16H	HONORS INTRODUCTION TO ANCIENT ROME	2011 Fall
SS	HIST 54H	HONORS INSTITUTE SEMINAR IN HISTORY	2012 Fall
BH	HORT 10	ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE	2012 Fall
BH	HORT 15	ORIENTATION TO ENVIRONMENTAL HORTICULTURE	2012 Fall
BH	HORT 23	PLANT MATERIALS: CALIFORNIA NATIVE PLANTS	2012 Fall
BH	HORT 24	PLANT MATERIALS: GROUND COVERS & VINES	2012 Fall
BH	HORT 25	PLANT MATERIALS: BAMBOOS & PALMS	2012 Fall
BH	HORT 26	PLANT MATERIALS: PERENNIALS & ANNUALS	2012 Fall
BH	HORT 31	HORTICULTURAL PRACTICES: PLANT PROPAGATION	2012 Fall
BH	HORT 40	LANDSCAPE DESIGN: GRAPHIC COMMUNICATION	2012 Fall
BH	HORT 52C	HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE	2012 Fall
BH	HORT 52G	HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT	2012 Fall
BH	HORT 54D	LANDSCAPE CONSTRUCTION: APPLIED PRACTICES	2012 Fall
BH	HORT 55A	GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES	2012 Fall
BH	HORT 60B	LANDSCAPE DESIGN: THEORY	2012 Fall
BH	HORT 60C	LANDSCAPE DESIGN: IRRIGATION	2012 Fall
BH	HORT 60D	LANDSCAPE DESIGN: PLANTING	2012 Fall
BH	HORT 60F	LANDSCAPE DESIGN: PROCESS	2012 Fall
BH	HORT 60G	LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS	2012 Fall
BH	HORT 90D	HERBS: IDENTIFICATION, USE & FOLKLORE	2012 Fall
BH	HORT 90E	HORTICULTURAL & LANDSCAPE PHOTOGRAPHY	2012 Fall
BH	HORT 90F	LANDSCAPE DESIGN: BASIC PRINCIPLES	2012 Fall
BH	HORT 90M	PLANT NUTRITION & FERTILIZATION	2012 Fall
BH	HORT 90U	LANDSCAPE DESIGN: PERSPECTIVE SKETCHING	2012 Fall
BH	HORT 90Y	CACTI & SUCCULENTS	2012 Fall
BH	HORT 90Z	ORNAMENTAL GRASSES	2012 Fall
LA	JAPN 1	ELEMENTARY JAPANESE I	2012 Fall
LA	JAPN 2	ELEMENTARY JAPANESE II	2012 Fall
LA	JAPN 3	ELEMENTARY JAPANESE III	2012 Fall
LA	JAPN 35	SURVEY OF CONTEMPORARY JAPANESE CULTURE	2012 Fall
LA	JAPN 53	MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS	2012 Fall
LA	JAPN 63	JAPANESE BUSINESS CULTURE & ETIQUETTE	2012 Fall
FA	LINC 50	TECHNOLOGY IN THE K–12 CLASSROOM I	2012 Fall
FA	LINC 50A	TECHNOLOGY IN THE K–12 CLASSROOM II	2012 Fall
FA	LINC 50B	TECHNOLOGY IN THE K–12 CLASSROOM III	2012 Fall
FA	LINC 50F	INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I	2012 Fall
FA	LINC 53	INTEGRATING TECHNOLOGY INTO MATHEMATICS	2012 Fall
FA	LINC 53B	INTEGRATING TECHNOLOGY INTO MATHEMATICS GRADES 6–8	2012 Fall

COR Requiring Updates for 2017-18

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FA	LINC 58	GLOBAL PROJECT-BASED LEARNING	2012 Fall
FA	LINC 58A	E-PORTFOLIOS	2012 Fall
FA	LINC 64	SLIDE PRESENTATION DESIGN	2012 Fall
FA	LINC 66	INTRODUCTION TO THE INTERNET	2012 Fall
FA	LINC 66A	INTRODUCTION TO THE INTERNET I	2012 Fall
FA	LINC 66C	SEARCHING & RESEARCHING THE INTERNET	2012 Fall
FA	LINC 70A	WEB PAGE DESIGN I	2012 Fall
FA	LINC 70B	WEB PAGE DESIGN II	2012 Fall
FA	LINC 72B	ADOBE INDESIGN OVERVIEW	2011 Fall
FA	LINC 72C	ADOBE INDESIGN I	2011 Fall
FA	LINC 72D	ADOBE INDESIGN II	2011 Fall
FA	LINC 73	ADOBE PHOTOSHOP OVERVIEW	2011 Fall
FA	LINC 73A	ADOBE PHOTOSHOP I	2011 Fall
FA	LINC 73B	ADOBE PHOTOSHOP II	2011 Fall
FA	LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	2010 Summer
FA	LINC 73I	ADOBE ILLUSTRATOR I	2008 Summer
FA	LINC 73J	ADOBE ILLUSTRATOR II	2008 Summer
FA	LINC 79	MULTIMEDIA PROJECT PRODUCTION	2011 Summer
FA	LINC 80	MULTIMEDIA OVERVIEW	2012 Fall
FA	LINC 80A	MULTIMEDIA IN THE CLASSROOM I	2012 Fall
FA	LINC 80B	MULTIMEDIA IN THE CLASSROOM II	2012 Fall
FA	LINC 81	USING DIGITAL IMAGES	2012 Fall
FA	LINC 81A	USING DIGITAL IMAGES I	2012 Fall
FA	LINC 83F	INTRODUCTION TO DIGITAL VIDEO EDITING	2012 Fall
FA	LINC 85A	ADOBE FLASH I	2010 Summer
FA	LINC 85C	ADOBE FLASH OVERVIEW	2011 Summer
FA	LINC 86A	VIDEO PODCASTING I	2012 Fall
FA	LINC 90C	ONLINE COLLABORATION TOOLS	2012 Fall
FA	LINC 96B	HANDHELD DIGITAL MEDIA DEVICES I	2012 Fall
FA	LINC 96C	HANDHELD DIGITAL MEDIA DEVICES II	2012 Fall
FA	LINC 98	TEACHING & LEARNING IN THE DIGITAL AGE	2012 Fall
FA	LINC 98A	TEACHING & LEARNING IN THE DIGITAL AGE I	2012 Fall
FA	LINC 98B	TEACHING & LEARNING IN THE DIGITAL AGE II	2012 Fall
PS	MATH 44	MATH FOR THE LIBERAL ARTS	2012 Winter
PS	MATH 54H	HONORS INSTITUTE SEMINAR IN MATHEMATICS	2012 Fall
FA	MUS 1	INTRODUCTION TO MUSIC	2012 Fall
FA	MUS 7D	CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC	2012 Fall
FA	MUS 11A	JAZZ & SWING	2010 Summer
FA	MUS 11B	FUNK, FUSION & HIP-HOP	2010 Summer
FA	MUS 83A	INTRODUCTION TO MUSIC THERAPY	2012 Fall
PS	NANO 51	APPLICATIONS OF NANOTECHNOLOGY	2011 Summer
PS	NANO 52	NANOMATERIALS & NANOSTRUCTURES	2011 Summer
PS	NANO 53	NANOMATERIALS CHARACTERIZATION	2011 Summer
PS	NANO 54	NANOFABRICATION TOOLS & PROCESS	2011 Summer
PS	NANO 61	MICRO & NANO FABRICATION TECHNIQUES CAPSTONE	2009 Summer

COR Requiring Updates for 2017-18

The following courses must be reviewed/updated by the Curriculum deadline of June 17, 2016. Courses in [blue](#) are currently in Review status in submissions.

CN	NCBS 402	BOOTS TO BOOKS—COLLEGE SUCCESS & ORIENTATION FOR THE RETURNING U.S. VETERAN	2012 Winter
LA	NCLA 406A	SUPPLEMENTAL INSTRUCTION ENGLISH: ESSAY- & PARAGRAPH-LEVEL REVISION	2013 Spring
LA	NCLA 406B	SUPPLEMENTAL INSTRUCTION ENGLISH: SENTENCE-LEVEL EDITING & PROOFREADING IN CONTEXT	2013 Spring
CN	NCP 400	STRONG START FOR CHILDREN	2009 Summer
CN	NCP 401	NURTURING HEALTHY CHOICES	2009 Summer
CN	NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN	2009 Summer
CN	NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN	2009 Summer
CN	NCSV 400	GERIATRIC HOME AIDE BASICS	2010 Winter
CN	NCSV 401	GERIATRIC HOME AIDE—NUTRITION	2010 Winter
CN	NCSV 403	FAMILY CHILD CARE PROVIDER: CHILD DEVELOPMENT	2012 Winter
CN	NCSV 404	FAMILY CHILD CARE PROVIDER: CURRICULUM DEVELOPMENT	2012 Winter
CN	NCSV 405	FAMILY CHILD CARE PROVIDER: FAMILY CHILD CARE PROFESSIONAL	2012 Winter
BH	PCA 51A	BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE	2012 Fall
BH	PCA 56A	CORE MEDICINE I	2012 Fall
BH	PCA 56B	CORE MEDICINE II	2012 Fall
BH	PCA 290	ENRICHMENT COURSE DIDACTIC PRINCIPLES	2012 Fall
KA	PHED 22B	PILATES & YOGA	2008 Summer
SS	PHIL 1	CRITICAL THINKING & WRITING	2012 Fall
SS	PHIL 2	INTRODUCTION TO SOCIAL & POLITICAL PHILOSOPHY	2011 Fall
SS	PHIL 7	INTRODUCTION TO SYMBOLIC LOGIC	2011 Fall
SS	PHIL 8	ETHICS	2011 Fall
SS	PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	2011 Fall
SS	PHIL 20C	CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT	2011 Fall
SS	PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	2011 Summer
SS	PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	2011 Fall
SS	PHIL 30	INTRODUCTION TO CRITICAL THINKING	2012 Fall
PS	PHYS 2AM	GENERAL PHYSICS—CALCULUS SUPPLEMENT	2012 Fall
PS	PHYS 2BM	GENERAL PHYSICS—CALCULUS SUPPLEMENT	2012 Fall
PS	PHYS 2CM	GENERAL PHYSICS—CALCULUS SUPPLEMENT	2012 Fall
SS	PSYC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	2012 Fall
SS	PSYC 14	CHILD & ADOLESCENT DEVELOPMENT	2011 Fall
SS	PSYC 22	PSYCHOLOGY OF PREJUDICE	2011 Fall
SS	PSYC 30	SOCIAL PSYCHOLOGY	2011 Fall
SS	PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	2011 Fall
SS	PSYC 49	HUMAN SEXUALITY	2011 Fall
SS	PSYC 54H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY	2012 Fall
BH	R T 64	FLUOROSCOPY	2012 Fall
BH	RSPT 52	APPLIED SCIENCE FOR RESPIRATORY THERAPY	2012 Fall
BH	RSPT 53B	ADVANCED RESPIRATORY THERAPY PHARMACOLOGY	2012 Fall
BH	RSPT 60A	CARDIOLOGY FOR RESPIRATORY THERAPISTS	2012 Fall

COR Requiring Updates for 2017-18

The following courses must be reviewed/updated by the Curriculum deadline of June 17, 2016. Courses in [blue](#) are currently in Review status in submissions.

BH	RSPT 60C	PULMONARY DIAGNOSTICS	2012 Fall
BH	RSPT 61C	HOME & REHABILITATIVE RESPIRATORY CARE	2012 Fall
SS	SOC 1	INTRODUCTION TO SOCIOLOGY	2011 Fall
SS	SOC 7	STATISTICS FOR THE BEHAVIORAL SCIENCES	2012 Fall
SS	SOC 8	POPULAR CULTURE	2011 Fall
SS	SOC 11	INTRODUCTION TO SOCIAL WELFARE	2011 Fall
SS	SOC 15	LAW & SOCIETY	2011 Fall
SS	SOC 19	ALCOHOL & DRUG ABUSE	2011 Fall
SS	SOC 20	MAJOR SOCIAL PROBLEMS	2012 Fall
SS	SOC 23	RACE & ETHNIC RELATIONS	2011 Fall
SS	SOC 28	SOCIOLOGY OF GENDER	2012 Fall
SS	SOC 30	SOCIAL PSYCHOLOGY	2011 Fall
SS	SOC 40	ASPECTS OF MARRIAGE & FAMILY	2011 Fall
SS	SOC 54H	HONORS INSTITUTE SEMINAR IN SOCIOLOGY	2012 Fall
SS	SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY	2011 Summer
SS	SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	2009 Fall
LA	SPAN 4	INTERMEDIATE SPANISH I	2012 Fall
LA	SPAN 5	INTERMEDIATE SPANISH II	2012 Fall
LA	SPAN 6	INTERMEDIATE SPANISH III	2012 Fall
LA	SPAN 25A	ADVANCED COMPOSITION & READING I	2012 Fall
LA	SPAN 25B	ADVANCED COMPOSITION & READING II	2012 Fall
SS	SPED 63	LEARNING DISABILITIES	2011 Summer
SS	SPED 64	DISABILITY & THE LAW	2012 Fall
FA	THTR 8	MULTICULTURAL THEATRE ARTS IN MODERN AMERICA	2012 Fall
FA	THTR 26	INTRODUCTION TO FASHION HISTORY & COSTUME DESIGN	2011 Summer
SS	WMN 5	INTRODUCTION TO WOMEN'S STUDIES	2011 Spring
SS	WMN 21	PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES	2011 Summer

**FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2016-2017**

Area I - Humanities

ART 1, 2A, 2AH, 2B, 2BH, 2C, 2E, 2F, 2J, 4A, 5A, 5B, 20B, 36, 45B; CRWR 6, 39A, 41A; DANC 10; ENGL 5, 7, 12, 14, 16, 17, 18A, 22, 24, 31, 40, 41; GID 1; HUMN 1, 2, 3, 3H, 4, 4H, 5, 6, 7; JAPN 14A, 14B; MDIA 1, 2A, 2B, 2C, 11; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 8, 8H, 11D, 11E, 11F; PHIL 2, 20A, 20B, 20C, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

Area II - English

ENGL 1A, 1AH, 1S & 1T; ESLL 26.

Area III - Natural Sciences (with laboratory)

ANTH 1 w/1L, 1H w/1HL; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 23, 41; CHEM 1A, 9, 20, 25, 30A; ENGR 39; GEOG 1; HORT 10; PHYS 2A, 4A.

Area IV - Social & Behavioral Sciences

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 18, 20; KINS 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 30, 40; SPED 2; WMN 5, 21.

Area V - Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55, 60; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1C, 10, 11, 12, 17, 22, 44, 48A, 48B, 48C; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

Area VI - United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, 12, 40; HIST 10; MDIA 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED 1; THTR 8; WMN 5.

Area VII - Lifelong Learning

Students must successfully complete a total of four units or more in Lifelong Learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E, 45F; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55, 60; CRLP 7, 55; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH 20, 21; KINS 4; LIBR 10; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22, 23, 24, 25; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13B, 13C, 14, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B, 27C, 28, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 38D, 38E, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 1.

4/19/16

Minimum proficiency: ENGL 1A or 1AH or 1S & 1T or ESLL 26, and MATH 17 or 105 or 108* completed with a letter grade of "C" or better.

* Intermediate Algebra or equivalent means MATH 17 or 105 or 108, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

FOOTHILL COLLEGE GENERAL EDUCATION & GRADUATION REQUIREMENTS 2016-2017

- ~~Crossed-out courses in red~~ are inactive and will be removed from 2016-17 GE list.
- ~~Crossed-out courses highlighted in yellow~~ are being renumbered for 2016-17, with the new number indicated immediately following the crossed-out number.
- Courses highlighted in yellow are new additions for 2016-17.

Area I - Humanities

ART 1, 2A, 2AH, 2B, 2BH, 2C, ~~2CH, 2D~~, 2E, 2F, 2J, 4A, 5A, 5B, 20B, 36, 45B; CRWR 6, 39A, 41A; DANC 10; ENGL 5, ~~5H~~, 7, ~~7H~~, 12, 14, 16, 17, 18A, 22, 24, 31, 40, ~~40H~~, 41, ~~46A, 46B, 46C, 48A, 48B, 48C~~; GID 1; HUMN ~~1A 1, 1B 2~~, 3, 3H, 4, 4H, 5, 6, 7; JAPN 14A, 14B; MDIA 1, 2A, 2B, 2C, 11; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 8, 8H, ~~11D, 11E, 11F~~; PHIL 2, 20A, 20B, 20C, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26; ~~WMN 15~~.

Area II - English

ENGL 1A, 1AH, 1S & 1T; ESLL 26.

Area III - Natural Sciences (with laboratory)

ANTH 1 w/1L, ~~1H w/1HL~~; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 23, 41; CHEM 1A, ~~9~~, 20, 25, 30A; ENGR 39; GEOG 1; HORT 10; PHYS 2A, 4A.

Area IV - Social & Behavioral Sciences

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 18, 20; KINS 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33, ~~40, 49~~; SOC 1, ~~1H~~, 10, 11, 15, 19, 20, ~~21~~, 23, 30, 40; SPED ~~62 2~~; WMN 5, 21.

Area V - Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55, ~~60~~; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1C, 10, 11, 12, 22, 44, 48A, 48B, 48C, ~~57 17~~; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

Area VI - United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, ~~7H~~, 12, 40, ~~40H~~; HIST 10; MDIA 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED ~~61 1~~; THTR 8; WMN 5.

Area VII - Lifelong Learning

Students must successfully complete a total of four units or more in Lifelong Learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E, 45F; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55, ~~60~~; CRLP 7, 55; DANC 1A, 1B, 1C, 2A, 2B, ~~2C~~, 3A, 3B, ~~4~~, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH ~~20~~, 21; KINS 4, ~~17~~; LIBR 10; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22, ~~64 23, 65 24, 67 25~~; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13,

4/19/16

13A, 13B, 13C, 14, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, ~~23C~~, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B, 27C, 28, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 38D, 38E, ~~39~~, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 61 1.

Minimum proficiency: ENGL 1A or 1AH or 1S & 1T or ESLL 26, and MATH 57 17 or 105 or 108* completed with a letter grade of "C" or better.

* Intermediate Algebra or equivalent means MATH 57 17 or 105 or 108, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

Foothill College CCC approved course deactivation exemption requests for the following courses. Voting done electronically during the period of 3/23-28/16.

APPT 121	C E 101B	JRYM 157
APPT 122	C E 101C	JRYM 158
APPT 123	C E 101D	JRYM 165
APPT 124	C E 101E	JRYM 166A
APPT 125	C E 101F	JRYM 166B
APPT 126	C E 101G	JRYM 168A
APPT 127	C E 101H	JRYM 168B
APPT 128	C E 101I	JRYM 169A
APPT 181	JRYM 101A	JRYM 170A
APRT 111	JRYM 101B	JRYM 170B
APRT 144A	JRYM 102B	JRYM 171D
APRT 144B	JRYM 103A	JRYM 172A
APRT 151A	JRYM 103B	JRYM 172B
APRT 155A	JRYM 152A	JRYM 173A
APRT 155B	JRYM 153B	
APRT 156A	JRYM 154	
APRT 156B	JRYM 155A	

Approval votes submitted by: Tiffany Rideaux (BSS), Marc Knobel (PSME), Valerie Fong (LA), Kay Jones (Library), Rachelle Campbell (BHS), Kristin Tripp Caldwell (FA), Teresa Ong (Dean, BSS).

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 121

Course Title: Introduction to Residential Plumbing, Safety & Tools

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 122

Course Title: Residential Drainage Systems

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

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- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 123

Course Title: Residential Gas & Water Installations

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 124

Course Title: Mathematics for Residential Plumbing

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 125

Course Title: Residential Blueprint Reading

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 126

Course Title: Residential Piping Layout & Installation; Residential Fixtures

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 127

Course Title: Residential Plumbing Code

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 128

Course Title: Residential Gas Installations; Service Work

Justification for retaining the course:

APPT courses are part of Foothill's Residential Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 4-year span to complete all 8 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The residential construction industry has not been very robust as of late due to a slow down in the residential construction market from 2009 to 2014. This impacts the number of courses being offered. As work requirements and demand increases, plans are to offer more residential plumbing courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT residential plumbing courses to approximately 150 students. Students are awarded Certificates of Achievement and Career Certificates upon completion of a residential program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more residential homes by signatory contractors. The sites have been notified to start offering APPT courses to its union members. In addition to this:

- 1) APPT courses are part of a recently approved Certificate of Achievement in Residential Plumbing.
- 2) APPT courses are part of a program.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 181

Course Title: Steam Fitting & Rigging General Course

Justification for retaining the course:

APPT courses are part of Foothill's Commercial Plumbing program of study in the Apprenticeship program. Students are accepted in the Apprenticeship program and attend one of these courses each semester over a 5-year span to complete 10 courses. Enrollments are scheduled by the training centers, which coincide with jobs and economic conditions. The steamfitter construction industry has not been very robust as of late due to a slow down from 2009 to 2014. This impacted the number of steamfitter courses being offered. As work requirements and demand increases, plans are to offer more steamfitter courses to trade members.

Santa Clara, San Mateo and San Benito counties offer APPT commercial plumbing courses to approximately 100 students. Students are awarded Career Certificates upon completion of a commercial program. As part of this justification, in 2015-2016 there has been a recent increase in the demand for more commercial steamfitters in the trades. The sites have been notified to start offering steamfitter courses to its union members. In addition to this:

- 1) APPT courses are not part of an approved Certificate or AS Degree as of yet.
- 2) APPT courses are standalone courses, but we want to make them part of a certificate.
- 3) The APPT curriculum was recently revised (3-07-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017 or possibly Spring 2017, or as the employment outlook becomes clearer.

Please briefly explain the Division's plan for a regular cycle of offering this course:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of residential plumbing courses.
- 2) Discuss the possible schedule with the training committee involved.
- 3) Prepare a schedule with the intention of offering this course every other year or as the needs arise. Anticipation is to run this course in the winter over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 111

Course Title: Computer Literacy for Trade Apprentices (Optional)

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 144A

Course Title: Introduction to Marine Sheet Metal Training for Apprentices I

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 144B

Course Title: Introduction to Marine Sheet Metal Training for Apprentices II

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 151A

Course Title: Intermediate Marine Sheet Metal Training for Apprentices I

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 155A

Course Title: Safety & Tools for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 155B

Course Title: Blueprint Reading for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 156A

Course Title: Welding for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 156B

Course Title: Measuring, Drawing & Lifting Devices for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Apprentices ("APRT" coded) in order for them to fulfill statewide work requirements as part of the program. Apprentices also have to fulfill school requirements to be in the program. Students take Foothill courses to support their apprenticeship in the evening.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 800 students in Foothill's Sheet Metal program this current year working towards a Certificate of Achievement or AS Degree. Training centers that offer APRT courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for support courses in the Sheet Metal industry by signatory contractors. The sites have been notified to start offering APRT courses to its union members. In addition to this:

- 1) APRT courses are part of a Certificate of Achievement or Career Certificate.
- 2) The quarter, degree applications will be submitted for an Associate in Science degree and certificate program for the Sheet Metal Building Trades, which will help establish further pathways linking vocational education to higher education. Students who complete an AS degree have expanded employment opportunities, including Foreman, Construction Manager, and other opportunities.
- 3) The entire APRT curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of APRT courses.
- 2) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101B

Course Title: ETC Review: Test Instruments

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101C

Course Title: ETC Review: AC/DC Generators

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101D

Course Title: ETC Review: Pipe Bending

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101E

Course Title: ETC Review: Grounding & Bonding

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101F

Course Title: ETC Review: Blueprint Reading

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101G

Course Title: ETC Review: Professional Relations

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101H

Course Title: ETC Review: Specialty Systems

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101I

Course Title: Electrician Training Certification: NEC Update

Justification for retaining the course:

Electricians in the State of California must be certified to work in their field; the CE 101 series of courses allows electricians to legally work in the state.

The content of this CE course is reviewed by the Electrical Training Alliance, part of the International Brotherhood of Electrical Workers, and the National Electrical Contractors Association (NECA). This course is offered for those electricians who, for various reasons, need to complete coursework in order to be relicensed or obtain licensure. Although this course is offered infrequently, it is necessary part of the CE program. Currently, the course is offered only when a sufficiently large cohort of students (at least 20 students) requires the course. However, in the future, this course is slated to be offered online, allowing students to take it on demand, and will likely be offered each quarter.

We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

Since an online version of this course is in development by the NECA, we anticipate that it will be offered more frequently as the online version will not require a cohort model of instruction. It is important that the course be available for electricians and apprenticeship students in order to satisfy the requirements for legal employment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 101A

Course Title: Basic Electricity for Sheet Metal A/C

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 101B

Course Title: Advanced Electricity for Sheet Metal A/C

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 102B

Course Title: Advanced Refrigeration for Sheet Metal A/C

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 103A

Course Title: Air Distribution for Sheet Metal A/C

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 103B

Course Title: Refrigeration Theory for Sheet Metal A/C

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 152A

Course Title: HVAC Basic Systems for Sheet Metal Journeypersons

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

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- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

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- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

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College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 153B

Course Title: Temperature Measurement Instruments & Duct Systems for Journeypersons

Justification for retaining the course:

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Next quarter(s) in which the course will be scheduled:

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Please briefly explain the Division's plan for a regular cycle of offering this course:

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Comments & Other Relevant Information for Discussion:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 154

Course Title: Reciprocating Refrigeration

Justification for retaining the course:

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Next quarter(s) in which the course will be scheduled:

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Comments & Other Relevant Information for Discussion:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 155A

Course Title: Basic Electricity for Sheet Metal A/C

Justification for retaining the course:

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Next quarter(s) in which the course will be scheduled:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 157

Course Title: Hazardous Materials Training for the Trades

Justification for retaining the course:

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Next quarter(s) in which the course will be scheduled:

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Comments & Other Relevant Information for Discussion:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 158

Course Title: Hazardous Materials Recertification for the Trades

Justification for retaining the course:

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Next quarter(s) in which the course will be scheduled:

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Comments & Other Relevant Information for Discussion:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 165

Course Title: Pre-Apprenticeship Introduction to Sheet Metal

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 166A

Course Title: Marine Sheet Metal Training for Non-Apprentices I

Justification for retaining the course:

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Comments & Other Relevant Information for Discussion:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 166B

Course Title: Marine Sheet Metal Training for Non-Apprentices II

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 168A

Course Title: Journey-Level Digital Systems I

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 168B

Course Title: Journey-Level Digital Systems II

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 169A

Course Title: Field Measurement & Layout for Sheet Metal Journeymen I

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 170A

Course Title: Advanced Sheet Metal Service I

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

Bay Area Sheet Metal is our largest Apprenticeship program at Foothill. It currently has approximately 17,000 journeymen in the field that can potentially take a JRYM course in our system. There are approximately 800 students in Foothill's Sheet Metal program this current year, all of which will become a Journeyman. Training centers that offer these courses are located in San Jose, San Leandro, Fairfield and Castroville.

As part of this justification, in 2015-2016 there has been a recent increase in the demand for skills upgrade in Sheet Metal by signatory contractors. The sites have been notified to start offering JRYM courses to the general public. In addition to this:

- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 170B

Course Title: Advanced Sheet Metal Service II

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

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- 1) JRYM courses are not part of a degree or certificate. They are standalone courses.
- 2) Plans are to make JRYM courses electives for our approved Sheet Metal Building Trades AS Degree. This would add value for journeyman to pursue our degrees.
- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

Next quarter(s) in which the course will be scheduled:

Expectations are to offer this course in Winter 2017, Spring 2017 and/or Summer 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan at the Sheet Metal Training Center is to:

- 1) Meet with union contractors, organized labor union and the Joint Apprenticeship Committee to discuss a continuous offering of Journeyman courses.
- 2) Discuss with the 4 training center directors which location is best served to offer this course.
- 3) Prepare a schedule to try to offer this course every other year, or as the needs arise.

Comments & Other Relevant Information for Discussion:

None

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 171D

Course Title: Specialized CAD for Sheet Metal Journeypersons IV

Justification for retaining the course:

Apprenticeship is a work-based learning program. Courses are offered to Journeypersons ("JRYM" coded) to upgrade their skills to the latest technologies. Journeymen are returning students who have graduated from an Apprenticeship program and have reached a specific level in their career. Journeypersons are full-time employees of their trade. Journeymen courses (JRYM) run strictly through the BSS Division as WSCH generating courses.

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- 3) The entire JRYM curriculum was recently revised (2-25-16) to match content with the correct lec-lab hours and unit values.

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 172A

Course Title: Electrical System Operation Controls & Devices for Journeypersons

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 172B

Course Title: HVAC Testing & Balancing Procedures for Journeypersons

Justification for retaining the course:

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 173A

Course Title: Air Distribution & Manufacturing Systems for Journeypersons

Justification for retaining the course:

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Comments & Other Relevant Information for Discussion:

None



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

48th SPRING SESSION RESOLUTIONS

FOR DISCUSSION ON APRIL 21, 2016

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 21 – 23, 2016.

Resolutions Committee 2015-2016

John Stanskas, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Cheryl Aschenbach, Lassen College, Area A
Randy Beach, Southwestern College, Area D
Rochelle Olive, College of Alameda, Area B
Michelle Sampat, Mt. San Antonio College, Area C

RESOLUTIONS PROCESS OVERVIEW

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

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

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

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

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

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

Consent calendar resolutions in the packet are marked with a *
Additions added by Area meetings are marked with a +

1.01	S16	Mentoring Programs for Part-Time Faculty
9.01	S16	Adopt the Paper <i>Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates</i>
9.02	S16	Develop a Paper on Effective Practices for Educational Program Development
9.04	S16	Flexibility in Awarding Unit Credit for Cooperative Work Experience
9.05	S16	Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid
9.07	S16	Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses
+9.08	S16	Associate Degree for Transfer in Music
+9.09	S16	Z Degrees and Faculty Primacy
10.01	S16	Adopt the Paper <i>Equivalence to the Minimum Qualifications</i>
+10.02	S16	Explore Changes to Minimum Qualifications
11.01	S16	Update the 2008 Technology Paper
+18.02	S16	Placement Model for Transfer Statistics Using High School Transcript Data
+18.03	S16	Local Determination of Advanced Placement Credit at California Community Colleges
19.01	S16	Support for Faculty Open Educational Resources Coordinators

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1.0 ACADEMIC SENATE

*1.01 S16 Mentoring Programs for Part-Time Faculty

Whereas, The Academic Senate for California Community Colleges has long-standing positions¹ in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Part-Time Task Force

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY

3.01 S16 Diversifying Faculty to Enhance Student Success

Whereas, Studies have indicated that a more diverse faculty workforce can enhance student success and may help to close achievement gaps for underrepresented students by as much as 20% to 50%²;

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty diversity, yet a great disparity between the faculty diversity and the diversity of the student

¹ Please see resolution 9.06 F90 (<http://asccc.org/resolutions/faculty-mentoring>) and resolution 12.07 F92 (<http://asccc.org/resolutions/part-time-faculty-mentoring>).

² See, for example, "To Be Young, Gifted, and Black, It Helps to Have a Black Teacher" at <http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher> and Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. American Economic Review, 104(8): 2567-2591.

2016 Spring Plenary Session Executive Committee Resolutions

population remains, as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white³;

Whereas, Education Code Section 87100 (a) (3) cites the need for a “work force that is continually responsive to the needs of a diverse student population,” and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ethnic minorities compromise professional and academic standards; and

Whereas, Practices that promote the recruitment and hiring of faculty who can serve the needs of diverse student populations will ultimately lead to a more diverse faculty workforce by focusing on and identifying candidates that can best understand, communicate with, and advocate for diverse student populations, thus increasing both faculty diversity and student success;

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations while in no way compromising the professionalism nor standards of academic programs; and

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates to work jointly with collective bargaining agents, EEO Officers, and Human Resources Offices in order to ensure hiring practices reflect the urgency for developing a work force responsive to the needs of diverse student populations and to correct misperceptions about obstacles to promoting faculty diversity.

Contact: Adrienne Foster (EEO ASCCC Representative) and Cleavon Smith (Equity and Diversity Action Committee), Executive Committee

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

7.01 S16 Costs Associated with Prior Military Experience Credit

Whereas, AB 2462 (Block, 2012) calls for “the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, [to] determine for which courses credit should be awarded for prior military experience”; and

Whereas, Responsibility for determining credit for prior learning, using mechanisms like credit by exam, relies on input and evaluation by faculty in the disciplines for which credit is being sought and is an academic and professional matter;

³ CCCCCO Equity Summit Presentation, Irvine, CA November 4, 2015.

2016 Spring Plenary Session Executive Committee Resolutions

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, research the costs of implementation of credit for prior military experience; and

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, work to secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience.

Contact: Erik Shearer, Napa College, SACC Chair

9.01 CURRICULUM

9.01 S16 Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

Whereas, Resolution 9.01 S15 directed the Academic Senate for California Community Colleges to "develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session";

Whereas, The recommendations of the Strong Workforce Task Force have resulted in renewed focus on the effectiveness on local curriculum approval processes; and

Whereas, The timely adoption and revision of curriculum requires effective faculty-driven curriculum approval processes through local academic senates and curriculum committees;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (as of April 2, 2016) and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: John Freitas, Executive Committee, Curriculum Committee

See Appendix A - Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates

***9.02 S16 Develop a Paper on Effective Practices for Educational Program Development**

Whereas, "Educational program development," which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;

2016 Spring Plenary Session Executive Committee Resolutions

Whereas, The Strong Workforce Task Force⁴ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
- Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and

Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising all educational programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

9.02.01 F16 Amend 9.02 F16

Strike the second whereas:

~~Whereas, The Strong Workforce Task Force⁵ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:~~

- ~~• Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.—~~
- ~~• Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.—~~
- ~~• Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.—~~

⁴ The report of the Strong Workforce Task Force is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

⁵ The report of the Strong Workforce Task Force is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

2016 Spring Plenary Session Executive Committee Resolutions

- ~~Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and~~

Contact: Alex Immerblum, East Los Angeles College, Area C

9.03 S16 Criteria for Recording Low-Unit Certificates on Student Transcripts

Whereas, Title 5 §55070 states that certificate programs of 18 or more semester units or 27 quarter units require Chancellor's Office approval and must be designated "certificates of achievement" and also allows colleges the option of seeking Chancellor's Office approval and certificate of achievement designation for certificate programs of 12 or more semester units or 18 quarter units but less than 18 semester units or 27 quarter units with Chancellor's Office approval required in order for the certificates to be listed on student transcripts;

Whereas, Title 5 contains no provision for Chancellor's Office approval of certificates of less than 12 semester units or 18 quarter units (often referred to as low-unit certificates), and therefore certificates of less than 12 semester units or 18 quarter units cannot be recorded on student transcripts even though they may be of value to students and may meet the needs of the community and industry partners;

Whereas, In January 2016 the Chancellor's Office provided the following voluntarily reported data on the award of low-unit certificates to the System Advisory Committee on Curriculum:

- During the period 2010-2015, a total of 77,836 certificates of less than 18 units and not approved by the Chancellor's Office were awarded to students without being recorded on their transcripts
- Of these 77,836 certificates awarded to students but not listed on their transcripts, 56,787 were certificates between 6 and 18 semester units and 21,049 were certificates of less than 6 semester units; and

Whereas, The Strong Workforce Task Force recommendations include a recommendation to "(e)xpand the definition of student success to better address workforce training outcomes for both 'completers' (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and 'skills builders' (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement)," a recommendation that clearly recognizes the value of certificates of less than 12 semester units or 18 quarter units to industry partners and to the students who earn them;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to identify criteria and any regulatory changes needed to allow colleges to record the completion of all certificates on student transcripts; and

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Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to review their certificates of 12 semester units or 18 quarter units or more but less than 18 semester units or 27 quarter units that have not been submitted to the Chancellor's Office and evaluate the efficacy and potential benefit to students of submitting such certificates to the Chancellor's Office for approval and allowing such certificates to be recorded on student transcripts, as a potential benefit.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

***9.04 S16 Flexibility in Awarding Unit Credit for Cooperative Work Experience**

Whereas, Cooperative work experience education, as defined in Title 5 §55252, allows students to earn college credit while gaining work experience either related or not related to their educational goals;

Whereas, Title 5 §55256.5 states that the course credit for cooperative work experience is granted according to the following formula:

- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Whereas, Title 5 §55002.5 allows increments of 0.5 units or less if local policy permits, but §55256.5 is ambiguous on the allowance of increments of less than one unit for cooperative work experience; and

Whereas, The consensus of the System Advisory Committee on Curriculum is that colleges should be allowed to offer credit for cooperative work experience in increments of less than one unit in order to provide flexibility to colleges in their efforts to develop cooperative work experience programs that meet the specific needs of their students;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise Title 5 §55256.5 to allow greater flexibility in awarding unit credit, including credit in increments of less than one unit, for cooperative work experience.

Contact: Toni Parsons, San Diego Mesa College, Curriculum Committee

***9.05 S16 Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid**

Whereas, Title 5 §55070(a) defines a Certificate of Achievement as "Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework," and these certificates must be submitted to the Chancellor's Office for approval and are included on a student's transcript upon completion;

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Whereas, Any state-approved educational program that consists of 16 or more semester units or 24 quarter units is eligible for federal financial aid;

Whereas, Colleges are not required to seek Chancellor's Office approval for certificate programs that are less than 18 semester units or 27 quarter units; and

Whereas, Local decisions to not seek Chancellor's Office approval for certificates that are 16 or more semester units and less than 18 semester or at least 24 quarter units and at least 27 quarter units effectively block access to federal financial aid for students who complete such certificate programs;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §55070(a) to require all certificate programs consisting of 16 or more semester units or 24 or more quarter units be submitted to the Chancellor's Office for approval in order to maximize student access to federal financial aid; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to review and consider for submission to the Chancellor's Office any existing local certificates that are 16 or more semester units and less than 18 units or at least 24 quarter units and less than 27 quarter units to more immediately expand student access to federal financial aid.

Contact: Tiffany Tran, Irvine Valley College, Curriculum Committee

9.06 S16 Student Learning Outcomes Assessment is a Curricular Matter

Whereas, The ASCCC paper "Guiding Principles for SLO Assessment," approved by the body in Fall 2010 states, "SLOs are instruments of curriculum development, and therefore both the design and the assessment of SLOs clearly are curricular matters";

Whereas, Outcomes assessment is a form of research that may inform improvements in course curriculum, program curriculum and teaching methodologies with the goal of improving student achievement; and

Whereas, Curriculum is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates; and

Resolved, That the Academic Senate for California Community Colleges urge local senate leaders to advocate for outcomes assessment as a form of academic research that emphasizes improvement in student learning.

Contact: Stephanie Curry, Reedley College, Accreditation Committee

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***9.07 S16 Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses**

Whereas, Recent legislative action to equalize the apportionment funding rate for career development and college preparation noncredit instruction with that of credit instruction may make the use of noncredit courses as prerequisites and co-requisites for credit courses an attractive option for colleges that are developing alternative curricular pathways designed to prepare students for college-level work;

Whereas, Because students are not awarded units for completing noncredit courses, the potential benefits to students of the use of noncredit courses as prerequisites and co-requisites for credit courses include no registration fees, no effect on registration priority, and no effect on financial aid eligibility; and

Whereas, Title 5 §§55002 and 55003 are silent on the use of noncredit courses as prerequisites and co-requisites for credit courses, and no existing professional guidance from the Academic Senate has been created to assist faculty in the effective use of noncredit prerequisite and co-requisite courses to adequately prepare students for the target credit courses;

Resolved, That the Academic Senate for California Community Colleges develop guidelines on the appropriate use of noncredit courses as prerequisites and co-requisites for credit courses that ensure the quality and rigor of the curriculum, and distribute the guidelines by Spring 2017.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

***+9.08 S16 Associate Degree for Transfer in Music**

Whereas, Associate Degrees for Transfer (ADTs) are limited to a total of 60 semester units completed at a community college and must include the completion of CSU Breadth or IGETC, which consists of 37-39 semester units, leaving only 21-22 units of major preparation for music if none of the music courses have been approved for general education;

Whereas, The ADT in Music is not truly “a degree with a guarantee” due to the requirement for students to audition into music programs, students can not enter a university music program at the junior level, students still have to take placement tests, students can only get a Bachelor of Arts degree instead of a Bachelor of Music degree, and music faculty do not recommend the ADT degree to students interested in music as a career or transferring as a music major;

Whereas, The music major is a recognized high unit major as evidenced by the 124-132 semester unit Bachelor of Music (BM) degrees at numerous CSU campuses, including CSU Long Beach, CSU Los Angeles, CSU Fullerton, CSU Stanislaus, San Jose State, San Diego State, and the required lower division music curriculum at these institutions ranges between 33 and 40 semester units; and

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Whereas, Some disciplines, such as Biology and Chemistry, have developed Transfer Model Curricula (TMCs) using IGETC for STEM, which allows the community colleges to required additional discipline specific units by permitting six units of general education to be completed after transfer;

Resolved, That the Academic Senate for California Community Colleges recognize the special character of the music major that requires admission by audition which does not fit well with the parameters of the Associate Degree for Transfer (ADT);

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to include music as a discipline eligible to use IGETC for STEM as the general education pattern for the ADT; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create a new Taxonomy of Programs (TOP) code for the Transfer Model Curriculum in Music to eliminate the legal requirement that all colleges with an approved Associate's Degree in Music must have an approved Associate Degree for Transfer in Music.

Contact: Rob Fremland, San Diego Mesa College, Area D

***+9.09 S16 Z Degrees and Faculty Primacy**

Whereas, The Department of Finance has introduced trailer bill language to incentivize California Community Colleges to develop "Z-Degrees", designed so that students can complete a degree with zero costs for textbooks;

Whereas, The development and review of curriculum and degree programs, as well as the selection of textbooks and other instructional materials, are items of faculty primacy under the 10+1; and

Whereas, The trailer bill language calls for consultation with the local academic senate but fails to recognize the primacy of faculty in these types of decisions;

Resolved, That the Academic Senate for California Community Colleges encourage and support local and statewide discussions regarding degree paths with zero text book cost to students, known as Z-Degrees;

Resolved, That the Academic Senate for California Community Colleges remind legislators and others evincing interest in Z-Degrees of the primacy of faculty in decisions regarding degree and program development; and

Resolved, That the Academic Senate for California Community Colleges recommend that the 2016 budget trailer bill language be changed to reflect the local academic senate's

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approval of the development of Z-Degrees and participation in any kind of incentive program related to Z-Degrees to ensure that the primacy of faculty is retained.

Contact: Stacey Searl-Chapin, Mt San Jacinto College, Area D

10.0 DISCIPLINES LIST

10.01 S16 Adopt the Paper *Equivalence to the Minimum Qualifications

Whereas, Questions regarding equivalence to faculty minimum qualifications and equivalency processes have been raised with increasing frequency in recent years, especially due to the 2015 discussions of the Task Force on Workforce, Job Creation, and a Strong Economy; and

Whereas, Resolution 10.01 F14 directed the ASCCC to revise its 2006 paper *Equivalence to the Minimum Qualifications*;

Resolved, That the Academic Senate for California Community Colleges adopt the proposed revisions to the paper *Equivalence to the Minimum Qualifications*.

Contact: John Stankas, Executive Committee, Standards and Practices Committee Chair

See Appendix B – Equivalency Paper

***+10.02 S16 Explore Changes to Minimum Qualifications**

Whereas, The discussions and recommendations of the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy included extended consideration of minimum qualifications for career technical education (CTE) faculty, as some districts report difficulty with finding faculty who meet minimum qualifications to teach in their CTE programs;

Whereas, One frequently proposed solution to issues regarding difficulty in hiring CTE faculty who meet minimum qualifications is a reconsideration of single-course equivalency, but Legal Opinion L 03-28 (R. Black, 2004) states that “a district is not authorized to establish a single course equivalency as a substitute for meeting minimum qualifications in a discipline,” and Academic Senate Resolution 10.09 S02 affirms the ASCCC’s opposition to single-course and sub-disciplines equivalency;

Whereas, The 2016 California Budget Trailer Bill Language (February 1, 2016) calls on the Community College System to “Eliminate barriers to hiring qualified instructors for career technical education courses, including reevaluating the required minimum qualifications for career technical education instructors,” and thus considerable legislative pressure may be exerted regarding the reform of the minimum qualifications process; and

Whereas, Certain disciplines are indeed very broad in scope, and an exploration of creating within broad disciplines a number of more narrowly defined disciplines as recommended by the discipline faculty through the ASCCC’s Disciplines List Process

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might be both prudent in the face of possible legislative pressure and beneficial for community college CTE programs and the communities they serve;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty and other interested stakeholders to explore the possibility of creating within existing CTE disciplines more narrowly defined disciplines when discipline faculty deem such a discussion to be potentially beneficial.

Contact: John Stanskas, San Bernardino Valley College, Area D

11.0 TECHNOLOGY

*11.01 S16 Update the 2008 Technology Paper

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, In order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are needs that may be identified through local program review processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Contact: Dolores Davison, Executive Committee, Online Committee

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18.0 MATRICULATION

18.01 S16 Develop Retesting Guidelines for the Common Assessment

Whereas, Title 5 §55522 (b) specifies that “Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test”;

Whereas, Existing district policies often permit students to retake an assessment test after some period of time, but that period of time can vary greatly from one district to another, with some districts allowing students to reassess immediately while other districts require students to wait several years; and

Whereas, The Common Assessment will ensure that all community college students are assessed using the same assessment exam, and variances between district policies could create equity issues for students that do not have access to a district with a less restrictive retesting policy;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop guidelines for the development of assessment policies that maintain local control over retesting policies and procedures while maximizing access for students and distribute the guidelines to local senates and curriculum committees prior to the availability of the Common Assessment to all colleges; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to delay revision of current policies regarding retesting for placement until after the distribution of assessment retesting guidelines.

Contact: Craig Rutan, Executive Committee, Co-chair Common Assessment Initiative

*18.02 S16 Placement Model for Transfer Statistics Using High School Transcript Data

Whereas, The Multiple Measures Assessment Project (MMAP) has developed placement models in English, mathematics, English as a Second Language (ESL), and reading, using high school transcript data that are currently being piloted at more than 20 different community colleges;

Whereas, The placement models developed by MMAP typically require a higher level of predicted success than many placement tests currently in use at colleges;

Whereas, Using actual student data, MMAP has developed a placement model for transfer level statistics that indicates that some students are likely to be successful at statistics even though Algebra I was their highest high school mathematics course completed; and

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Whereas, An analysis of 22,403 students that enrolled in transfer level statistics as their first college mathematics course, 2,435 of those students had completed Algebra I as their highest high school mathematics course, 703 of these would have been placed based MMAP placement model with a 60 % success rate, while 1,732 of these students do not satisfy the MMAP placement model and had a success rate of 48%;

Resolved, That the Academic Senate for California Community Colleges authorize the distribution of the “MMWG Mathematics Decision Rules Recommendation and Discussion Summary” to Multiple Measures Assessment Project and Common Assessment Initiative pilot colleges;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that the proposed statistics placement model is analyzed using data for their students to ensure that the model works as predicated prior to using it to place students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review the proposed statistics placement model and make any necessary modifications to ensure that there is no negative impact on existing articulation agreements between their college and four year universities; and

Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017.

Contact: Craig Rutan, Santiago Canyon College, Area D

Appendix C: MMWG Mathematics Decision Rules Recommendation

Appendix D: Discussion Summary, CAISC 2_2_16 MMAP Update

***+18.03 S16 Local Determination of Advanced Placement Credit at California Community Colleges**

Whereas, The California Community Colleges, California State University and University of California Systems offer credit for Advanced Placement (AP) Scores of 3, 4, and 5, yet how that credit will be awarded and applied is determined by each individual institution;

Whereas, The Academic Senate for California Community Colleges worked with the Intersegmental Committee of Academic Senates (ICAS) partners in response to Resolution 9.06 07 Researching AP Uses and Cut Scores to “clarify how AP exam scores are applied to grant unit and/or subject credit for purposes that vary among segments, with the goal of achieving similarity in standards across our institutions and for our students”;

Whereas, The determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview, yet Assembly Bill 1985 (Williams, 2016)

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would mandate that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, thus conflicting with Education Code and Title 5 Regulations and removing from the local decision-making process any evaluation of whether such credit is appropriate or in the best interests of students; and

Whereas, Due to the continually developing nature of AP Exam content and structure, AP policies and practices at all colleges should be reviewed regularly to ensure that the best interest of students are being served;

Resolved, That the Academic Senate for California Community Colleges encourage local senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for Advanced Placement scores in order to ensure that students receive all proper credit and are not required to duplicate coursework; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that mandates community colleges to award course credit for specific levels of performance on Advanced Placement Exams.

Contact: Ginni May, Sacramento City College, Area A

<http://asccc.org/resolutions/researching-ap-uses-and-cut-scores>

<http://calstate.edu/transfer/requirements/AdvancedPlacementAPCourses.shtml>

<http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html>

19.0 PROFESSIONAL STANDARDS

***19.01 S16 Support for Faculty Open Educational Resources Coordinators**

Whereas, The College Textbook Affordability Act of 2015 (AB 798 Bonilla, 2015), provides incentives to colleges that seek to reduce textbook costs by adopting Open Educational Resources (OER) in a minimum of 10 course sections;

Whereas, The intersegmental California Open Educational Resources Council (COERC) created a Request for Proposals (RFP) that included the specific requirement that colleges include in the RFP the “Identification, roles, and responsibilities of your Textbook Affordability Campus Coordinator who will coordinating your textbook affordability program, including ensuring the programs are implementing in a timely and effective manner and providing reports and evaluations on the campus’s program outcomes”; and

Whereas, The evaluation of program outcomes regarding curricular decisions, including the adoption of textbooks, is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates that intend to apply to participate in the Textbook Affordability Act ensure that the process for the selection of the Textbook Affordability Campus Coordinator involves collegial consultation with the local academic senate.

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Contact: Cheryl Aschenbach, Executive Committee, COERC Member

***+19.02 S16 Career Technical Education Faculty and College Governance**

Whereas, The Board of Governors Task Force on Work Force, Job Creation, and a Strong Economy recommendations not only recognized the necessity of colleges' career technical education (CTE) programs but increased the necessity of CTE faculty participation in governance locally and statewide;

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes the need for CTE faculty participation through resolutions and positions; and

Whereas, CTE faculty typically have more contact hours with students as a result of local bargaining agreements that count laboratory hours differently than lecture hours, which decreases the number of hours that CTE faculty have to fully participate in the governance matters of local senates and the ASCCC;

Resolved, That the Academic Senate for California Community Colleges work with the Chief Executive Officers and Chief Instructional Officers to foster local support, such as substitutes and compensation, for CTE faculty to participate in local governance and statewide work associated with the task force recommendations; and

Resolved, That the Academic Senate for California Community Colleges work with the state-level leadership of faculty unions toward a joint effort to eliminate differential between lecture and laboratory hours in order to permit all classroom faculty to have the standard 15 student contact hours thus allowing more time for laboratory faculty to participate in governance matters at local colleges and statewide.

Contact: Dianna Chiabotti Napa Valley College, Area B

Items for Consideration to Aid in Cross Listing Course Discussion
College Curriculum Committee

What is the value to students when considering cross listing a course? Are there potential negative effects?

Possible enrollment consequences when cross listing a course (splitting students up into more than one course).

The possibility of helping students meet a specific discipline requirement.

The need for multiple courses (with a shared outline) to be updated during our curriculum cycle.

Needing to keep track of more courses when reviewing degree/program curriculum.

Cross listing courses may help students meet the two disciplines requirement for CSU Area D.